

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development

Practical Evidence Portfolio (PEP)

For qualifications starting first teaching September 2016

This Log is to be used with the following qualifications:

Pearson BTEC Level 3 National Diploma in Children's Play,
Learning and Development (Early Years Educator)

Pearson BTEC Level 3 National Extended Diploma in Children's Play,
Learning and Development (Early Years Educator)

This Log can also be used with the following qualifications:

Pearson BTEC Level 3 National Extended Certificate in Children's Play,
Learning and Development

Pearson BTEC Level 3 National Foundation Diploma in Children's Play,
Learning and Development

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

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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Introduction to the Practical Evidence Portfolio

The aim of the Practical Evidence Portfolio (PEP) is to provide you with a tool to record evidence of your professional development and reflective practice. This will provide evidence of your own skills and developing early years practice. All core units in the Pearson BTEC Level 3 National Diploma and Extended Diploma in Children's Play, Learning and Development (Early Years Educator) provide you with the theoretical knowledge required to be an effective practitioner, and when completed successfully will confer Early Years Educator status.

This PEP is designed for you to demonstrate good practice and to help you focus your attention on the importance of reflective practice to your early years qualification. Your PEP 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 CPLD 2 section, and record the evidence in your PEP. This document contains all the information and forms that you need in order to compile your PEP throughout your period of study.

The importance of the Practical Evidence Portfolio

The Pearson BTEC Level 3 National Diploma and Extended Diploma in Children's Play, Learning and Development (Early Years Educator) and *Unit 10: Reflective Practice*, when successfully completed, contribute an essential element to the Early Years Educator status. You will develop effective and informed practice and the PEP should reflect your experiences and activities throughout 750 hours of work placement in different early years placements and across the age ranges. You will engage in continuing professional development and reflective practice, developing your skills, practical competence and subject knowledge.

Placement requirements for the Pearson BTEC Level 3 National Diploma and Extended Diploma in Children's Play, Learning and Development (Early Years Educator)

You will undertake a minimum of 750 hours of practical work placements in **a minimum of three** settings. There should be an interim and final CPLD 3 form and one final CPLD 4 form for each placement. This means that a learner taking the Diploma and Extended Diploma must have a minimum of **three** reports.

In order to meet the criteria of the Early Years Educator status, you must undertake 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 undertaken with children with additional needs in an older age group limited to Key Stage 2 (eight- to ten-years old).

Placement requirements for the Pearson BTEC Level 3 National Extended Certificate and Foundation Diploma in Children's Play, Learning and Development

This Practical Evidence Portfolio is aimed at Diploma and Extended Diploma learners looking to gain Early Years Educator status. However Foundation Diploma and Extended Certificate learners can adapt the relevant sections of the PEP in line with the relevant units they are undertaking on their courses.

For the Extended Certificate, you will undertake a minimum of 50 hours of practical work placements in an **early years education** setting.

For the Foundation Diploma, you will undertake a minimum of 300 hours of practical work placements in an **early years education** setting.

There should be an interim and final CPLD 3 form and one final CPLD 4 form for each placement.

Ownership and content of the Practical Evidence Portfolio

The PEP will include a contribution from different people involved in your training, but ownership of the PEP is yours. It is your responsibility, to ensure that the PEP is completed appropriately. The PEP is designed to be completed over the whole period of your studies. For most people this will be over a two-year period.

Demonstrating your skills

This PEP 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 CPLD forms:

- **Form CPLD 1 – Learner assessment of skills and competencies.** You must complete this form by recording the evidence that meets the individual EYE criteria. You will not be expected to develop every skill in each of the placements but you must **plan** to develop all of the skills by the end of your training. You will not be required to address each skill for every age group. These forms will be reviewed by your Setting Supervisor and your School/College Assessor. This is a working document that requires you to complete this once only.
- **Form CPLD 2 – Learner self-assessment: meeting the unit assessment criteria.** You must reflect on your own performance against relevant practical unit assessment criteria and must complete this form on completion of the relevant unit. The criteria must be formally assessed by a competent person. Your Course Assessor will ensure that this formal assessment takes place. The Course Assessor will complete the final sign off for the practical assessment criteria in each of the units.
- **Form CPLD 3 – Setting Supervisor interim/final report.** The interim form is to be completed during your placement by your Setting Supervisor. The final report should be completed at the end of the placement by your Setting Supervisor demonstrating your skills and competencies.
- **Form CPLD 4 – School/College Assessor/Placement Officer visit reports.** These are completed during placement visits, each time you are visited. You should have at least two completed CPLD 4 forms in your PEP for each placement/age group.

