

Pearson BTEC Level 4 HNC Diploma in Advanced Practice in Early Years Education

Practical and Reflective Evidence Portfolio (PREP)

For qualifications starting first teaching January 2016

This log is to be used with the following qualification:

Pearson BTEC Level 4 HNC Diploma in Advanced Practice in Early Years Education

This log can also be used with the following qualification:

Pearson BTEC Level 5 HND Diploma in Advanced Practice in Early Years Education

Learner name	
Centre	

Placement name and type (for example children's centre, private nursery)		Age range (0–1 year, 11 months, 2–4 years, 11 months, 5–7 years, 11 months)	Hours attended
1			
2			
3			
Additional placement			
			Total hours

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INTRODUCTION

The aim of the Practical and Reflective Evidence Portfolio (PREP) is to give you a tool to record evidence of your professional development and reflective practice approach in the early years field. All core units in the Pearson BTEC Level 4 HNC in Advanced Practice in Early Years Education give you the theoretical knowledge required to be an effective practitioner, and when completed successfully, will qualify you to practice as an Early Years Educator (EYE), and be counted in the Level 3 ratios in relevant care and education settings, providing you meet the EYE maths and English requirements.

In *Unit 1: Professional Development through Reflective Practice*, you need to show your competence in the application of the knowledge and understanding gained from your units in specific settings. The PREP therefore includes the records of evidence for the practice requirements of other units.

This PREP is designed to facilitate the demonstration of good practice and to help you focus your attention on the importance of reflective practice to your early years qualification. Your PREP will show that you have been consistent in the assessment of your practice across all your placements.

You must demonstrate the requirements of the relevant assessment criteria in each of the units, linked to a work-placement setting and stated in the APEYE 7 section, and record the evidence in your PREP.

This document contains all the information and forms that you need in order to compile your PREP throughout your period of study.

The importance of the Practical and Reflective Evidence Portfolio

When successfully completed, the Pearson BTEC Level 4 HNC in Advanced Practice in Early Years Education, along with the assessed practice in work placement requirements across units, meet the requirements of the full and relevant EYE criteria and can be counted in qualified staff ratios at Level 3. You will develop effective and informed practice and the PREP should reflect your experiences and activities throughout 600 hours of work placement in different early years placements and across the age ranges. You will engage in continuing professional development (CPD) and reflective practice, developing your skills, practical competence and subject knowledge. Tutor/Assessors and placement supervisors should be fully satisfied that learners have demonstrated the required level of competence before recognising this in the formative and summative reports.

Placement requirements and recognition of prior experience

To achieve the Pearson BTEC Level 4 HNC in Advanced Practice in Early Years Education, you will undertake a minimum of 600 hours' practical work placements in **a minimum of three** settings. There should be an interim and final Form APEYE 2 and one final Form APEYE 3 for each placement completed by your tutor/assessors and placement supervisors, under the appropriate controlled conditions. This means that learners taking the HNC Diploma must have a minimum of **three** sets of placement reports.

In order to meet the EYE criteria requirements, your practice **must** be assessed during your placements in each of the age ranges listed below. This will ensure that you understand every aspect of children's further development.

- From birth to one year, 11 months.
- From two years to four years, 11 months.
- From five years to seven years, 11 months.

You must complete a minimum of **100 hours with each age group**. This flexibility will enable you to develop your skills with the age group you prefer, or hope to work with, but you must gain sufficient experience of every aspect of child development over time.

Up to 100 hours can be completed with children with additional needs in an older age group limited to Key Stage 2 (eight- to ten-years old).

Recognition of prior experience

Learners have to evidence at least 100 hours' work experience with each of three different age groups. Normally, this will be undertaken during the period from registration on the qualification. It is acceptable for learners who are, or have been employed, to use evidence from work experience that has been undertaken prior to commencement on the HNC programme. It is expected that this would be in the immediate period prior to registration and should not be more than 3 years previously.

Ownership and content of the Practical and Reflective Evidence Portfolio

The PREP will include a contribution from different people involved in your training, but ownership of the PREP is yours. It is your responsibility to ensure that the PREP is completed appropriately. The PREP is designed to be completed over the whole period of your studies, for most people this will be over an 18-month period for the HNC Diploma.

The PREP should consist of:

- evidence of developing skills and practice in a real work environment in relation to unit requirements, including satisfactory observations of your practice by relevant staff and records of your vocational hours (*Section 1*)
- your reflective practice log (*Section 2*)
- your personal development plan (*Section 3*).

Taking pleasure and pride in developing a high-quality PREP will help with the successful completion of this qualification. Detailed evidence that explores the ways you have developed skills and reflected on your practice using different sources and tools will help you achieve the criteria in your Units.

The PREP is a record of your competence and skills in an early years context. The effectiveness of the log at demonstrating your competence is down to you. To meet the practice requirements of *Unit 1: Professional Development through Reflective Practice* you must:

- complete each section of the PREP
- present sufficient observation reports to meet the requirements of the qualification

- present sufficient witness reports to demonstrate your competence in a vocational context.

In addition, you should include all other evidence of competence, for example witness testimonies of activities undertaken/practice demonstrated, observation records, child observations, curriculum plans etc. in your PREP. Some pro forma forms are included in the *Appendices* section of this log. If you take care with the completion of your PREP and make sure that your records of observation are detailed and well used you should be able to provide strong evidence of your achievement against the practice criteria in your units.

You are encouraged to present other forms of evidence. It is important that you can support evidence, where necessary, with validation from placement supervisors, tutor/assessors etc.

There are several ways of demonstrating your competence and skills in an early years context. The most commonly used ways are as follows.

- Asking your placement supervisor to observe you carrying out a task or activity. They then complete and sign a form detailing what they have seen and heard.
- Asking your placement supervisor for a signed witness statement relating to a piece of work that you have carried out in their work place. They may not have seen you do the task but have seen the end result.
- Asking your course tutor/assessor to observe you completing an activity or task and then obtaining a signed report detailing the results.
- Completing a 'reflective account' yourself, outside of those required for your units. This involves analysing what you have done. The reports should include what worked well and what required change. A reflective report should always be supported by additional evidence that demonstrates how you carried out the task or activity.
- There are other types of evidence available, for example a video of you working in placement. However, you would have to think about confidentiality and many other issues as well. The most important part of your PREP is that you and a credible witness compile it together. For example, it will be of no value if you ask your 'best friend' to sign a witness statement or observation for you.
- The person providing observations and witness statements must be experienced/qualified in the particular vocational context in which you are working.

Use of photographs

Photographs of children should not be taken or submitted in your portfolio unless you have parental/setting written authorisation. You can, however, include photographs of displays, products, etc. with which you have been involved.

Recording vocational hours

An essential part of your vocational practice is the completion of a minimum of 600 hours' work placement over the period of your study. Recording your practice is central to the PREP and you **must** ensure that all your hours are recorded.

The hours you complete at each placement must be recorded on the Form APEYE 5 and will be confirmed by your placement supervisor. You should seek confirmation from your setting placement supervisor that you have attended for the hours you are claiming. Your course tutor/assessor will refer to this log when completing the final sign off for the PREP on Form APEYE 6.

Proving competence

You will need to provide evidence for all criteria and sections of the PREP. If you do not satisfy your course tutor/assessor in any part of the PREP then you will be required to complete a further resubmission of the unsatisfactory work identified in Form APEYE 2 or 3.

Self-assessment

Throughout the PREP you will reflect on your own progress as an effective practitioner. You should reflect on any relevant areas for improvement or change. The reflective logs and personal development plan (PDP) will help you achieve this.

Grading and the Practical and Reflective Evidence Portfolio

The completion of the various elements of the PREP contributes towards your achievement across your units. Unit 1: Professional Development Through Reflective Practice, requires you to complete the PREP in its entirety to successfully achieve Learning Outcome 3. The grade you achieve for your units will be determined by how well you perform against the criteria for which you are being assessed. Your tutors can give you further information regarding the grading of your units.

How to complete the sections and forms

Section 1: Demonstrating your skills

This section of the PREP is a record of how you have developed your skills in an early years context. It should be indexed and page numbered. It will comprise the following APEYE forms.

Form APEYE 1 – Tracking of evidence for Unit 1: Professional Development through Reflective Practice (Learning Outcome 3)

Taking a holistic approach to your learning and development is a vital skill in becoming an advanced practitioner. It is important that you are able to make clear links between the requirements of your subject-specific units and the development of your professional practice. This summary form is designed to enable you to make progress in identifying these connections and recording your evidence.

Unit 1 focuses on your personal and professional development as an advanced practitioner, of which an essential aspect is reflective practice. The reflective practice you must demonstrate as a professional in this sector is embedded across all your units; your professional practice units give you the opportunity to demonstrate that you can identify and develop reflective practice across your work in relevant settings. The units also give you the opportunity to develop an understanding of early years practice pedagogy, as well as the ability to effectively implement and reflect productively on your practice throughout your placement, towards improving outcomes for those you work with and for you as a practitioner.

This form serves as a mapping document, helping you identify where the evidence can be found that meets the professional practice requirements of *Unit 1*, from any relevant practice you have demonstrated through your study and practice across units.

To help you the form has been split into sections, each listing the group of skills you are required to demonstrate against the reflective practice themes of *Unit 1* (Learning Outcome 3), and where the evidence can be found in other units that address the themes. You will still need to produce a synoptic piece for this criterion, where you reflect on the practice you have developed across the course of this qualification, and this form will help you do this.

You may have the opportunity to address the same skills when working with different age groups, for example interacting with parents. However, you will not be required to address each skill for every age group in every setting.

When you complete this self-assessment at the end of each placement, try to focus on skill areas that need further development in the next placement, and how you might plan to address them.

Form APEYE 2 – Placement supervisor interim/final report and Form APEYE 3 – Course tutor/assessor visit report

While you are on placement it is essential that you ask your placement supervisor to assess your practice skills. Your supervisor should record and date any feedback on the Form APEYE 2. This feedback should be recorded with the term 'interim' circled on the Form APEYE 2 document.

For you to gain sufficient evidence to be able to reflect on your placements, the placement supervisor must give you final feedback. The placement supervisor's final feedback should be recorded on a separate Form APEYE 2 with the term 'final' circled.

At this level of study you are expected to be able to identify suitable opportunities for your placement supervisor to observe your actions. Placement supervisors may not always recognise the kind of evidence you require and so you should inform them of suitable opportunities. Building an effective relationship with your placement supervisor is an important element of your work experience.

