Early Years Professional Status

cWdc
Children's Workforce
Development Council

Handbook for providers

A guide to the Gateway Review and
the Assessment Process
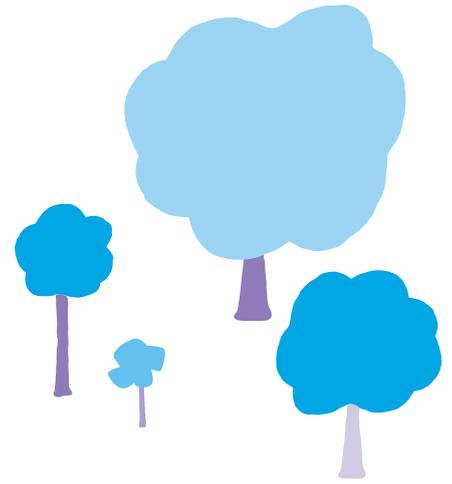
Contents

Handbook for providers
A guide to the EYP Gateway Review
and assessment process

Introduction

The purpose of this handbook

1. There are currently four pathways towards Early Years Professional Status (EYPS). Common to all four pathways are preparation for, and completion of, the Gateway Review and summative assessment. The purpose of this handbook is to explain the requirements of the Gateway Review and the summative assessment process.

2. This handbook applies to all pathways starting on or after 1 September 2009, and until further notice. The previous version of the Providers' Handbook (edition dated September 2008) will still apply to pathways starting between September 2008 and August 2009. However, this new edition may cover aspects of assessment practice, and include solutions to problems, that providers might find useful with pathways that have started prior to September 2009.

Overview of the Gateway Review and the Assessment Process

3. The key features and format of both the Gateway Review and the assessment process are the same on all pathways and across all providers. This ensures that the award of EYPS has rigour and consistency, irrespective of where candidates are trained and assessed.

4. On the Validation Pathway, both the Gateway Review and summative assessment are completed within four months. On the other pathways, the Gateway Review can be completed at any stage during the training: as it is a formative or developmental process,

it will be for you to determine the most appropriate time for it to take place. Summative assessment must take place during the final four months of each of these pathways.

5. The route through both components is summarised on page 7. For candidates, the main components comprise the following:

Preparation
Candidates attend up to four face-to-face sessions to learn more about EYPS, and to prepare for the Gateway Review and for assessment. The precise timing of the Gateway Review will be different on each pathway. For candidates on the longer pathways, only two preparation days are mandatory since the other two will be integrated into the programme.

The Gateway Review
Candidates take part in a review of the key skills fundamental to someone aspiring to be awarded EYPS. During this review, which lasts for half a day, candidates undertake a number of exercises alongside a small number of other candidates, as a result of which they receive formative feedback. This feedback does not contribute to their final assessment. However, in some circumstances candidates may be advised that they are not on the most appropriate pathway to EYPS or that they are not on course to achieve EYPS at that point of time. In these cases, more appropriate options may be to change pathway or to continue with the same pathway at a later, more suitable time.
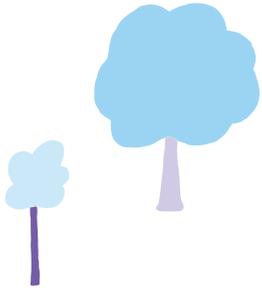
The assessment process

All candidates undergo the same assessment process within the last four months of whichever pathway they are undertaking. There are two principal activities: written tasks and a setting visit.

Written tasks

Candidates are required to submit a series of reflective accounts of aspects of both their **personal practice and leadership and support** of others. The accounts should demonstrate both how the standards have been met and how the candidate's knowledge and understanding of the Early Years sector, including the Early Years Foundation Stage, underpin their work. These written tasks must be submitted prior to the setting visit: otherwise the assessment process can proceed no further.

Setting visit

This is the final stage of the assessment process. Assessors visit candidates at their place of work or, if they are not based in a particular setting, a setting of their choosing. During this visit, the assessor reviews documents selected by the candidate, tours the setting with the candidate who will provide a commentary, and interviews the candidate and three other witnesses.

6. For providers, the key components of the assessment process are:

- Providing up to four days of preparation for candidates.
- Providing Gateway Reviews of candidate's key skills, and giving written feedback.
- Assessing candidate's written tasks.
- Arranging and conducting assessment visits to candidate's chosen settings.
- Conducting an internal moderation of the assessments.
- Contributing to such forms of external moderation as are prescribed by CWDC.
- Issuing results to candidates.
- Providing feedback to unsuccessful candidates.