- **Form CPLD 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 CPLD 6 - Final sign-off sheet.** This form will be used at the end of your placement. It will be completed by your School/College Assessor. It will include comments on the extent to which you have achieved each element of the PEP.

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 Setting Supervisor to show compliance and the correct number of hours per setting/age range has been met.

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

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

Suggest 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.

Taking pleasure and pride in developing a high-quality PEP 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 necessary component.

This PEP will also make a significant contribution to the assessment of *Unit 10: Reflective Practice*.

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

- Asking your Setting Supervisor to observe you carrying out a task or activity. They must then sign and date a witness statement and complete an observation/report detailing what they have seen and heard.
- Asking your School/College Assessor to observe you completing an activity or task, and then obtaining a signed and dated witness statement and observation/report detailing the results.

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

If you are taking the Pearson BTEC Level 3 National Diploma or Extended Diploma (Early Years Educator), an essential part of your vocational practice is the completion of a minimum of 750 hours of work placement over the length of your study. Recording your practice is central to the PEP and you **must** ensure that all your hours are recorded.

The hours you complete at each placement must be recorded on the Form CPLD 5 and will be confirmed by your Setting Supervisor. You should seek confirmation from your setting placement supervisor that you have attended for the hours you are claiming. Your School/College Assessor will refer to this log when completing the final sign off for the PEP on Form CPLD 6.

Proving competence

You will need to provide evidence for all criteria and sections of the PEP. If you do not satisfy your School/College Assessor in any part of the PEP you will be required to complete a further resubmission of the unsatisfactory work identified in Form CPLD 3 or 4.

Self-assessment

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

How to complete the section and forms

Section CPLD 1 – Learner assessment of skills and competencies

This form is designed to help you identify areas of your competencies and areas you need to concentrate on in your practice. It is a working document for you to identify the skills you already have and to reflect on the skills you gain, how your skills have developed during the placement and how you are going to work on developing skills for the future.

To help you, the form has been split into sections, each listing skills that employers have suggested as necessary for working in early years settings. These skills have been mapped against the relevant Early Years Educator (Level 3) qualifications criteria.

You may have the opportunity to address the same skills when working with different age groups, for example interacting with children at snack/mealtimes. 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.

Form CPLD 2 – Learner self-assessment: meeting the unit assessment criteria

After you have completed each unit, it is important for you to consider your performance against each of the relevant assessment criteria for that unit. These have been incorporated into Form CPLD 2.

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 PEP. 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 PEP. You may have been observed by a supervisor during the activity and could refer to the relevant Form CPLD 3 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. It is, therefore, recommended that you index and page number your PEP.

Form CPLD 3 – Setting Supervisor interim/final report and Form CPLD 4 – School/College Assessor/Placement Officer visit report

While you are on placement it is essential that you ask your Setting Supervisor to assess your practice skills. Your supervisor should record and date any feedback on the Form CPLD 3. This feedback should be recorded with the term 'interim' circled on the Form CPLD 3 document.

For you to gain sufficient evidence to be able to reflect on your placements, the Setting Supervisor must give you final feedback. The Setting Supervisor's final feedback should be recorded on a separate Form CPLD 3 with the term 'final' circled.

At this level of study you are expected to be able to identify suitable opportunities for your Setting Supervisor to observe your actions. Setting Supervisors may not always recognise the kind of evidence you require. You should inform them of suitable opportunities. Therefore, building an effective relationship with your Setting Supervisor is an important element of your work experience.

Your School/College 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 School/College Assessor/Placement Officer will be visiting 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 School/College Assessor/Placement Officer will reflect and give feedback to you on the Form CPLD 4.

You will note that the criteria for both the Setting Supervisor and the School/College Assessor/Placement Officer are the same. It is important that the signatory is clearly identified on both Form CPLD 3 and Form CPLD 4.

You **MUST** pass all the units included in the PEP to achieve the Diploma and Extended Diploma qualifications.

Form CPLD 1 – Learner assessment of skills and competencies

You must complete this form during work placement, reflecting on the skills you have developed. This is a working document that needs to be completed once only.

Only skills marked with * may be simulated.