Your course tutor/assessor will be asked to complete honest and comprehensive records about your practice skills. This means that you need to take an active part in gaining the evidence you require.

Your course tutor/assessor will visit you twice during each placement/age range to assess both your theoretical work and your practice throughout the programme of study. Progress against your evidence will be discussed, reflecting on any suggested areas for development. The course tutor/assessor will reflect and give feedback to you on Form APEYE 3.

You will note that the criteria for both the placement supervisor and the course tutor/assessor/tutor are the same. It is important that the signatory is clearly identified on all submitted APEYE 2 and APEYE 3 Forms.

Form APEYE 4 – Course Tutor/Assessor visit/observation reports

These are completed during placement visits, each time you are visited. It is vital that visits are planned to ensure that meaningful activities are observed. You should have at least two completed Form APEYE 4 in your PREP for each placement/age group.

Form APEYE 5 – Recording of vocational hours

You should record your vocational hours on this form. Give a summary of the hours you have completed in each of your placements/different age ranges.

Form APEYE 6 – Final Statement of Competence

This form will be used at the end of your placement. It will be completed by your course tutor/assessor. It will include comments on the extent to which you have achieved each element of the PREP.

Section 2: Reflective practice logs

This section of the PREP is for your reflections on how you have developed your skills/knowledge in an early years context, including any reflective evidence required for meeting unit assessment criteria. It should be indexed and page numbered. It will comprise the following APEYE forms:

Form APEYE 7 – Learner self-assessment and reflective practice log: meeting the unit assessment criteria.

You must reflect on your own performance against relevant practical unit assessment criteria and must complete this form on conclusion of the relevant unit. The criteria must be formally assessed by a competent person. Your course tutor/assessor will ensure that this formal assessment takes place. The course tutor/assessor will complete the final sign off for the practical assessment criteria in each of the units. As you complete each unit, record your comments against each of the criteria in the boxes provided. Include supporting evidence from placement activities; identify your strengths in each area and the areas you need to work on

further, this will help you plan what you need to concentrate on in the next placement. You should refer to your observation reports from your assessor and/or placement supervisor and any reports or feedback from colleagues in the setting.

Self-assessment forms can provide brief evidence of meeting specific criteria and refer to further evidence contained in other sections of the PREP. For example, you might include a short statement of how you have supported children's literacy and numeracy through a planned activity and cross-reference this to a more detailed reflective account in your PREP. You may have been observed by a supervisor during the activity and could refer to the relevant Assessor visit observation report.

You should ensure that any other evidence you refer to on your self-assessment forms is clearly signposted so that it can be cross-referenced to other unit criteria.

You **MUST** pass all the units included in the PREP to achieve the HNC Diploma qualification.

Form APEYE 7b – Learner reflective practice log (reflections on placement)

Reflection forms a crucial aspect of establishing a professional approach to your development and forms part of the CPD you are required to keep as a practitioner. You must reflect on your experience on each placement and how you can take forward any lessons learned into subsequent placements, or to improve your role as an early years practitioner. These reflections also contribute to the evidence required for *Unit 1: Professional Development through Reflective Practice* and only needs to be completed once at the end of each placement. Your course tutor/assessor will review and sign off this form.

Section 3: Personal development planning

The personal development plan (PDP) is a crucial aspect of personal and professional development. You will produce a SMART (specific, measurable, achievable, realistic, time-bound) plan to improve your knowledge and skills, and include at least two interim reflections on how you are progressing against the targets on your plan. The form included here is a suggested pro forma; you have the flexibility to design your PDP as you choose, providing it meets the requirement of a PDP as stated above.

Form APEYE 8 – Tracking of practice and reflective evidence towards the APEYE reflective practice unit criteria *(including links to Early Years Educator criteria and the Teachers' Standards (Early Years))*

This summary form is designed to help **you** keep a record of your progress against the practice requirements of your units. It is a working document for you to identify the skills you have gained, and where evidence for these skills can be found in your portfolio. It is also a useful summary for when you are evaluating your progress towards becoming an early years advanced practitioner and in preparation for further study/work.

To help you the form has been split into sections, each listing the group of skills you are required to demonstrate against the relevant unit outcomes and criteria, as well as the relevant Early Years Educator (EYE) Qualifications criteria and the Teachers' Standards (Early Years). **The inclusion of the reference to the Teachers Standards (Early Years) can help you prepare for study at a higher level and identify how you have begun your journey towards a career in this regard.**

You may have the opportunity to address the same skills when working with different age groups, for example interacting with parents. However, you will not be required to address each skill for every age group in every setting.

When you complete this self-assessment at the end of each placement, try to focus on skill areas that need further development and how you might plan to address them.

Appendices

Record of placement hours – You will record the individual hours or days that you have completed in each of your placement settings/age ranges. These hours should be signed off by your placement supervisor to show compliance and the correct number of hours per setting/age range has been met.

Suggested routine write up – This is a pro forma that can be used or adapted to record routines carried in your placement setting.

Suggested activity write up – This is a pro forma that can be used or adapted to record activities carried in your placement setting.

Suggested observation write up – This is a pro forma that can be used or adapted to record your own observations you have carried in your placement setting.

Assessment for professional practice

Professional practice gives you the opportunity to demonstrate your vocational skills and competencies. Other units have given you the knowledge and understanding required to carry out a caring role in a competent and professional manner. However, early years professionals fully acknowledge that understanding alone is not sufficient to ensure high-quality practice in an early years environment. Therefore, an essential part of your qualification is 'proving' that you are a competent practitioner.

Proving competence

In order to be successful in this assessment you must complete and pass all the recording requirements in the PREP.

If you should fail to satisfy your assessor in any part of the PREP you will be required to resubmit the unsatisfactory work. This may involve carrying out additional time in that placement or another setting.

Assessing the Practical and Reflective Evidence Portfolio

There are three levels for the assessment of your vocational practice. These are:

- self-assessment
- supervisor assessment
- tutor/assessor assessment.

Self-assessment

Throughout the PREP you will have the opportunity to reflect on your own progress as an effective practitioner. You should reflect on any relevant areas for improvement or change.

The self-assessment activity is personal to you and will only be used for professional practice discussions with your placement supervisor or course tutor/assessor.

Work placement supervisor assessment

While you are on placement it will be essential that you ask your supervisor to assess your professional practice skills. Evidence of your knowledge and understanding alone is insufficient to ensure a pass mark for this qualification.

Your supervisor will be asked to complete honest and comprehensive records about your professional practice skills. This means that you need to take an active part in gaining the evidence you require for a pass. There is no point in work placement opportunities if you do not gather the evidence that you require to demonstrate your competence in the work place.

At this level of study you are expected to be able to identify suitable opportunities for your placement supervisor to observe your actions. Supervisors may not always recognise the kind of evidence you require. You should inform them of suitable opportunities.

Tutor/Assessor assessment

Your course tutor/assessor will be assessing both your theoretical work and your practice throughout the programme of study. You will be required to pass all the units of study involved in the award.

The PREP contributes evidence of your competence for all the units involved in your studies, as well as professional practice. Your tutor/assessor will use the information in the PREP to support your claims of competence in other areas of your work practice.

Your tutor/assessor will visit you in the workplace to observe your work practice at least once in each of your THREE placements. These observational visits are an essential part of your assessment, and are against the full range of the outcomes in Assessment Criterion 3.2 of *Unit 1: Professional Development Through Reflective Practice*. This assessment by your tutor/assessor should be supportive of the continuous assessment by your work place supervisor. You should check your progress against your evidence with your supervisor and reflect on any suggested areas for development that are discussed.

Working through the Practical and Reflective Evidence Portfolio

As you work through your PREP you will find that each outcome is listed in more detail, along with suggestions for its achievement and evidence requirements.

In some cases an observation report from a placement supervisor or your tutor/assessor will be required, but in other cases written work from another unit of study may be the evidence that you are submitting.

You must complete all the sections of your PREP. Non-completion of any section will result in a 'no pass' situation for the whole award.

Completing the course

The PREP carries a pass/fail opportunity. If you fail to complete any section of the log, or fail to provide supporting evidence for any claims made, you may fail the whole course.

The course tutor/assessor role

This PREP has been developed as a direct result of good practice across a range of early years programmes. It builds on work that centres have produced as part of their learning programmes.

Professional practice is clearly seen as central to the early years qualification, if a qualification is not already held. Therefore, the recording of this practice is of equal importance (if not more so) to all other units.

The course tutor/assessor holds a central role in ensuring that learners' professional practice takes place in the range of suitable settings, with supervision by qualified persons. Home care settings offer a particular challenge, where even a professionally qualified parent may not be deemed able to objectively assess candidates. Childminders are the obvious exception to this, and where possible a home placement should be with a registered childminder.

Other placements should be supervised by a senior worker with one of the following.

- Early years teaching qualification.
- Childcare qualification equivalent to Level 3 **or above** plus two years post-qualifying experience.
- Paediatric nursing or health visiting qualification.
- Social work qualification with experience in family/early years work.

Learners should be encouraged to take ownership of their PREP at the very beginning of their programme of studies. The intention is that it becomes a 'working document' that encourages independence, reflection and competence for learners. It should not be seen as an activity to be completed in the final month of the course.

Tutor/Assessors should be encouraging learners to take a creative approach to their work in the early years sector. The PREP lends itself to personalisation by learners. It is not expected that all PREPs will look the same.

Encouraging independence from learners

The main aim of this level of qualification is to ensure that learners are both well qualified and able to perform their work role safely and independently. Learners should be encouraged throughout the course of their studies to become independent, confident learners.

It is acknowledged that in the first year of studies, learners are likely to rely heavily on tutor/assessor guidance and support. However, by the second year of their studies, learners should be demonstrating the skills and knowledge required to perform as autonomous learners and practitioners.

Tutor/Assessor placement visits

An essential part of the assessment of the PREP is the role of the tutor/assessor assessment visits.

Each of the THREE placements must normally have at least ONE visit. An occupationally competent course team member, who has some involvement with the learners beyond placement visiting, must carry out these visits. Occupational competence is defined as possessing one of the following qualifications.

- Early years teaching qualification.
- Childcare qualification Level 3 **or above** plus two years post-qualifying experience.
- Paediatric nursing or health visiting qualification.
- Social work qualification with experience in family/early years work.