7. As one of CWDC's providers, you will receive a suite of documents relating to the Gateway Review and to assessment. These are referred to throughout this handbook, and are summarised in annexes A and B. The majority of documents are proforma for completion by candidates and assessors: they must be used in the format presented but text boxes on electronic copies may be lengthened or shortened in order to accommodate the amount of text.

The overall process

Understanding
the standards
1 Day

↓

Preparation for the
written tasks
1 Day

↓

Preparation for the
Gateway Review
1 Day

↓

Gateway Review
0.5 Days

Preparation for
setting
1 Day

Candidate's
personal study
1 Day

↓

Setting visit
1 Day

↓

Moderation

↓

OUTCOME
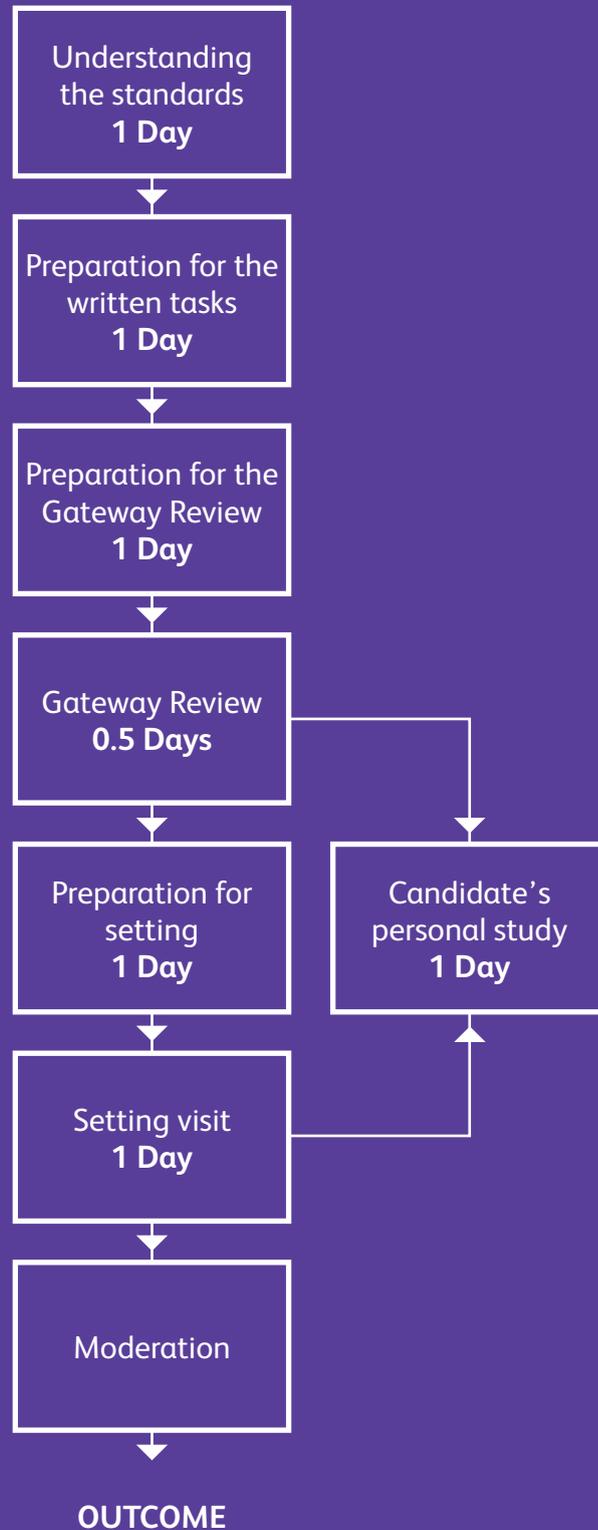
Preparing candidates
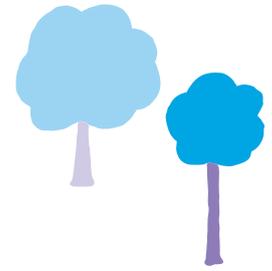
The components to be covered

8. The preparation of candidates incorporates four components.
The timing of each component will vary from pathway to pathway.

