

**Level 3 Advanced Technical Diploma in Early Years and  
Childcare (540)  
(3605-040)**

**Portfolio of evidence  
Version 1.1**

Version and date	Change detail	Section
1.1 January 2017	Watermark removed	Throughout
	Component number 040 replaced PoS number 31	Cover and footers

## Overview

Evidence of on-going assessment and internal quality assurance must be provided by the centre.

The assessor must make a judgement as to when candidates have met the standard required and then complete a record based on their observations or other types of evidence presented by the candidate.

If an assessment within the portfolio of evidence is referred, the centre must provide appropriate feedback and support to enable the candidate to resubmit. If a candidate has been referred and does not meet the assessment criteria in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate, or
- guide the candidate towards a more suitable qualification, or
- inform the candidate of the right to appeal.

Centres must record any actions taken and/or any additional support given to the candidates. Centres must have a sound referrals policy in place. Marking and feedback should take place within two weeks of submission of the completed units. This allows for formative assessment and on-going internal quality assurance.

Candidates will need to demonstrate, through the presentation of evidence, that they can meet the requirements of the units within the qualification assessed by portfolio of evidence. To do this they will need to organise their evidence into what is known as a portfolio. It is expected that candidates will provide a diversity of evidence types to support their demonstration of competence and knowledge. The portfolio should include assessed evidence as well as revision/guidance materials that will not be assessed. It is suggested the portfolio will be constructed in two parts:

### **Part 1 Assessed evidence**

- Reflective log
- Research study
- Direct observation of practice in real work environment
- Personal development plan
- Development chart
- Categories, signs and symptoms of abuse
- Risk assessment
- Legislation, codes of practice and frameworks
- Child development theory
- Early years pedagogy
- Transitions and significant events
- Child observations and assessments
- Social and medical models of disability
- Behaviour management
- Working in partnership with parents and other professionals
- Systematic synthetic phonics.

**Where observation of a candidate is required this must be carried out by the assessor**, unless there are issues of confidentiality or safeguarding; in which case witness testimony can be used.

Assessors are required to carry out a minimum of **three** observations within the candidate's work placement, spread over the duration of the programme. It is strongly recommended that all candidates are provided with the opportunity to work with children across the whole age range from 0 to 5. This may be covered within one setting or in a range of different Early Years provisions.

Assessors must carry out at least one observation of the candidate's practice in **each** of their placements (this may mean the candidate is observed more than the minimum of **three** times). Candidates must be observed in real work situations and must at all times follow the relevant policies and procedures. Candidates are required to understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5-7.

Assessors are required to guide the candidates on the evidence that needs to be produced. The knowledge and understanding, and practical skills, for these units may be assessed using the assessment methods listed below:

- direct observation
- witness expert testimonies
- audio-visual media
- evidence of prior learning or attainment
- oral questions
- case studies
- professional discussion.

Assessors must ensure the safeguarding of children and candidates remains paramount, and confidentiality and data protection are followed at all times.

The grid below lists the mandatory and supporting evidence required.