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Effective relationships with children

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
1 (EYE 1.5, 1.10, 2.8, 2.9,)	Promote positive behaviour			
2 (EYE 2.6, 2.7)	Support children's interactions			
3 (EYE 1.5, 1.10, 2.7, 2.9,)	Resolve conflict between children			
4 (EYE 1.10, 2.10, 2.11,)	Support a child with additional needs			

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Professional relationships with adults

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
5 (EYE 6.1)	Work as part of a team showing communication and organisational skills			
6 (EYE 6.1)	*Answer the telephone using a professional manner			
7 (EYE 1.5, 4.1, 6.2,)	Greet parents and other visitors			

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Provision of a safe and stimulating environment

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
8 (EYE 5.7, 5.9)	Follow risk management procedures			
9 (EYE 5.7, 5.9)	Complete a risk assessment using the documentation of the setting			
10 (EYE 5.6, 5.9)	Follow hand-washing procedures			
11 (EYE 5.2)	Tidy away activities and resources			
12 (EYE 1.5, 5.3, 5.9)	*Prepare food/drinks for snack			
13 (EYE 5.3, 5.9)	*Prepare and serve hot food			
14 (EYE 1.5, 2.6, 5.9)	Interact with children at snack/mealtimes			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
15 (EYE 5.3, 5.9)	Clear away after snack/mealtimes			
16 (EYE 1.5, 2.1, 2.5)	Create a wall display using children's work/photographs			
17 (EYE 5.2)	Keep areas tidy and attractive without needing to be prompted			
18 (EYE 2.3, 5.7)	*Plan an outing for children			
19 (EYE 5.9)	*Use ICT to take photographs, upload and edit them and insert them into documents			
20 (EYE 2.1, 4.1, 2.6,)	*Print labels for displays			
21 (EYE 5.9)	*Insert text and photographs into documents and reports			
22 (EYE 5.1 5.2, 5.5, 5.6, 5.9)	Meet current legal requirements for working in the early years sector with regard to achieving paediatric first aid qualification			

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Prepare resources for play and learning

Early Years Educator criteria	Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
23 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Make basic dough and store it to prevent it drying out		
24 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Mix paint		
25 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Make gloop (corn flour and water)		
26 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Maintain sand		

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Set up and maintain interesting and attractive areas/activities

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
27 (EYE 1.1, 1.9, 2.1, 2.7, 5.9) Expressive arts and design/mathematics	Sand			
28 (EYE 1.1, 1.9, 2.1, 2.7, 5.9) Expressive arts and design/mathematics	Water			
29 (EYE 1.1, 1.9, 2.1, 2.7, 5.9) Understanding the world/communication	Role play			
30 (EYE 1.1, 1.9, 2.1, 5.9) Understanding the world/physical development	Small world			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
31 (EYE 1.1, 1.9, 2.1, 5.9) Understanding the world/physical development	Block play			
32 (EYE 1.1, 1.9, 2.1, 5.9) Understanding the world/physical development	Construction			
33 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Mark-making			
34 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Painting			
35 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Collage/drawing			
36 (EYE 1.1, 1.9, 2.1, 5.9) Literacy/communication and language	Book area			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
37 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Dough			
38 (EYE 1.1, 1.9, 2.1, 5.9) Physical development/mathematics	Table top activities, e.g. jigsaws			
39 (EYE 1.1, 1.9, 2.1, 5.9) Physical development	Physical play			

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Support children's learning in areas/activities

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
40 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design/mathematics	Sand play/activities			
41 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design/mathematics	Water play/activities			
42 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Understanding the world/communication and language	Role play			
43 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 5.9) Understanding the world/physical development	Small-world play/activities			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
44 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Understanding the world/ physical development	Construction play/activities			
45 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design	Mark making play/activities			
46 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design	Painting area			
47 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design	Collage/drawing activities			
48 (EYE 1.1, 1.5, 1.9, 2.1, 2.4, 2.5, 5.9) Literacy/ personal, social and emotional development	Book area			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
49 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 2.7, 5.9) Expressive arts and design	Dough play/activities			
50 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 5.9) Expressive arts and design	Table top activities, e.g. jigsaws			
51 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 5.9) Mathematics	Using opportunities to model and encourage children to count			
52 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 2.7, 5.9) Physical development	Providing challenge in physical play/activities			

Skills for work in Early Years Settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any age placement. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Support outdoor play and learning

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
53 (EYE 1.1, 1.5, 2.2, 5.9)	Organise the outdoor environment to develop children's needs and interests			
54 (EYE 1.1, 1.5, 1.9, 5.9)	Support children to explore the outdoor environment			
55 (EYE 1.1, 1.5, 1.9)	Encourage children to develop ideas and solve problems			
56 (EYE 1.1, 1.9, 5.9)	Support children to manage risks			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

This form could be completed electronically and printed for the portfolio.