Each visit must be recorded on the tutor/assessor visit forms, with the appropriate competences recorded and assessed. Over the period of learners' placements, they must be observed and assessed against all the competence areas. The placement supervisor should be continually assessing learners against the competences and supporting them in their development. This means that visits to placements should be well planned and formalised. Learners should expect to be observed and to provide evidence of their competence in their workplace.

Supporting learners and placement supervisors

A major role of the course tutor/assessor is to support both learners and placement supervisors. It is essential that both the learner and their placement supervisor fully understand their role in the workplace, the assessment strategy and the roles of all concerned in the process.

Learners will need to fully understand the purpose and role of workplace placement and the importance of the PREP in recording their competence.

The workplace supervisor will need to understand the importance of honest and fair assessments. They will need to understand that they have a **duty** to identify when a learner is not competent in a particular part of their work. They are part of the quality assurance process and must be fully briefed as to their role in the standard of early years care and education.

Where there are disagreements between the placement supervisor and the course tutor/assessor regarding learners' achievement, every effort must be made to resolve these informally before accessing the complaints and appeals procedures that form part of the centre's quality assurance systems and processes. To maintain independence, a named individual should lead the investigation to resolve the differences, discussing the issues separately with all parties. Where the named individual is also the course tutor/assessor, either the line manager or another member of the delivery team who is not involved in placement monitoring should carry out the investigation. Final judgement relating to assessment decisions lies with the centre and is monitored through the normal quality assurance procedures. All discussions should be documented, resolutions agreed by all parties involved and signed accordingly. This record should be available for quality assurance monitoring.

It will also be important for course tutor/assessors to take immediate action if a work placement is found to be unsuitable for early years professional practice. Learners should not be encouraged to undertake professional work placements in an unsuitable environment.

It is recommended that learners take responsibility for seeing that contact is made with the placement and an appropriate letter to placement providers should be prepared by the centre.

Formative and summative reports

Progress reports should be completed by tutor/assessors throughout the course of learners' studies. Evidence for these forms will come from the observation visits, discussion with the placement supervisor and evidence from the log/portfolio. It is likely that in the first year of development, their competence will be less obvious. However, nearing the end of their studies they should be clearly observed demonstrating competent practice.

It is essential that the PREP demonstrates learners' progression and competence over the period of their studies.

The PREP must contain a summary report of learners' competence and ability (Form APEYE 6) that is signed by the course tutor/assessor. This signature will be the indication that learners are competent and able to perform the necessary tasks and duties required by an early years worker at this level. **It must not be signed lightly.**

The work placement supervisor role

The role of placement supervisors in the validation and assessment of the PREP is pivotal. Placement supervisors are in the unique position to observe candidates in a professional setting, operating as a trainee over a period of time.

The role of placement supervisor requires careful appointment. The role should be filled by a suitably qualified person within the setting, for example nursery manager/room supervisor, nursery teacher, senior nursery nurse, class teacher. Supervisors should hold one of the following qualifications.

- Early years teaching qualification.
- Child care qualification at Level 3 **or above** plus two years post qualifying experience.
- Paediatric nursing or health visiting qualification.
- Social work qualification with experience in family/early years work.

Supervisors need to consider the importance of ownership of the log by learners, and support and encourage their learners in the identification of suitable events and evidence in the early days of the training, encouraging full responsibility by the candidate for their logs.

Correct accreditation of learners is crucial to the credibility of this and other Early Years awards. Placement supervisors must feel comfortable in refusing to sign records of evidence from learners if they do not feel that they have performed competently in the task(s). Equally they should be comfortable in awarding credit where it is due, even if it is only for one assessment criterion.

The learners' log of time spent in placements should be countersigned by the supervisor to confirm that sufficient hours have been spent by learners in their practical settings.

Observation/assessment visits by the course tutor/assessors should be supportive to both the learner and the supervisor. Tutor/Assessors will need information from and discussion with placement supervisors in order to fully complete the assessment forms. Visits from tutor/assessors should normally occur at least once in each placement and more often where identified issues require further support.

The quality assurance process

The role of the standards verifier

Pearson appoints a vocationally qualified standards verifier to each centre to ensure quality and consistency of assessments. The standards verifier will inspect a sample of PREPs during centre visits.

SECTION 1: DEMONSTRATING YOUR SKILLS

Amplification of Unit 1: Learning Outcome 3: *Assessment Criterion 3.2*

Use the Practical and Reflective Evidence Portfolio to demonstrate professional effectiveness through reflective practice
(separated below into practice themes)

Theme 1: using strategies to monitor, support and promote children’s learning and development

accurately observe and assess children from birth to seven years, 11 months to demonstrate understanding of expected pattern of children’s development; apply theory to practice when reflecting on children’s learning and development; use outcomes of observations and assessments to implement strategies to support children’s progress; plan, lead and provide a stimulating environment that promotes the learning and development of children of different ages and stages of development; prepare children for transitions and significant events, taking into consideration the effect it may have on their learning and development; use current early education research and regulatory curricula to inform planning decisions; use formative and summative assessment methods to track children’s progress against relevant regulatory curriculum and national benchmarks; evaluate use of different strategies to record and share information accurately with primary caregivers, colleagues and other professionals

Theme 2: demonstrating the ability to participate in positive interactions with children to improve their outcomes

use play opportunities to promote the holistic development of children of different ages and individual needs; use planned care routines and learning opportunities to promote equality of opportunity and anti-discriminatory practice; actively engage children in their learning and development using both child- and adult-led activities; use observation and planning skills to support and promote the development of children’s speech, language and communication; actively engage children in group work to support socialisation; actively engage with children to help them manage their own behaviour; use different strategies to promote positive behaviours

Theme 3: demonstrating the ability to evaluate own strategies used to promote children’s health, safety and welfare

use theory of legal requirements and guidance to promote the health, safety and welfare of children; use the policies and procedures of the setting to carry out risk assessments and manage risk; use knowledge of child health to plan and provide for the physical care of children from birth to seven years, 11 months; assess and follow infection control procedures

Theme 4: evaluating the effectiveness of own partnership work with parents and primary caregivers, colleagues, managers and the wider professional team

use strategies to work in partnership with primary caregivers; apply theory to practice to identify and provide for children who require additional support; use knowledge from different sources (including early education theory, safeguarding policies and observations and assessments) to inform discussions about individual children with primary caregivers, colleagues, multi-agency teams; use knowledge gained from working as part of a wider team to prepare and support children through transition and change; use written and spoken English to communicate effectively using a range of active strategies with primary caregivers, key personnel and other professionals to meet children's particular needs and support their progress; evaluate use of different strategies to record and share information accurately with primary caregivers, colleagues and other professionals

Form APEYE 1 – Tracking of evidence for Unit 1:

Professional Development through Reflective Practice (Learning Outcome 3)

UNIT 1: LEARNING OUTCOME 3 CRITERION 2 REFLECTIVE PRACTICE THEMES. Use this form to track your achievement of the Unit 1 LO3.2 practice themes across your other mandatory units.	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners	Unit 3: Theories of Development – Birth to Seven years, 11 months	Unit 4: Early Years Curriculum, Play and Learning	Unit 8: Safeguarding, Children's Welfare and Child Protection	Unit 9: Creating Safe Environments in Early Years Settings	Assessor (s) to sign to confirm achievement	Date
Theme 1: using strategies to monitor, support and promote children's learning and development							
Accurately observe and assess children from birth to seven years, 11 months to demonstrate understanding of expected pattern of children's development Areas of development should include: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • social and emotional • neurological and brain development 		3.2, 3.3, 3.4, 4.1, 4.2, 4.3	4.1, 4.2, 4.3				
Apply theory to practice when reflecting on children's learning and development	1.3	3.2, 3.4, 4.2, 4.3	4.1, 4.2, 4.3				

UNIT 1: LEARNING OUTCOME 3 CRITERION 2 REFLECTIVE PRACTICE THEMES. Use this form to track your achievement of the Unit 1 LO3.2 practice themes across your other mandatory units.	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners	Unit 3: Theories of Development – Birth to Seven years, 11 months	Unit 4: Early Years Curriculum, Play and Learning	Unit 8: Safeguarding, Children's Welfare and Child Protection	Unit 9: Creating Safe Environments in Early Years Settings	Assessor (s) to sign to confirm achievement	Date
Use outcomes of observations and assessments to implement strategies to support children's progress	1.4, 4.3	4.1, 4.2, 4.3, 4.4	4.1, 4.2, 4.3	4.1, 4.2			

UNIT 1: LEARNING OUTCOME 3 CRITERION 2 REFLECTIVE PRACTICE THEMES. Use this form to track your achievement of the Unit 1 LO3.2 practice themes across your other mandatory units.	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners	Unit 3: Theories of Development – Birth to Seven years, 11 months	Unit 4: Early Years Curriculum, Play and Learning	Unit 8: Safeguarding, Children’s Welfare and Child Protection	Unit 9: Creating Safe Environments in Early Years Settings	Assessor (s) to sign to confirm achievement	Date
Theme 1: using strategies to monitor, support and promote children’s learning and development							
Plan, lead and provide a stimulating environment that promotes the learning and development of children of different ages and stages of development Learning and development areas should include: <ul style="list-style-type: none"> ● language and communication ● physical development ● personal, social and emotional development ● literacy and mathematics ● understanding the world ● expressive arts and design 	1.2, 1.3, 3.1	3.3, 3.4, 4.1, 4.3, 4.4	4.1, 4.2, 4.3				
Prepare children for transitions and significant events, taking into consideration the effect it may have on their learning and development	1.2						
Use current early education research and regulatory curricula to inform planning decisions	3.1, 3.2, 3.3, 4.3	3.3, 3.4, 4.2, 4.4	4.1, 4.2				