Unit Topic	Evidence requirement	Tick when completed
<b>Unit 001 Professional development using reflective practice and effective study skills</b>		
	<ul style="list-style-type: none"> <li>• A reflection relating to colleague feedback (cross-references to unit 002 3.6)</li> <li>• A reflection relating to promoting equality, diversity and inclusion within placement (cross-references to units 004 1.6 and 009 3.1)</li> <li>• A reflection of an activity which prompted the candidate to consider and improve their own practice (cross references to unit 008 3.1)</li> <li>• A reflection of a selected area within the placement which can be used to support communication, language, literacy and mathematical/numeracy skills</li> <li>• A reflection relating to ways settings work in partnership with parents (cross references to unit 007 1.6)</li> </ul> <p><b>NB</b>  <i>Each of the reflections below must be completed by the candidate relating to their experience in early years settings.  Candidates could use verbal feedback from a pre-planned observation or as part of the appraisal/placement feedback process.  Candidates should be encouraged to relate their reflection to equipment, policies, routines, opening times, fees or practice in general.  Candidates should be encouraged to relate their reflection to resources in the role - play area, books, sensory area or one chosen by the candidate.</i></p>	
1.5, 1.7	<p><b>Personal development plan</b>  Candidates are required to produce a personal development plan and update it at least twice during the course with input from tutors, assessors, colleagues and employers/ placement providers.</p>	
1.1, 1.2, 1.3, 1.6	<p><b>Practical application of study skills</b>  It is highly recommended but not mandatory that candidates use Unit 005 to implement the practical application of their study skills which is required for unit 001.</p>	
<b>Unit 002 Child development and the effective use of observation and assessment</b>		
3.2, 3.3, 3.6	<p><b>Observation of practice</b>  Assessors must observe the candidate carrying out and recording a minimum of one child observation and assessment. This must take place in a placement setting.</p> <p>Candidates must follow the relevant policies, procedures and practices for the workplace at all times when undertaking observations of children.</p>	
	<p><b>Child observations</b>  Candidates are required to carry out a range of different child observations (a minimum one of which will be observed) using a variety of observation and assessment methods to inform development and practice (see guidance 003).  It is expected that four of these observations will be used for the longitudinal study.</p>	

	<p>Candidates are encouraged to explore physical, ethical and legal factors which may be included in a rationale or within the observation paperwork.</p> <p>Confidentiality must be maintained at all times and all children's names should be removed or referred to, for example, as Child A.3.3.</p>	
1.1	<p><b>Development chart</b></p> <p>Candidates are required to produce a development chart including conception to 7 years, covering:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication</li> <li>• cognitive/intellectual and personal development</li> <li>• social and emotional development</li> <li>• neurological and brain development – pre- and post-natal.</li> </ul>	
<p><b>Unit 003 Principles of safeguarding and health and safety of children</b></p>		
2.1-2.4	<p><b>Observation of practice</b></p> <ul style="list-style-type: none"> <li>• candidates taking part in an emergency evacuation (alternatively, this can be done through expert witness testimony of a fire drill)</li> <li>• candidates receiving children into the setting</li> <li>• candidates ensuring the safe departure of children from the setting</li> <li>• candidates supporting children to explore and manage risk and challenge.</li> </ul>	
	<p>Where possible, the following should also be observed:</p> <ul style="list-style-type: none"> <li>• offsite visits</li> <li>• accidents.</li> </ul> <p>If direct observation is not possible this may be assessed through verbal questioning, examination of work products and professional discussion.</p>	
1.1-1.3, 1.5	<p>Candidates must produce notes on legislation, statutory guidance, policies and procedures affecting safeguarding and health and safety of children (including the local children's safeguarding board guidelines).</p>	
1.4	<p>Candidates must produce notes on the categories, signs and symptoms of possible abuse, including bullying, and e-safety.</p>	
2.2	<p><b>Risk assessment</b></p> <p>Candidates must complete a risk assessment within the placement - this should not be a daily checklist but a risk assessment following the Health and Safety Executive (HSE) guidelines.</p>	
<p><b>Unit 004 Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector</b></p>		
1.5, 1.6, 2.4, 3.4, 3.5	<p><b>Observation of practice</b></p> <ul style="list-style-type: none"> <li>• candidates promoting and modelling equality, diversity and inclusion in the setting with colleagues, parents/carers and children</li> <li>• candidates promoting children's health and wellbeing, including: <ul style="list-style-type: none"> <li>○ implementation of the planned personal care routines</li> <li>○ supporting children's personal care</li> <li>○ showing respect to the child</li> <li>○ engaging with children during personal care to support learning and development</li> <li>○ using Personal Protective Equipment (PPE)</li> <li>○ safe disposal of waste.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• candidates following hygiene practices and engaging with children during meals or snack time.</li> </ul>	
1.1-1.2, 1.4	Candidates must produce notes on legislation, statutory guidance, policies and procedures affecting welfare, equality, diversity and inclusion.	
<b>Unit 005 Theories that underpin practice in the Early Years sector</b>		
	N/A	
<b>Unit 006 Model, promote and support positive behaviour and transitions</b>		
1.4, 2.4	<p>Candidates must prepare and support children through transitions and significant events using:</p> <ul style="list-style-type: none"> <li>○ positive attachment relationships with parents, key persons and significant others in the child's life</li> <li>○ comfort objects</li> <li>○ promoting self-esteem, confidence and resilience</li> <li>○ sharing records and relevant information between parents, carers and other professionals to support children in their transitions and significant events.</li> </ul> <p>Candidates must use a minimum of five strategies to model and support positive behaviour.</p>	
1.1, 1.2, 2.1, 2.2, 2.3	<p>Candidates must produce notes on legislation, statutory guidance, policies and procedures relating to:</p> <ul style="list-style-type: none"> <li>• positive behaviour</li> <li>• factors, feelings and reactions which influence</li> <li>• acceptable/unacceptable behaviour</li> <li>• transitions and significant events in children's lives, including short and long term effect.</li> </ul>	
<b>Unit 007 Working in partnership with parents and other professionals</b>		
1.5 2.6	<p><b>Observation of practice</b></p> <ul style="list-style-type: none"> <li>• candidate interacting with parents/carers and colleagues (and other professionals if applicable)</li> <li>• candidates supporting parents to recognise their value and contribution to their child's health, wellbeing, learning and development, and play</li> <li>• candidates sharing records with parents and carers to promote their active participation in their child's progress</li> <li>• candidates using a range of effective communication strategies appropriate to the information being shared</li> <li>• candidates engaging with colleagues and other professionals to meet the needs of children to enable them to progress</li> </ul>	