Skills for work with babies and young children aged from birth up to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to one year, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Caring skills

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
57 (EYE 1.5, 5.3, 5.9)	*Change a nappy under supervision			
58 (EYE 5.6, 5.9)	*Clean and maintain baby changing area			
59 (EYE 1.5, 5.3, 5.9)	*Prepare a bottle for a baby			
60 (EYE 1.5, 5.3, 5.9)	Give a bottle to a baby			
61 (EYE 1.5, 5.3, 5.9)	Spoon-feed a baby			
62 (EYE 5.3)	*Change cot bedding			
63 (EYE 5.3, 5.9)	Settle a baby for a sleep			
64 (EYE 5.3)	Wash a baby's hands and face			

65 (EYE 5.3)	Support dressing			
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Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
66 (EYE 5.3)	Support children's hand washing			
67 (EYE 1.5, 5.3, 5.9)	Support a snack/mealtime, making it enjoyable and interactive			
68 (EYE 5.3, 5.9)	Support children's independence at snack/mealtimes			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

Skills for work with babies and young children aged from birth up to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to one year, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Prepare and support for play and learning with children aged from birth up to one year, 11 months

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
69 (EYE 1.1, 1.9, 2.1)	Prepare and select items for a treasure basket			
70 (EYE 1.1, 1.9, 2.1)	Support treasure basket/heuristic play			
71 (EYE 1.1, 1.9, 2.1)	Prepare and select items for heuristic play			
72 (EYE 1.1, 1.9, 2.1)	Prepare and select items for sensory play			
73 (EYE 1.1, 1.9, 2.3)	Select resources and activities that engage babies and toddlers			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
74 (EYE 1.1, 1.9, 2.1)	Interact in play with children aged from birth to one year, 11 months, e.g. peek-a-boo, posting and throwing			
75 (EYE 1.1, 1.5, 1.9, 2.1)	Respond to babies and toddlers' play interests			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

Skills for work with babies and young children aged from birth up to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to one year, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Support literacy with children aged from birth up to one year, 11 months

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
76 (EYE 1.7, 1.5, 1.9, 2.1, 2.6, 2.7) Literacy, personal, social and emotional development	Share a book with a child aged from birth up to one year, 11 months			
77 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall five-finger play rhymes			
78 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall five action rhymes			
79 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall five counting rhymes			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
80 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall 20 nursery rhymes			
81 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	Use rhymes with children aged from birth up to one year, 11 months			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

Skills for work with babies and young children aged from birth up to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to one year, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Observe, assess and plan for children aged from birth up to one year, 11 months

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
82 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five different methods of observations on child/children aged from birth up to one year, 11 months using appropriate documentation			
83 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five routines to meet the individual needs of a child/children aged from birth up to one year, 11 months using appropriate documentation			

Skills for work with children aged from two up to four years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from two up to four years, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Support the practical learning of children aged from two up to four years, 11 months through activities and interactions for:

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
84 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of number			
85 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of shape, space and measures			
86 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	ICT (to include using toys such as Bee-Bot [®] and microscopes)			
87 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of early science investigations			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

Skills for work with children aged from two up to four years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from two up to four years, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Support literacy

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
88 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Literacy/ personal, social and emotional development	Share a story with a child aged from 2 to 3 years			
89 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Literacy/ personal, social and emotional development	Share a story with a child aged from 3 to 4 years, 11 months			
90 (EYE 1.1, 1.5, 1.7, 1.9, 2.1, 2.2, 2.5, 2.6) Literacy/ personal, social and emotional development	Read a story to a small group of children aged from 3 to 4 years, 11 months			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
91 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Understanding the world/literacy/ communication and language/personal, social and emotional development	Tell a simple story to a small group using props			
92 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Understanding the world	Use rhymes with children aged from 2 to 4 years, 11 months			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

Skills for work with children aged from two up to four years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from two up to four years, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Observe, assess and plan for children aged from two up to four years, 11 months

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
93 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five different methods of observations on child/children aged from 2 up to 4 years, 11 months using appropriate documentation			
94 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five routines/plans to meet the individual needs of a child/children aged from 2 up to 4 years, 11 months using appropriate documentation			

Skills for work with children aged from five up to seven years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from five up to seven years, 11 months. You must reflect on the skills and/or qualities you have developed on finishing the placement and action plan where necessary.