UNIT 1: LEARNING OUTCOME 3 CRITERION 2 REFLECTIVE PRACTICE THEMES. Use this form to track your achievement of the Unit 1 LO3.2 practice themes across your other mandatory units.	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners	Unit 3: Theories of Development – Birth to Seven years, 11 months	Unit 4: Early Years Curriculum, Play and Learning	Unit 8: Safeguarding, Children’s Welfare and Child Protection	Unit 9: Creating Safe Environments in Early Years Settings	Assessor (s) to sign to confirm achievement	Date
Use formative and summative assessment methods to track children’s progress against relevant regulatory curriculum and national benchmarks		3.2, 3.3 4.1, 4.2 4.3	4.1, 4.2, 4.3, 4.4				
Evaluate use of different strategies to record and share information accurately with primary caregivers, colleagues and other professionals	1.2, 1.3, 4.3	3.2, 4.3	4.1, 4.2	3.2, 3.3, 3.4, 4.1, 4.2, 4.3	4.1, 4.2, 4.3		
Theme 2: <i>demonstrating the ability to participate in positive interactions with children to improve their outcomes</i>							
Use play opportunities to promote the holistic development of children of different ages and individual needs	1.2	3.2, 4.1, 4.4	4.1, 4.2, 4.3, 4.4	4.1			
Use planned care routines and learning opportunities to promote equality of opportunity and anti-discriminatory practice	1.2, 1.3, 3.1, 3.2	3.3, 4.4	4.1, 4.3		3.1, 3.2		
Actively engage children in their learning and development using both child- and adult-led activities	1.2	3.3,4.1, 4.3	4.2, 4.3, 4.4				
Use observation and planning skills to support and promote the development of children’s speech, language and communication	1.2, 1.3	3.2, 3.3, 4.1, 4.2, 4.3, 4.4	4.1, 4.2, 4.3, 4.4				

UNIT 1: LEARNING OUTCOME 3 CRITERION 2 REFLECTIVE PRACTICE THEMES. Use this form to track your achievement of the Unit 1 LO3.2 practice themes across your other mandatory units.	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners	Unit 3: Theories of Development – Birth to Seven years, 11 months	Unit 4: Early Years Curriculum, Play and Learning	Unit 8: Safeguarding, Children’s Welfare and Child Protection	Unit 9: Creating Safe Environments in Early Years Settings	Assessor (s) to sign to confirm achievement	Date
Actively engage children in group work to support socialisation	1.3	3.4, 4.1	4.1, 4.3				
Actively engage with children to help them manage their own behaviour; use different strategies to promote positive behaviours	1.2, 1.3						
Theme 3: <i>demonstrating the ability to evaluate own strategies used to promote children’s health, safety and welfare</i>							
Use theory of legal requirements and guidance to promote the health, safety and welfare of children	3.1, 3.2, 3.3			3.2, 3.3, 3.4, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 3.4		
Use the policies and procedures of the setting to carry out risk assessments and manage risk				4.1, 4.3	3.1, 3.2, 3.3, 3.4		

Theme 3: demonstrating the ability to evaluate own strategies used to promote children's health, safety and welfare

Use knowledge of child health to plan and provide for the physical care of children from birth to seven years, 11 months		3.2, 3.3, 3.4, 4.1, 4.2			3.1, 3.2, 3.3		
Assess and follow infection prevention and control procedures, to include: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • prevention of spread of common childhood illness through immunisation • exclusion periods for infectious diseases 					3.3, 3.4, 4.1, 4.2		

Theme 4: evaluating the effectiveness of own partnership work with parents and primary caregivers, colleagues, managers and the wider professional team

Use strategies to work in partnership with primary caregivers	1.2, 1.3, 3.1		4.1	3.4, 4.1, 4.2, 4.3			
Apply theory to practice to identify and provide for children who require additional support	1.2, 1.3	4.2, 4.4		3.4	3.1, 3.2, 3.3		

UNIT 1: LEARNING OUTCOME 3 CRITERION 2 REFLECTIVE PRACTICE THEMES. Use this form to track your achievement of the Unit 1 LO3.2 practice themes across your other mandatory units.	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners	Unit 3: Theories of Development – Birth to Seven years, 11 months	Unit 4: Early Years Curriculum, Play and Learning	Unit 8: Safeguarding, Children’s Welfare and Child Protection	Unit 9: Creating Safe Environments in Early Years Settings	Assessor (s) to sign to confirm achievement	Date
Theme 4: <i>evaluating the effectiveness of own partnership work with parents and primary caregivers, colleagues, managers and the wider professional team</i>							
Use knowledge from different sources (including early education theory, safeguarding policies and observations and assessments) to inform discussions about individual children with primary caregivers, colleagues, and multi-agency teams	1.2, 1.3, 3.1		4.1	3.2, 3.3, 3.4, 4.1, 4.2, 4.3,			
Use knowledge gained from working as part of a wider team to prepare and support children through transition and change	1.2, 1.3						
Use written and spoken English communicate effectively using a range of active strategies with primary caregivers, key personnel and other professionals to meet children’s particular needs and support their progress	1.2, 1.3, 3.1, 3.2, 3.3, 4.2, 4.3		4.1	4.1, 4.2, 4.3	3.1, 3.2		
Evaluate use of different strategies to record and share information accurately with primary caregivers, colleagues and other professionals	1.3, 4.2, 4.3	3.2, 4.3	4.1, 4.3	3.3, 4.1, 4.2, 4.3			

Form APEYE 2 – Placement supervisor interim/final report

Form APEYE 2 – Placement supervisor interim/final report (*Delete as appropriate)

Please tick the appropriate box below to indicate learner's current level of competency

Learner		Date	
Name of work-placement setting		Age range	
Date of commencement of training		Number of hours in placement setting	
Effective relationships with children and adults	Needs improving and developing	Satisfactory	Good
			Excellent
Implements settings policies			
Follows health and safety codes of practice			
Uses initiative and asks for advice if unsure			
Is alert, focused and vigilant			
Communicates effectively with children			
Communicates effectively with adults			
Values children's efforts			
Role models appropriate behaviour			

Be able to observe, plan and assess	Needs improving and developing	Satisfactory	Good	Excellent
Differentiates to respond to children's individual needs				
Asks permission from the supervisor and/or parents to carry out observations				
Undertakes observations of children				
Undertakes assessments of children				
Be able to demonstrate caring skills	Needs improving and developing	Satisfactory	Good	Excellent
Acts promptly and efficiently to the needs of children				
Works as a team				
Uses routines to enhance learning				
Follows setting's planning				

Be able to demonstrate leadership skills	Needs improving and developing	Satisfactory	Good	Excellent
Shows initiative and creativity				
Is able to problem-solve independently				
Is able to motivate self and others				
Demonstrates analytical skills				
Is able to lead on an activity/event				
Be able to support play and learning	Needs improving and developing	Satisfactory	Good	Excellent
Challenges children's play experiences				
Plans activities and shares information with the supervisor				
Carries out and implements activities and feeds back to the supervisor				
Contributes to the maintenance of a safe and stimulating learning environment				

Demonstrate professional practice skills	Needs improving and developing	Satisfactory	Good	Excellent
Ability to receive and follow instructions				
Uses initiative to complete course tasks in placement – sharing it with the placement supervisor, gathering resources				
Responds to advice and guidance				
Plans for self-improvement				
Punctuality				
Attendance				
Relationships with other team members				

Placement supervisor name	
Placement supervisor signature	
Placement supervisor comments	
Action/development required	
Course tutor/assessor name	
Course tutor/assessor signature	
Course tutor/assessor comments	
Learner signature	
Learner comments	

Form APEYE 3 – Assessor/Tutor visit report

To be completed by the assessor/tutor for each of the three age ranges. Please tick the appropriate box below to indicate learner's current level of competency

Learner		Date	
Name of work-placement setting		Age range	
Date of commencement of training		Number of hours in placement setting	

Effective relationships with children and adults	Needs improving and developing	Satisfactory	Good	Excellent
Implements settings policies				
Follow health and safety codes of practices				
Uses initiative and asks for advice if unsure				
Is alert, focused and vigilant				
Communicates effectively with children				
Communicates effectively with adults				
Values children's efforts				
Role models appropriate behavior				

Be able to observe, plan and assess	Needs improving and developing	Satisfactory	Good	Excellent
Differentiates to respond to children's individual needs				
Asks permission from the supervisor and/or parents to carry out observations				
Undertakes observations of children				
Undertakes assessments of children				
Be able to demonstrate caring skills	Needs improving and developing	Satisfactory	Good	Excellent
Acts promptly and efficiently to the needs of children				
Works as a team				
Uses routines to enhance learning				
Follows setting's planning				
Be able to demonstrate leadership skills	Needs improving and developing	Satisfactory	Good	Excellent
Shows initiative and creativity				
Is able to problem-solve independently				
Is able to motivate self and others				
Is able to lead on an activity/event				
Demonstrates analytical skills				

Be able to support play and learning	Needs improving and developing	Satisfactory	Good	Excellent
Challenges children's play experiences				
Plans activities and shares information with the supervisor				
Carries out and implements activities and feeds back to the supervisor				
Ensures resources are properly stored following activities				
Demonstrate professional practice skills	Needs improving and developing	Satisfactory	Good	Excellent
Ability to receive and follow instructions				
Uses initiative to complete course tasks in placement – sharing it with the placement supervisor, gathering resources				
Responds to advice and guidance				
Plans for self-improvement				
Punctuality				
Attendance				
Relationships with other team members				

Assessor/Tutor name	
Assessor/Tutor signature	
Assessor/Tutor comments	
Action required	
Placement supervisor name	
Placement supervisor signature	
Placement supervisor comments	
Learner signature	
Learner comments	
Date of next review	

Form APEYE 4 – Course tutor/assessor visit/observation reports

Learner name		Learner signature		Date	
Details of placement					
Supervisor name		Supervisor signature		Date	
Tutor name		Tutor signature		Date	
Observation visit	1	2	(Other)		

At each visit tutors must spend time observing learners working with the children in the placement. Learners should explain their intended activity to the tutor and, for planned activities, produce an activity plan with room for self-evaluation.

Comments on the outcomes must refer to observed activities, responses etc., not to reports from the placement supervisor or verbal descriptions of work done by the learner. Evidence of this nature should be included in a reference section.

The form must be completed on site and signed by all three parties, and a separate form completed for each visit to each placement.

A copy should be kept in learners' logs as well as at the centre.

Supervisor's comments

Activities observed/discussed

Outcomes covered, evidence seen, against assessment criteria.

LO3 Theme 1: *Use strategies to monitor, support and promote children's learning and development*

LO3 Theme 2: *demonstrate the ability to participate in positive interactions with children to improve their outcomes'*

Learner comments

LO3 Theme 3: *demonstrate the ability to evaluate own strategies used to promote children's health, safety and welfare'*

LO3 Theme 4: *evaluate the effectiveness of own partnership work with parents and primary caregivers, colleagues, managers and the wider professional team'*

OTHER EVIDENCE/COMMENTS

Form APEYE 5 – Recording of vocational hours

You will need to complete this form following each placement and ensure it is signed by an occupationally competent member of staff from your institution or your placement supervisor.

