

Pearson

Higher Nationals in

Early Childhood Education and Care

EXAMPLE ASSESSMENT BRIEF

Unit: 1. Personal and Professional Development through Reflective Practice

For use with the Higher National Certificate and
Higher National Diploma in Early Childhood Education and Care

Brief Number: 1

First teaching from January 2019

Issue 1



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Higher National Certificate/Diploma in Early Childhood Education and Care

EXAMPLE ASSESSMENT BRIEF

Student Name/ID Number	
Unit Number and Title	Unit 1. Personal and Professional Development through Reflective Practice
Academic Year	
Unit Tutor	
Assignment Title	Title 1. Reflective Account Portfolio. 2. Individual presentation
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Assessment 1 to be submitted in the form of a word processed reflective account portfolio to address LO1 and LO2, assessment 2 is an individual PowerPoint (or similar format) presentation to address LO3 and LO4. The word processed reflective account will discuss the key principles of reflective and the need for reflective practice in early years education and care environments for practitioners and best practice. The portfolio will include a detailed personal development plan, will utilise different models of reflection and use examples from practice to illustrate points around interactions with children, colleagues and the wider community.

The written account must be in Arial 12, 1.5 line spacing and should not exceed 2500 words. This can include diagrams and subheadings.

The presentation will describe the skills techniques needed for effective reflection on own practice and how this can support children's best outcomes, the promotion of diversity. The presentation should be in Arial font and can include subheadings and diagrams and should last no longer than 20 minutes.

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Unit Learning Outcomes

LO1 Review key principles of reflective practice with reference to the role of early childhood practitioners

LO2. Explore purposes of engaging in reflective practice when working in early childhood education and care

LO3 Describe the skills and techniques needed for effective reflection on own practice

LO4 Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace.

Assignment 1. Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are currently working in an early childhood education and care setting which is looking at ways to support practitioner's professional knowledge and development of reflective practice. Your manager has asked you to produce a professional development portfolio detailing the principles of reflective practice and how early education and care providers can develop reflective practice to enhance working in partnership with children, their families, colleagues and the wider community.

Activity

- Explore key principles of reflective practice. You will examine the value of reflective practice, reflective learning cycles and how this informs your own and others practice.
- Produce a personal and professional development plan based upon your workplace experiences. This will examine methods of self-assessment, identifying development needs, planning for development and include strategies to meet those needs.
- Discuss why reflective is importance for early years practitioners. The role of the practitioner will also be examined in terms of inspiring colleagues and develop problem solving skills to ensure best outcomes for children and families.
- Use real life scenarios to support your discussion and illustrate your points throughout your reflections.

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Assignment 2. Brief and Guidance

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Scenario

Following the production of your written portfolio your manager now wishes you to produce a presentation for your colleagues which looks at how you have used reflective practice to enhance your own professional development and how this has supported caregivers, children and fellow practitioners.

Activity

- Discuss the skills and techniques you have employed to engage in reflective practice. Discuss how this enhances practice in terms of the effective observation of children via different methods.
- Illustrate your points with examples from your practice which demonstrate how you engage in reflective discussion and the construction of reflective logs which analyse how you interact with children, their families/carers and your colleagues.
- Discuss how observing children's individual characteristics, ethics and confidentiality are important for reflective practice. There also needs to be examination of promoting professional development how child participation, inclusion and involvement are nurtured.
- Evaluate your own effectiveness as reflective practitioner so show evidence using feedback from children, colleagues, wider stakeholders, evidence of involving family and/or caregivers in planning, implementing and/or assessing care and evidence of involving colleagues and/or other staff in the planning, implementation and/or assessment care and evidence of empowering the child.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Review key principles of reflective practice with reference to the role of early childhood practitioners		LO1 and LO2 D1 Reflect on how effectively the principles and purposes of reflective practice are evidenced in real case scenarios involving interactions with the child, colleagues and the wider community in own workplace
P1 Summarise key principles of reflective practice relevant to the role of an early childhood practitioner P2 Produce a personal and professional development plan to support own reflective practice in own workplace setting	M1 Analyse the need for reflective practice in early childhood education and care using examples from own workplace experience to illustrate key points	
LO2 Explore purposes of engaging in reflective practice when working in early childhood education and care		
P2 Explain the impact of the practitioner engaging with reflective practice on the experience of the child P3 Describe the impact of developing a reflective approach to practice on own personal and professional experience and development, using different models of reflection	M2 Review how the purposes of engaging in reflective practice are evidenced in real case scenarios in own workplace setting and their impact on the children in the scenarios provided	
LO3 Describe the skills and techniques needed for effective reflection on own practice		LO3 and LO4 D2 Assess the effectiveness of own implementation of the skills needed for reflective
P4 Describe own use of different skills and techniques for effective reflective practice	M3 Apply different skills and techniques to support the effectiveness of own reflections	

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<p>P5 Explain how reflective practice is supported in own workplace setting</p>	<p>on practice and that of others in own workplace setting</p>	<p>practice in interactions with caregivers, colleagues and children in own workplace setting, forward planning to further support positive outcomes for children and own professional development</p>
<p>LO4 Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace</p>		
<p>P6 Engage in different planned and unplanned interactions that include holistic and focused observations of children of different ages in own workplace setting</p> <p>P7 Describe how own interactions with children, families and colleagues in own workplace setting demonstrate a reflective approach to own practice</p>	<p>M4 Review own interactions with children, families and colleagues in terms of their impact in supporting positive outcomes for children, taking into account ethics and confidentiality</p>	

Pearson Higher Nationals in

Early Childhood Education and Care

EXAMPLE ASSESSMENT BRIEF

Unit: 2 Protecting Children in Early Education and Care
Environments

For use with the Higher National Certificate and
Higher National Diploma in Early Childhood Education and Care

Brief Number: 1

First teaching from January 2019

Issue 1



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Higher National Certificate/Diploma in Early Childhood Education and Care

EXAMPLE ASSESSMENT BRIEF

Student Name/ID Number	
Unit Number and Title	Unit 2 Protecting Children in Early Education and Care Environments.
Academic Year	
Unit Tutor	
Assignment Title	Protecting children: report and presentation.
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Assessment 1 to be submitted in the form of a report to address LO1 and LO2 and an individual presentation to address LO3 and LO4. The report will include word processed reflective discussion around key legislation and guidance relating to safeguarding and child protection.