Supporting children from five up to seven years, 11 months with the transition from the EYFS to KS1 curriculum

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
95 (EYE 1.5, 1.7, 1.9, 2.1, 2.2, 2.5) Literacy	Support children's development of phonics			
96 (EYE 1.5, 2.3, 2.7, 6.1)	Carry out a small group activity under the direction of a teacher			
97 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of number skills			
98 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of shape, space and measure			

Early Years Educator criteria		Evidence (Assessor/Supervisor observations, witness statements, reflective account and diary entries)	Page number	School/College Assessor initials
99 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	ICT (to include using equipment such as Bee-Bot [®] and microscopes)			
100 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of early science investigations			

Placement (age range)	Reflection
	What skills and/or qualities have you developed during placement?
	How can you action plan to develop these skills and/or qualities further?

Form CPLD 2 – Learner self-assessment: meeting the unit assessment criteria

Learner name			
Unit number and title	Unit 3: Play and Learning		
Assessment criteria			
<p>Learning aim C: Apply skills required by early years professionals to supporting children's purposeful play and learning opportunities</p> <p>C.P6 Support children in adult-initiated and child-initiated purposeful play and learning activities in own early years setting</p> <p>C.M3 Justify strategies used to support children engaged in purposeful play and learning activities</p>			
How this could be achieved			
<p>You need to produce and implement two activity plans to support children in child-initiated purposeful play and learning activities in an early years setting across two age groups from: birth up to two years, two years up to four years 11 months, or five years up to seven years 11 months.</p> <p>You need to produce and implement two activity plans to support children in adult-initiated purposeful play and learning activities in an early years setting across two age groups from: birth up to two years, two years up to four years 11 months, or five years up to seven years 11 months.</p> <p>In your evaluation of these four implemented activity plans, justify strategies you used to support children engaged in purposeful play and learning activity.</p> <p>This will link with CPLD 1 criteria: 11, 56.</p> <p>Depending on the activity and age range of the activities the learner chooses to implement, they will be able to link with further CPLD 1 criterion.</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 5: Keeping Children Safe		
Assessment criteria			
<p>Learning aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting</p> <p>D.P6 Present clear and effective risk assessments that address hazards and minimise risks to children indoors and outdoors in an early years setting</p> <p>D.P7 Demonstrate skills to recognise and respond appropriately to an emergency situation in an early years settings</p> <p>D.M4 Reflect on the extent to which own skills in risk assessment and responding to an accident or health emergency and emergency situation can contribute to healthy and safe outcomes for children</p>			
How this could be achieved			
<p>Produce two risk assessments (one indoor and one outdoor) for your setting (age group of your choice) that effectively addresses hazards and minimises risk to children.</p> <p>Complete an account of your own skills in risk assessment and how they can contribute to healthy and safe outcomes for children.</p> <p>Collect two witness testimonies which show your skills in recognising and responding appropriately to accidents and emergencies in an early years settings (this can be completed with theoretical scenarios if necessary).</p> <p>Complete an account of your own skills in recognising and responding to an emergency situation in an early years centre settings (can also be completed with theoretical scenarios if necessary).</p> <p>This will link with CPLD 1 criteria: 8, 9, 56.</p> <p>If learners incorporate the risk assessment with an activity then this will also link with CPLD 1 for that individual activity.</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 6: Children's Physical Development, Physical Care and Health Needs		
Assessment criteria			
<p>Learning aim B: Plan and support routines and activities to meet children's physical development and care needs</p> <p>B.P3 Plan care routines and physical play activities to meet the needs of a selected child</p> <p>B.P4 Support care routines and physical play activities to promote development, independence and a healthy lifestyle</p> <p>B.M2 Analyse the planned care routines and play activities in relation to their contribution to children's physical development, care needs and promotion of independence and a healthy lifestyle</p>			
How this could be achieved			
<p>Plan and support through implementation, two physical play activities to meet the needs, age and stage of a selected child of your own choice to promote their development, independence and a healthy lifestyle.</p> <p>Plan and support through implementation, two physical care routines to meet the needs, age and stage of a selected child of your own choice to promote their development, independence and a healthy lifestyle.</p> <p>Complete an evaluation to analyse the physical play activities in relation to how it contributed to the child's physical development, care needs and promotion of independence and healthy lifestyle.</p> <p>Complete an evaluation to analyse the physical care routines in relation to how it contributed to the child's physical development, care needs and promotion of independence and healthy lifestyle.</p> <p>This will link with CPLD 1 criteria: 1, 2, 4.</p> <p>Should learners incorporate a care routine/physical activity then this will also link with CPLD 1 for that individual criterion.</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 7: Children's Personal, Social and Emotional Development		