Type of setting From To	Type of setting From To
Age range	Age range
Number of hours	Number of hours
Role of signatory	Role of signatory
Signature Date	Signature Date

Form APEYE 6 – Final sign off sheet

This form should comment on the extent to which the learner has achieved each element of the PREP at the end of their course.

Learner signature		Date	
Learner comments	<p>Meeting practice requirements</p> <p>Reflections on practice</p> <p>Completing and evaluating the PDP</p>		
Tutor signature		Date	
Tutor comments	<p>Meeting practice requirements</p> <p>Reflections on practice</p> <p>Completing and evaluating the PDP</p>		
Assessor signature		Date	
Assessor comments			

SECTION 2: REFLECTIVE PRACTICE LOGS

Form APEYE 7a: Learner self-assessment – meeting unit practice criteria checklist

Learner name		
Unit number and title	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners (Part 1 of 3)	
Learning outcome	1 Be able to use advanced written, oral, interpersonal and visual communication skills to resolve challenges encountered in advanced practitioner work in early years settings	
Assessment criteria	Achieved?	Examples of how criteria can be met
1.2 Reflect on practice evidence of how own use of written, oral, interpersonal and visual communication skills has contributed to improved outcomes for children	<input type="checkbox"/>	<p>Produce witness statements that provide evidence of your use of effective communication with a range of different agencies, to include:</p> <ul style="list-style-type: none"> ● children ● parents and/caregivers ● colleagues ● external agencies. <hr/> <p>Produce witness statements that provide evidence of your communication skills contributing to acting on your own responsibilities regarding at least five of the following.</p> <ul style="list-style-type: none"> ● Your role modelling of behaviours expected of children in the setting. ● The promotion of positive behaviours in children. ● Preparing and supporting children through transitions and significant events in their lives. ● Providing learning experiences, environments and opportunities appropriate to the age, stage and needs of individual children.

Assessment criteria	Achieved?	Examples of how criteria can be met
		<ul style="list-style-type: none"> ● Providing learning experiences, environments and opportunities appropriate to the age, stage and needs of groups of children. ● Encouraging children's participation in adult-led activities. ● Encouraging children's participation in child-initiated activities. ● Ensuring the physical safety of children in the indoor and outdoor environment. ● Ensuring the confidentiality of information. ● Supporting the safeguarding of children. ● Promoting the welfare of children in the setting.
		<p>Produce at least one piece of artefact evidence from practice providing examples of your effective communication in each of these areas:</p> <ul style="list-style-type: none"> ● written communications ● recording observational assessments of children ● maintaining records ● tracking children's progress and development ● planning ● records and reports relating to children. <hr/> <p>Produce a reflective account using examples from your own practice of how your communication has contributed to children's:</p> <ul style="list-style-type: none"> ● speech and language development ● personal, social and emotional development ● physical development.

Assessment criteria	Achieved?	Examples of how criteria can be met
<p>1.3</p> <p>Evaluate the effectiveness of own communication skills in resolving challenges routinely encountered in an early years setting</p>	<input type="checkbox"/>	<p>Produce a reflective account of two incidences/instances where you have effectively addressed challenges routinely encountered in your setting using a range of skills. To complete this account, you must refer to evidence of your use of the following communication skills.</p> <ul style="list-style-type: none"> ● Written: <ul style="list-style-type: none"> ○ paper-based ○ digital ○ formal ○ record-keeping. ● Oral: <ul style="list-style-type: none"> ○ group ○ one-to-one ○ discussing children's progress and planning next stages in their learning with the key person, colleagues, parents and/caregivers. ● Interpersonal: <ul style="list-style-type: none"> ○ group ○ one-to-one ○ modelling and promoting positive behaviours. ● Visual: <ul style="list-style-type: none"> ○ formatting of text ○ use of images ○ objects ○ promotional material ○ displays or other aids supporting children's learning and development.
		<p>Use the witness statements, research evidence and at least one other source of evidence to evaluate your involvement. This evidence can be in different forms, refer to the <i>Ownership and Content of the Practical and Reflective Evidence Portfolio</i> in this document for examples of different sources of evidence. You must reflect on how your skills contributed to improving outcomes for children in your care.</p>

Assessment criteria	Achieved?	Examples of how criteria can be met	
		Produce a plan that identifies and recommends strategies to effectively address difficulties encountered in resolving the challenges presented, to minimise risk of communication breakdown. Use your reflective accounts to develop this plan.	
Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners (Part 2 of 3)	
Learning outcome	3 Be able to promote the embedding of early years principles and values in an early years setting	
Assessment criteria	Achieved?	Examples of how criteria can be met
3.1 Provide practice evidence of own role in promoting the embedding of early years principles and values with children, parents/caregivers, colleagues and other professionals	<input type="checkbox"/>	Produce observation records from your practice assessor and/or expert witness testimony, supported by artefact evidence (if appropriate) that demonstrate your skills in promoting the embedding of early years values and principles with <ul style="list-style-type: none"> • children • parents and/or caregivers and families • colleagues • other professionals.
3.2 Reflect on the effectiveness of own skills in modelling early years principles and values in an early years setting, supported by evidence and examples from own practice	<input type="checkbox"/>	Produce a reflective account analysing the effectiveness of your own skills in modelling early years principles and values in early years environments. Use the evidence produced above to inform your account. The account should also consider the legislative/policy context that may have had an impact on your embedding of these values. You should analyse the effectiveness of your own skills in working with others to ensure early years principles and values are applied to all aspects of provision relevant to your role in a specific early years setting.
3.3 Analyse the effectiveness of own skills in working with others to ensure early years principles and values are applied to all aspects of provision in a specific early years setting	<input type="checkbox"/>	In writing the account, you will need to consider your strengths and areas for development and produce an action plan that will inform your future practice in the early years education sector.

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 2: Communication, Values and Leadership for Advanced Early Years Practitioners (Part 3 of 3)	
Learning outcome	4 Be able to apply advanced leadership skills appropriately to team work for early years settings	
Assessment criteria	Achieved?	Examples of how criteria can be met
4.1 Analyse leadership practices observed in early years settings, using concepts of leadership and theories of team development	<input type="checkbox"/>	Produce a graphic organiser , for example a concept map, venn diagram or chart, that analyses three examples of leadership practices you have observed in at least two different early years settings. Your analysis must include a reflection on how these examples relate to concepts of leadership or team development.
4.2 Critically analyse own skills in providing advanced leadership in early years settings, using examples and evidence from own practice	<input type="checkbox"/>	Produce expert witness statement/assessor observation/tutor visit records and any other relevant evidence, for example minutes of meetings that demonstrate your skills in providing leadership in at least two contrasting complex activities in two different early years settings. Produce a reflective account analysing the effectiveness of your own skills in providing leadership in the activities identified.
4.3 Justify how recommendations made to enhance own leadership skills and wider leadership in an early years setting might enhance outcomes for the children in that setting	<input type="checkbox"/>	The account should refer to concepts of leadership and team development and how they are reflected in your leadership of the activities. You should consider what impact your leadership had on the team you led, and any related learning/development outcomes for children in the settings. In writing the account, you will need to consider your strengths and areas for development. You will produce an action plan that informs your future leadership practice in the early years education sector in order to enhance outcomes for children in an early years setting.

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 3: Theories of Development and Progress: Birth to Seven Years, 11 months (Part 1 of 2)	
Learning outcome	3 Be able to effectively use and review different methods of monitoring and recording children's progress and development	
Assessment criteria	Achieved?	Examples of how criteria can be met
3.2 Evaluate records of different methods of observations and assessment in an early years setting in terms of how they support children's holistic development and progress	<input type="checkbox"/>	Produce artefact evidence (taking into account confidentiality) of at least four methods used in your placement settings to observe and assess children. Produce a review of the evidence that includes a consideration of the factors that affected the choice of method. Identify how effectively each method did, or should, support the holistic progress of the children involved.
3.3 Plan observations and assessments using different methods to support children's development and progress	<input type="checkbox"/>	Plan at least six observations and assessments using different methods to observe play, learning and development of each of two different children ; one aged 0–5 and the other 5+. Your plans should include a review of the factors that influenced your choice of methods for the observations and assessments, including relevant theory. Each plan must also identify how you intend for the observation/assessment to inform your support of the child's holistic development.
3.4 Review the factors influencing own choice of methods when planning observations and assessments	<input type="checkbox"/>	Your observations and assessments as a whole must address the child's development and progress in these areas: <ul style="list-style-type: none"> ● cognitive ● speech, language and communication ● literacy and numeracy ● physical ● social and emotional ● neurological and brain development

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 3: Theories of Development and Progress: Birth to Seven Years, 11 months (Part 2 of 2)	
Learning outcome	4 Be able to use the observation, assessment and planning cycle to promote children's development and progress	
Assessment criteria	Achieved?	Examples of how criteria can be met
4.1 Implement observations and assessments that develop opportunities to support children's holistic development and progress	<input type="checkbox"/>	Provide evidence of the effective implementation of at least six observations and assessments using different methods to observe play, learning and development of each of two different children; one aged 0–5 and the other 5+. Your evidence must include: <ul style="list-style-type: none"> ● observation records (yours and your assessor's) ● Resources used to observe/assess the child ● witness testimony (if applicable). Your observations and assessments as a whole must address the child's development and progress in these areas: <ul style="list-style-type: none"> ● cognitive ● speech, language and communication ● literacy and numeracy ● physical ● social and emotional ● neurological and brain development.
4.2 Reflect on the usefulness of theory in producing appropriate developmental observations and assessments of children in early years settings	<input type="checkbox"/>	Produce a reflective account of your experiences, taking into consideration the records of the assessment/observations, resources, witness testimonies and any artefact evidence. <p>Your account should consider how useful theories of observation/ assessment that influenced your planning were in producing observations and assessments that supported children's development and progress in practice.</p> <p>In writing the account, you will need to consider your strengths and areas for development. You will produce an action plan that informs your future practice in the early years education sector in order to enhance outcomes for children in an early years environment.</p>

Assessment criteria	Achieved?	Examples of how criteria can be met
<p>4.3</p> <p>Analyse the effectiveness of own observations and assessments in supporting and promoting children's development and progress</p>	<input type="checkbox"/>	
<p>4.4</p> <p>Produce plans for activities to further support and promote children's development or progress based on reflections on own observational findings</p>	<input type="checkbox"/>	<p>Produce at least two plans for each child of activities based on your observations and assessments. The plan must review how your observations/assessments informed the activity you have selected and the areas of growth and/or development the activity is designed to support. Each activity you plan should support the child's/children's progress in at least two of these areas of learning and development:</p> <ul style="list-style-type: none"> ● language and communication ● physical development ● personal, social and emotional development ● literacy and mathematics ● understanding the world ● expressive arts and design.