The report will also examine the roles and responsibilities of practitioners and organisations with regard to keeping children safe.

The individual presentation will be a PowerPoint or similar format and will detail the role of practitioners in relation to early multi-agency working. The presentation will also address how policy is implemented within the setting and individuals role in ensuring this as well as the effectiveness of safeguarding policies in the settings.

The written account must be in Arial 12, 1.5 line spacing and should not exceed 2500 words. This can include diagrams and subheadings. The presentation should also be in Arial font and can include subheadings and diagrams and should last no longer than 20 minutes.

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Unit Learning Outcomes

LO1. Describe key guidance and legislation relating to safeguarding and child protection

LO2. Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected

LO3. Examine the role of early childhood practitioners in relation to multi-agency working

LO4. Implement policies and procedures regarding safeguarding, child protection and health and safety and discuss their effectiveness.

Assignment 1. Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are currently working in an early childhood education and care setting which is looking at ways to support practitioner's understanding of safeguarding and child protection. Your manager has asked you to produce a report detailing the key legislation and guidance they need to be aware of their own roles and responsibilities.

Activity

- Describe key guidance and legislation relating to child protection and safeguarding and evaluate its effectiveness in a child-centred approach to keeping children safe. There should also be an examination of the distinction between legislation and guidance as well as the management and review of policy and procedures in settings.
- Examine and compare the roles and responsibilities of practitioners and organisations in keeping children safe including being vigilant and recognising the signs and symptoms of abuse as well as Prevention and promoting children's equality and rights
- Discuss the practice in your own setting regarding keeping children safe, looking at health and safety procedures, early interventions and risk assessments.
- Use real life scenarios to support your discussion and illustrate your points. You can refer in here to the challenges faced to implementing policy and procedure as well as enabling best practice.

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Assignment 2. Brief and Guidance

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Scenario

Following the production of your report your manager now wishes you to produce a presentation for your colleagues which looks at the role of the practitioner in relation to multi agency working. The presentation also needs to discuss how policy is implemented in the setting and the individual's role within this.

Activity

- Discuss the range of agencies that are involved in safeguarding and child protection in early childhood education and care settings. There should be discussion around information sharing and supporting colleagues through multi agency working.
- Analyse the effectiveness of these collaborations looking at referral to appropriate agencies i.e. keeping the child's wellbeing at the centre of decision-making, taking into account necessity, relevance, proportionality, adequacy, accuracy, timeliness and security
- Discuss the implementation of policies within the setting and the practitioner role in ensuring these are successful to include discussion around reviewing policy and procedure, ethical practice and sharing concerns.
- Evaluate your own effectiveness in relation to implementation in the form of a development plan. You should look at your areas for development using real life scenarios and strategies to address the development and training needs you identify.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe key guidance and legislation relating to safeguarding and child protection		LO1 and LO2 D1 Evaluate the effectiveness of existing and current national and international legislation, policy and procedures in enabling the practitioner to take a child-centred approach to keeping children protected and safe in early education and care settings
P1 Summarise key guidance and legislation related to child protection and health and safety in own national region P2 Describe the role of international legislation and guidance in ensuring a global standard for the protection and safeguarding of children	M1 Analyse the effectiveness of international and national examples of legislation and guidance in enabling the protection, safeguarding and safety of children	
LO2 Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected		
P3 Describe practice in own setting with regards to protecting and keeping children safe including key policies and procedures P4 Compare and contrast roles and responsibilities of organisations versus the roles and responsibilities of early childhood practitioners in keeping children safe and protected	M2 Discuss the effectiveness of current practice in own setting for protecting and keeping children safe within the context of the roles and responsibilities of practitioners and the organisations involved in the protection and safety of children in own local area	
LO3 Examine the role of early childhood practitioners in relation to multi-agency working		

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<p>P5 Describe how an early childhood practitioner contributes to multi- agency working in relation to keeping children protected, safe and well</p> <p>P6 Explain what is meant by improving long-term outcomes for children and young people with regards to protection, health and safety</p>	<p>M3 Analyse the advantages of working within a multi-agency context to meet the protection, health and safety needs of children and young people</p>	<p>D2 Critically discuss how an early childhood practitioner can collaborate effectively with other professionals within a multi-agency context to protect and keep children safe</p>
<p>LO4 Demonstrate the implementation of policies and procedures around safeguarding, child protection and health and safety and discuss their effectiveness</p>		<p>D3 Devise a realistic and detailed development plan to support own effective implementation of relevant policies and procedures in own setting with regards to protecting children and keeping them safe and well</p>
<p>P7 Summarise the key aspects of the role of an early childhood practitioner in relation to safeguarding children</p> <p>P8 Demonstrate how to effectively implement of protection, safeguarding and health and safety policies and procedures within own workplace setting</p>	<p>M4 Reflect on the effectiveness of the implementation of a policy in own workplace setting with regards to safeguarding child protection and health and safety</p>	