Assessment criteria			
Learning aim C: Support and promote children's positive behaviour			
<p>C.P6 Promote and support children's positive behaviour appropriate to children at different ages and stages of development in an early years setting</p> <p>C.M4 Justify approaches used in own practice in supporting and promoting children's positive behaviour</p> <p>C.D3 Demonstrate personal responsibility and effective self-management and professional conduct consistently in supporting children's positive behaviour appropriate to their age and stage of development</p>			
How this could be achieved			
<p>You should use activities on two occasions, for a small group of children (2 to 3 years, 11 months, and from 4 years up to 7 years 11 months). You must demonstrate that you are promoting and supporting the children's positive behaviour, appropriate to their ages and stages of development.</p> <p>You will need to gather witness statements that show you are consistently and effectively promoting and supporting children's positive behaviour, appropriate to their ages and stages of development.</p> <p>You should now produce accounts that evaluates your own practice in supporting and promoting children's positive behaviour.</p> <p>This will link with CPLD 1 Criteria: 1, 2, 3, 4, 11.</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: Working With Parents and Others in Early Years		
Assessment criteria			
<p>Learning aim C: Demonstrate effective partnership work with parents and/or carers and others in early years settings to meet the needs of children</p> <p>C.P5 Demonstrate effective partnership work with parents and/or carers in own workplace setting</p> <p>C.P6 Demonstrate effective partnership work with colleagues and other professionals in own workplace setting</p> <p>C.M4 Assess own partnership work with colleagues or other professionals and parents in meeting the needs of children in own workplace setting</p> <p>C.D3 Demonstrate effective self- management and professional conduct consistently in partnership work with colleagues or other professionals and parents.</p>			
How this could be achieved			
<p>Produce two witness statements from your placement setting (age group of your choice) of incidents of when you have effectively demonstrated working with parents or carers.</p> <p>Produce two witness statements for when you have also worked effectively with colleagues and other professionals in your work placement setting (age group of your choice). Using the witness statements, write an account of your experiences of working with parents or carers and an account of your experience of working with colleagues and other professionals. This should show your knowledge of different approaches to build partnerships and how you have adapted approaches in response to each situation.</p> <p>To write 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 the effective partnerships you have developed with parents, carers and colleagues).</p> <p>This will link with CPLD 1 criteria 5, 6, 7, 97.</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: Observation, Assessment and Planning (Part 1 of 2)		
Assessment criteria			
Learning aim B: Carry out and record observations of children to make accurate assessments			
B.P3 Present detailed plans to observe the play, learning and development of a child in an early years setting using appropriate methods			
B.P4 Present full and effective records to show accurate observations of a child's play, learning and development			
B.P5 Explain an observed child's stage of play, learning and development, making use of relevant theories			
B.M3 Justify the observational methods used to record the play and development of a child in an early years setting			
C.D3 Evaluate how the plans and implemented activities supported the child's play, learning and development with justified observations			
How this could be achieved			
<p>You should plan and carry out five observations using different methods to observe play, learning and development of a child (age of your choice).</p> <p>You must justify the observation method you used to record the child's play and development. You then explain the stage of the child's development, making links to relevant theories. Continue on to assess the significance of the observation for effective assessment of the child's play, learning and developmental needs.</p> <p>This will link with CPLD 1 criteria: 83 or 94 (Depending on age).</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: Observation, Assessment and Planning (Part 2 of 2)		
Assessment criteria			
<p>Learning aim C: Create, implement and review activity plans for children</p> <p>C.P6 Present and implement activity plans appropriate for the observed child to support their play, learning and development</p> <p>C.P7 Review the effectiveness of the planning methods, plans and implemented activities in supporting the child's play, learning and development</p> <p>C.M4 Analyse the extent to which the plans and implemented activities supported the child's play, learning and development</p> <p>BC.D2 Evaluate own practice in the planning, creation and implementation of activities in terms of how they supported the observed child's play, learning and development</p>			
How this could be achieved			
<p>Plan and implement three activity plans appropriate for the observed child, to support their play, learning and development. Each plan should be based on a different area of the child's development.</p> <p>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.</p> <p>This will link with CPLD 1 criteria, depending on the activity and age range of the activities the learner chooses to implement, they will be able to link with further CPLD 1 criteria.</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	