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 4: Early Years Curriculum, Play and Learning	
Learning outcome	4 Be able to plan and provide play and learning experiences, environments and opportunities that meet the individual needs of children in an early years setting	
Assessment criteria	Achieved?	Examples of how criteria can be met
4.1 Liaise with parents/ caregivers, colleagues and professionals and use observation strategies to assess the learning and development needs of individual children	<input type="checkbox"/>	Produce observation records from your practice assessor and/or expert witness testimony, supported by artefact evidence (if appropriate) that demonstrate your skills in liaising with <ul style="list-style-type: none"> • parents • colleagues • professionals to assess the learning and development needs of two individual children. Produce own observation records that evidence your assessment of the learning and development needs of two individual children.
4.2 Plan and implement adult-led and child-initiated purposeful play and learning opportunities across areas of learning based on needs assessments	<input type="checkbox"/>	Plan and implement three play and/or learning activity plans appropriate for each observed child, to support child-initiated purposeful play and learning activities. Each plan should be based on a different area of the child's development and make clear reference to prior needs assessments. Plan and implement three play and/or learning activity plans appropriate for each observed child, to support adult-led purposeful play and learning activities. Each plan should be based on a different area of the child's development, and make clear reference to prior needs assessments. Each plan should be evaluated to analyse the extent to which the plans supported the child's play, learning and development. You should also evaluate your own practice and comment on the planning, creation and implementation of each activity in terms of how they supported the child's, play learning and development.

Assessment criteria	Achieved?	Examples of how criteria can be met
<p>4.3</p> <p>Assess play and learning outcomes in terms of meeting children's early group socialisation, speech, language and communication needs</p>	<input data-bbox="576 409 651 495" type="checkbox"/>	<p>Produce evaluations of each of these implemented activity plans on the extent to which they supported the child's play, learning and development. Strategies you used to support children engaged in these activities should be reviewed, with clear evaluation of how successful the activities were in terms of meeting children's early group socialisation, speech, language and communication needs.</p>
<p>4.4</p> <p>Review play and learning activities in terms of own effectiveness in developing and extending children's learning, thinking and sustained shared thinking</p>	<input data-bbox="576 745 651 831" type="checkbox"/>	<p>Produce a reflective log that reviews the play and learning activities you have supported in terms of how effective you were in developing and extending children's learning, thinking and sustained shared thinking.</p>

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 8: Safeguarding, Children’s Welfare and Child Protection (Part 1 of 2)	
Learning outcome	3 Be able to respond appropriately to safeguarding or child protection concerns in early years settings	
Assessment criteria	Achieved?	Examples of how criteria can be met
3.2 Critically review the safeguarding and child protection procedures in place in a specific setting to respond to concerns that a child has suffered from harm, or is at risk of being harmed	<input type="checkbox"/>	Produce two policies/procedures from your placement setting (age group of your choice) that relate to response to safeguarding and/or child protection concerns. Produce a reflective account of how these policies/procedures work in practice. In writing the account, you will need to provide examples from the setting of actual responses to safeguarding/child protection concerns and compare to the written policies/procedures in place. You will also need to produce an action plan that addresses any inconsistencies you identify to support effective and thorough responses to safeguarding/child protection issues in line with statutory guidance and to support the welfare of children.
3.3 Evaluate own role, responsibilities and limitations in working as a part of a multidisciplinary team in the protection of children	<input type="checkbox"/>	Produce an organisational flow-chart identifying the roles and responsibilities of the various professionals in your placement setting in responding to child protection/safeguarding issues. The flow chart should also identify the various local agencies and sources of support should safeguarding concerns arise. Produce an evaluation of own role, responsibilities and limitations with reference to the flow chart and your own experience in practice.

Assessment criteria	Achieved?	Examples of how criteria can be met
<p>3.4</p> <p>Reflect on how own response to safeguarding or child protection concerns provided effective support for a child, using examples from own practice</p>	<input type="checkbox"/>	<p>Produce two witness statements from your placement setting (age group of your choice) of incidences of when you have effectively demonstrated support for a child in response to a safeguarding or child protection concern.</p> <p>Using the witness statements as support, write a reflective account of at least two of your experiences of responding to safeguarding or child protection issues in the setting. This should show your understanding of relevant centre and statutory policies/procedures and how you have adapted approaches in response to each situation. It should also review the impact of your response on the child/children concerned.</p> <p>In writing the account, you will need to consider your strengths and areas for development, and produce an action plan that will inform your future practice in the early years when responding to safeguarding or child protection concerns.</p>
Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)		Page number
Witness name		Job role
Witness signature		Date
Learner signature		Date
Assessor name		
Assessor signature		Date

Learner name		
Unit number and title	Unit 8: Safeguarding, Children's Welfare and Child Protection (Part 2 of 2)	
Learning outcome	4 Be able to implement strategies aimed at supporting children and families accessing early years settings	
Assessment criteria	Achieved?	Examples of how criteria can be met
4.1 Contribute to activities/provision in a setting that promote the welfare of children and families and ensure children are appropriately safeguarded	<input type="checkbox"/>	<p>Produce visual accounts/diagrams which identify and describe at least 3 activities/types of provision in the setting that specifically promote the welfare of children and their families, including how they benefit children's welfare or safeguarding.</p> <p>Produce a plan/plans of how you can actively contribute to the development or enhancement of all the activities or provision you have identified, including taking the lead in at least one aspect.</p> <p>Your plan should explain how your involvement will benefit the children in terms of their welfare, safeguarding or protection. It should also include how you will encourage the involvement of children, parents/caregivers and other stakeholders, for example the wider community, local agencies, other areas/professionals in the setting.</p> <p>Produce two witness statements/observation records from your placement setting (age group of your choice) of your involvement in the activities/provision</p>

Assessment criteria	Achieved?	Examples of how criteria can be met
<p>4.2</p> <p>Evaluate the impact of own implementation of support mechanisms/strategies on the welfare of children and families who access the provision</p>	<input data-bbox="632 790 705 875" type="checkbox"/>	<p>Using the witness statements, write a reflective account of your experiences of working within a team to produce and manage activities/provision that support children and families and promote children's welfare. This should show your knowledge of different approaches to support children and their families and how you have adapted/contributed to approaches in response to each situation. It should also review the impact of your involvement on the children and the families concerned, and the setting as a whole.</p> <p>In writing the account, you will need to consider your strengths and areas for development and produce an action plan that will inform your future practice in the early years (make sure you draw on evidence from any feedback you have received from those involved in the activity/provision, including children, parents/caregivers, other staff and stakeholders).</p>
<p>4.3</p> <p>Produce recommendations for developing/improving support mechanisms in place in a setting to promote the safeguarding, welfare and protection of children</p>	<input data-bbox="632 1285 705 1370" type="checkbox"/>	<p>Using the information gathered in your reflective account, produce an outline plan of at least one new/adapted activity or provision the setting can offer that will further promote children's welfare, safeguarding or protection. Present to, and discuss the plan with, your supervisor or a relevant manager in the setting.</p>

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Learner name		
Unit number and title	Unit 9: Creating Safe Environments in Early Years Care Settings (Part 1 of 2)	
Learning outcome	3 Be able to effectively contribute to care routines and procedures that prevent and control infection in early years environments	
Assessment criteria	Achieved?	Examples of how criteria can be met
3.1 Plan physical care routines appropriate to the age and stage of the child that keep children healthy and minimise the risk of infection in early years environments	<input type="checkbox"/>	Complete a weekly care plan for 2 children of different ages (0–2 and 3+) that includes the physical care routines required for each child.
3.2 Provide physical care routines appropriate to the age and stage of the child that keep children healthy and minimise the risk of infection in early years environments	<input type="checkbox"/>	Produce observation records from your practice assessor and/or expert witness testimony, supported by artefact evidence (if appropriate) that demonstrate your skills in providing physical care routines for children that reflect the health and safety procedures of the setting and minimise risk of infection in the nursery.
3.3 Demonstrate consistency in following safe procedures that reduce and control the risk of infection	<input type="checkbox"/>	Carry out activities on at least 3 occasions for four of the following , relevant to infection prevention and control: <ul style="list-style-type: none"> ● personal care routines ● support for children who are ill ● disposal of waste ● cleaning routines ● food preparation/provision. Keep records in personal log/diary supported by the witness signature of a qualified early years' professional.

Assessment criteria	Achieved?	Examples of how criteria can be met	
<p>3.4</p> <p>Evaluate procedures in place for infection control in an early years environment</p>	<input type="checkbox"/>	<p>Produce policy/procedural guidelines from your placement setting (age group of your choice) that relate to infection prevention and control.</p> <p>Produce a reflective account of how these policies/procedures work in practice.</p> <p>In writing the account, you will need to provide examples from the setting of actual care routines and compare to the written policies/procedures in place. You will also need to produce an action plan that addresses any inconsistencies you identify to support effective and thorough prevention and control of infection in line with statutory guidance and to support the welfare of children.</p>	
Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name			Job role
Witness signature			Date
Learner signature			Date
Assessor name			
Assessor signature			Date

Learner name		
Unit number and title	Unit 9: Creating Safe Environments in Early Years Care Settings (Part 2 of 2)	
Learning outcome	4 Be able to demonstrate effective health and safety practices in an early years environment	
Assessment criteria	Achieved?	Examples of how criteria can be met
4.1 Demonstrate consistency in promoting and maintaining a safe environment	<input type="checkbox"/>	Produce reflective accounts of skills to promote and maintain health, safety and security over a period of at least one month. Accounts should include examples in different contexts, to include: carrying out care routines, planning and supporting play activities (indoor and outdoor) to show consistency. Reach a reasoned conclusion to how your actions have promoted/maintained health and safety. Accounts should be supported by witness accounts of a qualified early years professional.
4.2 Undertake and evaluate a risk assessment in own early years workplace setting	<input type="checkbox"/>	Produce and implement a detailed risk assessment . Evaluate strengths and weaknesses of procedures/controls and make realistic modifications.
4.3 Demonstrate how to respond to accidents and serious incidents within the limitations of own responsibility	<input type="checkbox"/>	Provide documentary evidence of responding to an accident and serious incident, recording the incidents professionally and accurately (where this does not occur naturally you could provide evidence through simulation and practice evacuation procedures).