	<ul style="list-style-type: none"> <li>• candidates contributing to completing written records and reports in a way that meets current legislation and setting policies and procedures.</li> </ul>	
1.1- 1.4, 2.1- 2.5	<p>Candidates must produce notes on:</p> <ul style="list-style-type: none"> <li>• the principles, policies and values that underpin parental involvement in their children's early learning</li> <li>• legislation that relates to identifying and acting on support needs including referrals</li> <li>• different barriers to partnership working with parents and other professionals and strategies that can be used to overcome them.</li> </ul>	
<b>Unit 008 Promote children's speech, language and communication development</b>		
2.1- 2.4, 3.2, 3.3	<p><b>Observation of practice</b></p> <ul style="list-style-type: none"> <li>• candidates promoting and supporting individual children's language and communication development taking into account the environment and children's additional needs</li> </ul> <p>Assessors must refer to the guidance within the unit to ensure the candidates cover all aspects of the topic.</p>	
1.1- 1.3, 3.1- 3.2	<p>Candidates must produce notes on:</p> <ul style="list-style-type: none"> <li>• key factors within the early years environment which support communication, language, literacy and mathematics/numeracy</li> <li>• the practitioner's role in recognising and responding to varying levels of speech, language and communication</li> <li>• systematic synthetic phonics</li> </ul>	
<b>Unit 009 Supporting children's activities, play, creative development and educational programmes</b>		
1.6, 2.4	<p><b>Observation of practice</b></p> <p>Candidates must implement and evaluate a minimum of six planned activities, four of which must be directly observed by an assessor.</p> <p>Candidate's holistic plans for a range of activities, play, creative opportunities and experiences, and educational programmes must be used and evaluated to show the importance of flexibility, use of other sources and the role of the practitioner.</p>	
1.1- 1.5, 2.1- 2.3, 3.1	<p>Review children's developmental stages in relation to creativity and imaginative play for children and add to the development chart produced for unit 002.</p> <p>Produce holistic plans for a range of activities, play, creative opportunities and experiences, and educational programmes.</p>	