Form CPLD 3 – Setting Supervisor interim/final report

Form CPLD 3 – Setting 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
Mirrors good practice of other staff				
Implements settings policies				
Follow health and safety codes of practices				
Uses initiative and asks for advice if unsure				
Is alert, focused and vigilant				
Communicate effectively with children				
Communicate effectively with adults				
Values children’s efforts				

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				
Aware of the general needs and abilities of children in the age range				
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 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				
Tidies away after activities				
Demonstrate professional practice skills	Needs improving and developing	Satisfactory	Good	Excellent
Ability to receive and follow instructions				
Uses initiative to complete college tasks in placement – sharing it with the Setting Supervisor, gathering resources				
Responds to advice and guidance				
Plans for self-improvement				
Punctuality				
Attendance				
Relationships with other team members				

Setting Supervisor name	
Setting Supervisor signature	
Setting Supervisor comments	
Action/development required	

School/College Assessor name	
School/College Assessor signature	
School/College Assessor comments	
Learner signature	
Learner comments	

Form CPLD 4 – School/College Assessor/Placement Officer visit report

To be completed by the School/College Assessor/Placement Officer 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
Mirrors good practice of other staff				
Implements settings policies				
Ability to follow health and safety codes of practices				
Uses initiative and asks for advice if unsure				
Alert, focused and vigilant				
Ability to communicate effectively with children				
Ability to communicate effectively with adults				
Values children's efforts				

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 parents to carry out observations				
Undertakes observations of children				
Aware of the general needs and abilities of children in the age range				
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 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				
Tidies away after activities				
Demonstrate professional practice skills	Needs improving and developing	Satisfactory	Good	Excellent
Ability to receive and follow instructions				
Uses initiative to complete college tasks in placement – sharing it with the Setting Supervisor, gathering resources				
Responds to advice and guidance				
Plans for self-improvement				
Punctuality				
Attendance				
Relationships with other team members				

School/College Assessor/Placement Officer name	
School/College Assessor/Placement Officer signature	
School/College Assessor/Placement Officer comments	
Action required	

Setting Supervisor name	
Setting Supervisor signature	
Setting Supervisor comments	
Learner signature	
Learner comments	
Date of next review	

Form CPLD 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 college/school or Setting Supervisor.

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

You will need to complete this form following each placement and ensure it is signed by an Occupationally Competent member of staff from your college/school or Setting Supervisor.

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

Form CPLD 6 – Final sign off sheet

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

Learner signature		Date	
Learner comments			
School/College Placement Officer signature		Date	
School/College Placement Officer comments			
School/College Assessor signature		Date	
School/College Assessor comments			

Practical Evidence Portfolio pro formas

Record of hours in placement
Suggested routine write-up
Suggested activity write-up
Suggested observation write-up
Witness statement
Action plan
General risk assessment form
Reflective account

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 Setting 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

<p>Proposed learning outcomes (for example what do you hope the children will learn during the activity, link to the appropriate curriculum/stage of development, e.g. EYFS/NC/milestones)</p>
<p>Brief description of the activity (for example what the children will do and what you expect to do)</p>
<p>Resources/Equipment (for example list everything you expect to use or to need including commenting on the space and location)</p>
<p>Language input (for example comment on any new words, conversational language and free expression)</p>
<p>Health and Safety (for example consider the surroundings and the equipment for the child/children's safety and the staff safety)</p>
<p>Individual needs (for example consider any alterations you may need to undertake to allow all children to access the activity)</p>
<p>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)</p>

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 Setting Supervisor who witnessed implementation of activity