Evidence produced (Assessor/Supervisor observations/reports/witness statements/reflections)			Page number
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Form APEYE 7b – Exemplar learner reflective log: reflections on effectiveness of practice

This is only an **example** of what each of your reflective logs for your units could look like. You can adapt as necessary; use the unit criteria in Form APEYE 7a to guide the content and structure of each reflective log against the unit evidence.

Learner name	
Unit number and title	
Assessment criteria	
Placement (age range)	
Reflection	
How well did you achieve the practice criteria for this unit?	
What challenges did you face?	
Are there any specific examples from your placement that evidence your learning/development, e.g. work with specific children?	

What skills and/or qualities have you developed as a result of completing this element of the unit?

How can you action plan to develop these skills and/or qualities further/ help to improve provision in the early years sector?

Learner signature		Date	
Assessor name			
Assessor signature		Date	

Form APEYE 7c – Learner reflective log: reflections on placement

(complete after each placement)

This reflection is to support your CPD and can contribute to your summative reflective assessment of your practice for *Unit 1* Learning Outcome 3.

Learner name			
Placement (age range)			
Reflection			
How do you feel this placement went for you?			
What challenges did you face?			
Are there any specific examples from your placement that evidence your learning/development as a result of completing this placement, e.g. work with specific children?			
What skills and/or qualities have you developed during placement?			
How can you action plan to develop these skills and/or qualities further?			
Learner signature		Date	
Assessor name			
Assessor signature		Date	

SECTION 3: Personal development planning

The personal development plan (PDP) detailed below can be used to help you plan for the future. You should consider points/skills that you would like to maintain or develop further as you move through the different sections of the course and through your growing experience of the placement requirements.

The PDP should be SMART and show how through the course you can use information available to you to improve or maintain their skills.

In each age range of practice placement there will be different challenges and skill sets that you should consider and use. The PDP will help you – in association with your self-reflections and reports – to plan how to maintain your new competencies and to develop and practice new skills, both theoretical and practical skills where possible in combination.

The PDP does not confer an assessment decision. The assessor must:

- consider all the information in the PDP
- review supporting evidence when making an assessment decision
- review with the learner the plan to enable a greater degree of confidence in the suggestions and time scales
- be convinced that the evidence presented is valid, sufficient and authentic to support the learner to achieve the plan in the duration of the course.

PERSONAL SWOT ANALYSIS

Personal SWOT Analysis (complete *before* the start of each placement)

This tool is widely used in management and business, but is also very useful for personal development planning. It can help you review your progress to date and forward plan for your next placement and/or development of your professionalism and skills as an early years advanced practitioner.

Strengths

Weaknesses

Opportunities

Threats

Summary of progress against previous SWOT:

PERSONAL DEVELOPMENT PLAN

Learning/Skills development targets	How will achieving/maintaining this target benefit me and others?	What steps are needed to achieve/maintain this target?	What timeline should I set for achieving/maintaining this target?	Who can support me in achieving/maintaining this target?

Form APEYE 8 – Tracking of practice and reflective evidence

towards the APEYE reflective practice unit criteria (including links to Early Years Educator criteria and Teachers' Standards (Early Years))

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/the Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
2	1.2	Reflect on practice evidence of how own use of written, oral, interpersonal and visual communication skills has contributed to improved outcomes for children	2.1–2.9, 3.2, 3.4, 3.5, 4.1, 5.2, 5.9, 6.1, 6.2, 6.3	1.1, 1.3, 2.5, 6.3			
	1.3	Evaluate the effectiveness of own communication skills in resolving challenges routinely encountered in an early years setting	2.2–2.9, 3.2, 3.4, 3.5, 4.1, 5.2, 5.9, 6.1, 6.2, 6.3	1.1, 1.3, 2.5, 6.3, 8.1			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	3.1	Provide practice evidence of own role in promoting the embedding of early years principles and values with children, parents/caregivers, colleagues and other professionals	1.5, 1.10, 2.1, 2.4, 2.5, 5.1, 5.2, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3	1.3, 8.1			
	3.2	Reflect on the effectiveness of own skills in modelling early years principles and values in an early years setting, supported by evidence and examples from own practice	1.5, 1.10, 2.1, 2.4, 2.5, 5.1, 5.2, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3	3.1, 8.1			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	3.3	Analyse the effectiveness of own skills in working with others to ensure early years principles and values are applied to all aspects of provision in a specific early years setting	1.5, 1.10, 2.1, 2.4, 2.5, 5.1, 5.2, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3	8.1, 8.2, 8.6, 8.7,			
	4.1	Analyse leadership practices observed in early years settings, using concepts of leadership and theories of team development	1.3, 4.1, 4.3				

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	4.2	Critically analyse own skills in providing advanced leadership in early years settings, using examples and evidence from own practice	2.5, 2.6, 2.7, 6.1, 6.2	8.3			
	4.3	Justify how recommendations made to enhance own leadership skills and wider leadership in an early years setting might enhance outcomes for the children in that setting	2.5, 2.6, 2.7, 6.1, 6.2	8.3			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
3	3.2	Evaluate records of different methods of observation and assessment in an early years setting in terms of how they support children's holistic development and progress	1.3, 1.4, 1.6, 1.7, 1.9, 1.10	8.6			
	3.3	Plan observations and assessments using different methods to support children's development and progress	1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.1, 2.1, 2.5, 2.10	6.2			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	3.3	Plan assessments using different methods to support children's development and progress	1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.1, 2.1, 2.5, 2.10, 3.1, 3.3	6.2			
	3.4	Review the factors influencing own choices of methods when planning observations and assessments	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.2, 2.5, 2.10				
	4.1	Implement observations that develop opportunities to support children's holistic development and progress	1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.5, 3.2	4.1, 6.2			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	4.1	Implement assessments that develop opportunities to support children's holistic development and progress	1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.5, 3.2, 3.4	4.1, 6.2			
	4.2	Reflect on the usefulness of theory in producing appropriate developmental observations and assessments of children in early years settings	1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.5, 3.2, 3.4	5.3, 6.1, 8.6			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	4.3	Analyse the effectiveness of own observations and assessments in supporting and promoting children's development and progress	1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.5, 3.2, 3.4	5.3, 6.1, 8.6			
	4.4	Produce plans for activities to further support and promote children's development or progress based on reflections on own observational findings	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, 3.4	2.4, 4.1, 4.2, 5.5			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
4	4.1	Liaise with parents/ caregivers, colleagues and professionals and use observation strategies to assess the learning and development needs of individual children	2.2, 2.10, 3.2, 3.3, 3.4, 3.5, 6.1	2.7, 5.5, 6.2			
	4.2	Plan and implement adult-led and child-initiated purposeful play and learning opportunities across areas of learning based on needs assessments	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4	2.4, 4.2, 5.3			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	4.3	Assess play and learning outcomes in terms of meeting children's early group socialisation, speech, language and communication needs	2.6, 2.7, 2.11, 3.4	2.6			
	4.4	Review play and learning activities in terms of own effectiveness in developing and extending children's learning, thinking and sustained shared thinking	2.5, 2.6, 2.7, 2.11	2.2, 2.4, 4.5, 5.2, 8.6			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
8	3.2	Critically review the safeguarding and child protection procedures in place in a specific setting to respond to concerns that a child has suffered from harm, or is at risk of being harmed	2.10, 5.1, 5.8, 5.9	7.3, 8.6			
	3.3	Evaluate own role, responsibilities and limitations in working as part of a multidisciplinary team in the protection of children	2.10, 5.1, 5.2, 5.8, 5.9	7.1, 8.7			

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Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	3.4	Reflect on how own response to safeguarding or child protection concerns provided effective support for a child, using examples from own practice	2.10, 5.2, 5.4, 5.8, 5.9	7.1, 7.2, 7.3, 8.6			
	4.1	Contribute to activities or provision in a setting that promote the welfare of children and families and ensure children are appropriately safeguarded	1.5, 1.10, 5.1, 5.2, 5.8, 5.9, 6.1, 6.2, 6.3	1.1, 7.1, 7.2, 8.2			

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Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	4.2	Evaluate the impact of own implementation of support mechanisms or strategies on the welfare of children and families who access the provision	1.5, 1.10, 2.11, 5.1, 5.2, 6.1, 6.2, 6.3	8.6			
	4.3	Produce recommendations for developing or improving support mechanisms in place in a setting to promote the safeguarding, welfare and protection of children	1.5, 1.10, 2.3, 4.3, 5.1, 5.2	8.1, 8.2, 8.6			

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Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
9	3.1	Plan physical care routines appropriate to the age, and stage of the child that keep children healthy and minimise the risk of infection in early years settings	2.2, 5.1, 5.2, 5.3, 5.4, 5.6, 5.9	7.1, 7.2			
	3.2	Provide physical care routines appropriate to the age and stage of the child that keep children healthy and minimise the risk of infection in early years settings	5.1, 5.2, 5.3, 5.4, 5.6, 5.9	7.1, 7.2			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	3.3	Demonstrate consistency in following safe procedures that reduce and control the risk of infection	5.1, 5.2, 5.3, 5.4, 5.6, 5.9	7.1, 7.2			
	3.4	Evaluate procedures in place for infection control in an early years setting	5.1, 5.2, 5.4, 5.6, 5.9	7.1, 7.2			
	4.1	Demonstrate consistency in promoting and maintaining a safe environment	4.2, 4.33, 5.1, 5.2, 5.8, 5.9	7.1, 7.2			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
	4.3	Undertake and evaluate a risk assessment in own early years workplace setting	5.1, 5.2, 5.5, 5.7, 5.9				
	4.4	Demonstrate how to respond to accidents and serious incidents within the limitations of own responsibility	5.1, 5.2, 5.5, 5.7, 5.9	7.1, 7.2			

You are required to demonstrate the following skills in evidencing your competence as an advanced early years education practitioner. These skills are directly related to the unit and EYE criteria/Teachers' Standards (Early Years) (TSEY) they link to in the table below, and can be demonstrated during any age placement. **You** can use this form to track your progress against unit criteria, reflect on the skills and/or qualities you have developed on finishing each placement and action plan where necessary. **This tracking document only refers to the reflective practice elements of units; you will need to complete other tasks to achieve other criteria within each unit.**

Unit <u>reflective practice</u> requirements					Date achieved	Audit Location of evidence, evidence type(s), learner comment on skills/qualities developed	Action plan
Unit number	Unit criteria ref	Unit criteria amplification	EYE criteria ref	TSEY ref			
RECORD OPTIONAL UNIT CRITERIA AND EVIDENCE BELOW (<i>add rows as necessary</i>)							

PROGRESS REVIEWS

<p>Progress Review 1</p> <p>Date</p>	<p>What skills/activities have you developed?</p> <p>How have the skills/activities you have developed supported your intended outcomes?</p> <p>What skills/activities do you need to develop further? You can use the points you identify here, to inform your next progress review.</p> <p>Learner name</p> <p>Learner signature</p> <p>Tutor name</p> <p>Tutor signature</p>
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<p>Progress Review 2</p> <p>Date</p>	<p>What skills/activities have you developed?</p> <p>How have the skills/activities you have developed supported your intended outcomes?</p> <p>What skills/activities do you need to develop further? You can use the points you identify here, to inform your next progress review.</p> <p>Learner name Tutor name</p> <p>Learner signature Tutor signature</p>
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Progress Review 3

Date

What skills/activities have you developed?

How have the skills/activities you have developed supported your intended outcomes?

What skills/activities do you need to develop further? You can use the points you identify here, to inform your final reflective log entry.

Learner name

Learner signature

Tutor name

Tutor signature

Appendices: Practical and Reflective Evidence Portfolio pro-formas

These are **examples** of the forms you can use to help collect evidence towards the practice requirements for your units. They are not compulsory for you to use and if your setting has particular forms for these purposes that you are required to use, these should be used instead providing they meet the evidence requirements for your units.

Record of hours in placement

Suggested routine write-up

Suggested activity write-up

Suggested observation write-up

Witness statement

General risk assessment form

Record of hours in placement

Learner name _____

Setting name _____

Type of setting _____

Dates attended: From _____ to _____

Supervisor name and role _____

Date	Time	Supervisor signature
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Suggested routine write-up

Date	Time
Location (be specific)	Aim of routine
Age of children	Number of children/adult-child ratio

A general description of the routine
Describe your role in implementing the routine
Describe the learning opportunities for children which arose in the routine
Why is the routine important for the children and the setting?
Describe the skills required to carry out the routine
Signature of supervisor to prove implementation (please make sure you get the routine sheet signed by your supervisor to prove that you played an active role in the routine)
Signature Date

Evaluation (What went well? What didn't go well? Did the children learn? How do you know? Did they achieve the learning outcomes? What has this routine told you about the children? How could you develop the routine? If you did the routine again what would you change and why? What have you learned? Reflect on the routine as a whole.)
Signature of placement supervisor who witnessed implementation of the routine
Signature Date

Suggested activity write-up

Date	Time
Area	Activity title
Age of child/children	Number of children/adult-child ratio

Proposed learning outcomes (for example what do you hope the children will learn during the activity, link to the appropriate curriculum/stage of development, such as. EYFS/NC/milestones)

Brief description of the activity (for example what the children will do and what you expect to do)

Resources/Equipment (for example list everything you expect to use or to need including commenting on the space and location)

Language input (for example comment on any new words, conversational language and free expression)

Health and Safety (for example consider the surroundings and the equipment for the child/children's safety and the staff safety)

Individual needs (for example consider any alterations you may need to undertake to allow all children to access the activity)

Role of the adult (for example you need to consider your role and that of any supporting adult in the setup, during and after the activity)

Evaluation (What went well? What didn't go well? Did the children learn? How do you know? Did they achieve the learning outcomes? What has this activity told you about the children? How could you extend the activity?)

If you did the activity again what would you change and why? What have you learned? Reflect on the activity as a whole)

Signature of placement supervisor who witnessed implementation of activity

Signature

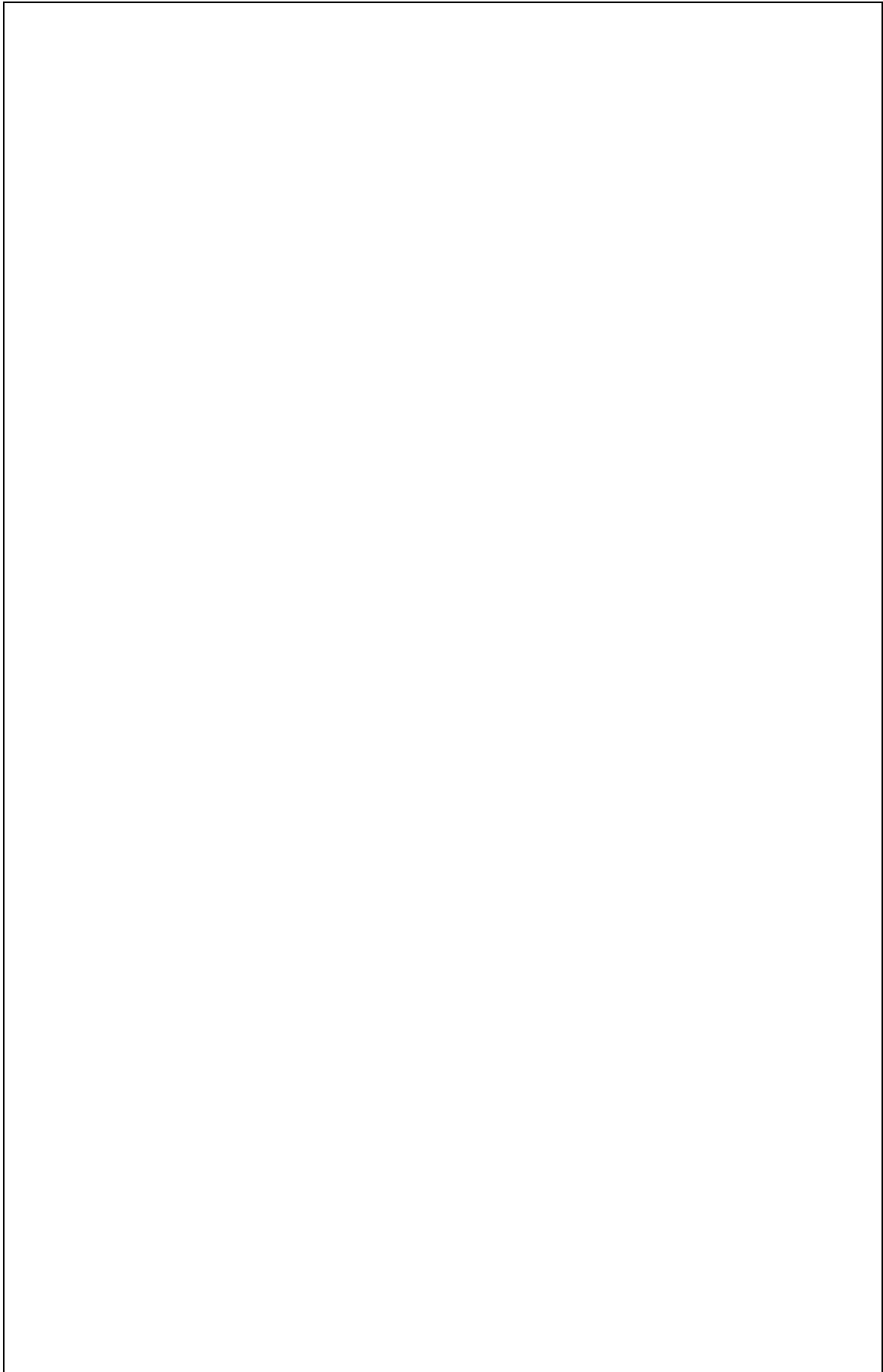
Date

Suggested observation write-up

Age of child/children	Date and time of observation
Type of observation (for example narrative/post-it note)	Aim of observation (for example to observe a child's literacy skills during a literacy activity)
Rationale – why the method of observation was chosen:	

Explain the child's additional needs (for example behavioural, emotional learning needs)
Describe briefly the details of the setting (for example location, intake of children, type of setting)
Describe the context of the setting (for example what is happening in the room at the time of the observation)

Observation write-up



Discuss the stages/milestones of development the child/children demonstrated and evaluate the evidence as to whether the child/children has met their stage/milestone or not

Suggest specific activities or adult support which would help the child/children progress through the stages/milestones you have identified during the observation and justify your suggestion

Explain how this observation makes relevant links to theory/theorists and the child/children's milestones of development

Signature of placement supervisor who witnessed implementation of the observation

Signature

Date

Witness statement

A witness statement is used to provide a written record of learners' performance against targeted assessment criteria. Anyone in the placement who has witnessed the skills being demonstrated can complete this witness statement. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the grading criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the evidence requirements are present on the witness testimony (this may need further amplification for a non-assessor)
- the learner or witness also provides a statement of the context in which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- information of their job role/relationship with learners should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.

Learner name			
Qualification			
Unit number and title			
List the assessment criteria for which the activity provides evidence			
Description of activity/skill witnessed			
Witness name		Job role	
Witness signature		Date	
Learner name			
Learner signature		Date	
Assessor name			
Assessor signature		Date	

General risk assessment form

Date	Assessed by	Checked/validated* by	Location	Assessment ref no
Task/premises				

Activity	Hazard	Who might be harmed and how	Existing measures to control risk	Risk rating	Review date

Activity	Hazard	Who might be harmed and how	Existing measures to control risk	Risk rating	Review date

Risk assessment action plan

Ref no	Further action required	Action by whom	Action by when	Done

How to obtain Early Years Educator Criteria and Teachers' Standards (Early Years)

The Early Years Educator Criteria and Teachers' Standards (Early Years) can be obtained from:

The Department for Education

Telephone: 0370 000 2288

Website: EYE Criteria: www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria

Teachers' Standards (Early Years):
<https://www.gov.uk/government/publications/early-years-teachers-standards>

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