Signature

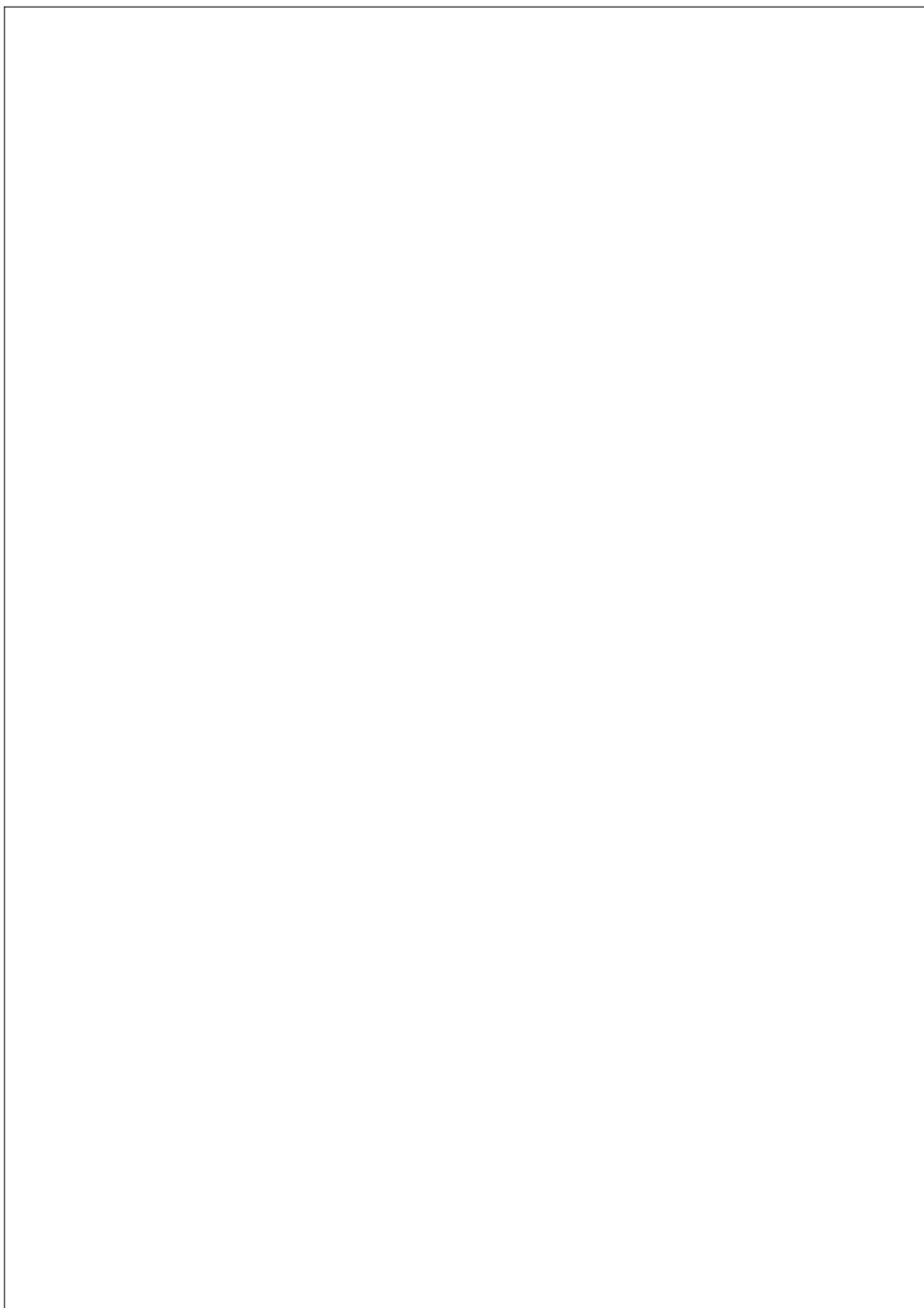
Date

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:	

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

Observation write-up



Describe the stages/milestones of development the child/children demonstrated and identify 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

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

Signature of Setting Supervisor who witnessed implementation of activity

Signature

Date

Witness statement

A witness statement is used to provide a written record of learner 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 the learner 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	

Action plan

The action plan detailed below can be used to help learners to plan for the future. The learner should consider points/skills that they would like to maintain or develop further as they move through the different section of the course and through their growing experience of the placement requirements. The action plan should be SMART and show how through the course the learner can use information available to them to improve or maintain their skills.

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

The action plan does not confer an assessment decision. The assessor must:

- consider all the information in the action plan
- 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.

Learning 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

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

Risk assessment action plan				
Ref no	Further action required	Action by whom	Action by when	Done

Reflective account

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 write your action plan.