Introduction to EYPS and understanding the standards
The objectives of this component are to enable candidates to:
- Explore the nature, and clarify their understanding, of the expectations of an EYP.
- Undertake an in-depth exploration of some EYP standards.

The content should include:
- Detailed consideration of the EYP standards.
- An overview of the Gateway Review and the assessment process.

Preparing the written tasks
The objectives of this component are to enable candidates to:
- Clarify their understanding of the written tasks and the contribution that these make to meeting the standards for EYP.

The content should include:
- Explanation of the requirements for and coverage of each of the written tasks.
- Guidance on how to cross-refer to the standards.
- Guidance on the requisite degree of depth and reflection.

Preparing for the Gateway Review
The objectives of this component are to enable candidates to:
- Clarify their understanding of the purpose and format of the Gateway Review.
- Prepare documents ready for the Review.

The content should include:
- Explanation of and familiarity with, the format of the Gateway Review.
- Clarification of, and practice in, each of the exercises that comprise the Review.

Preparing for the setting visit
The objectives of this component are to enable candidates to:
- Review their work on the written tasks.
- Clarify their understanding of the purpose and format of the setting visit.
- Clarify their understanding of their role in preparing and organising the visit.

The content should include:
- Provision for candidates to discuss amongst themselves their draft written tasks.
- Revision on the format of the setting visit.
- Consideration of each of the separate activities on the visit.
- Consideration of the candidate's role in preparing for the visit.
- Resolution of any practical problems.
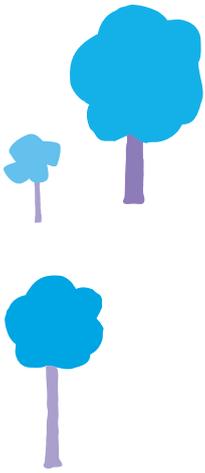
The timing of the preparation

9. Figure 1 below sets out when the preparatory activities should be completed on each pathway. On some pathways the four components will be interwoven during the normal training programme.

Some of the preparatory days may be offered as half-days or as twilight sessions as well as full days, if you judge this to be better for candidates.

Figure 1

|	Validation	Short	Long	Full
Understanding the standards and guidance	Day 1	Within the first three months	As part of the training	As part of the training
Preparing the written tasks	Day 2	Within the first three months	As part of the training	As part of the training
Preparing for the Gateway Review	Day 3	At a time to suit	At a time to suit	At a time to suit
Preparing for the setting visit	Day 4	Within the final four months	Within the final four months	Within the final four months

Methodology

10. You have some flexibility with respect to how the preparation is delivered. Whatever methodology you adopt, it is perfectly proper to give candidates detailed guidance on the interpretation of the standards, the Gateway Review and the assessment process. For example, it is important that candidates understand what are the pitfalls to be avoided in interpreting composite standards, in writing tasks and in organising the setting visit.

However, such guidance is different in kind and extent to coaching candidates in precisely what to write and say, and it is unacceptable for candidates to be given detailed information on the content of Gateway Review activities and detailed advice on drafts of their written tasks.

Preparing assessors
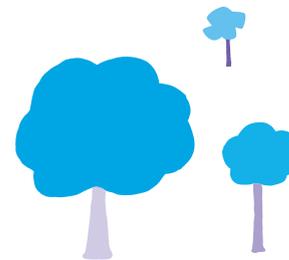
Components

11. The purpose of this section of the handbook is not to intrude upon your responsibilities for the recruitment and preparation of assessors. However, it is worth summarising what the preparation of assessors should cover.

The EYP standards
- The format of the standards.
- The guidance to the standards.
- Implications for assessment.

The Gateway Review
- Purpose and organisation.
- The five activities.
- Recording and feedback.
- Dealing with eventualities.

The written tasks
- Rubric for the tasks.
- 'Marking' and recording judgements.
- Relationship of the tasks to the setting visit.
- Dealing with eventualities.

The setting visit
- Format of the visit.
- Code of conduct and protocols.
- Interviews with the candidate.
- Scrutiny of documents.
- Tour of the setting.
- Interviews with witnesses.
- Recording evidence.
- Final judgements.
- Dealing with eventualities.

Internal and external moderation
- Purpose of moderation.
- Moderation procedures.
- Dealing with problematic cases.
- Feedback to candidates.
- Feedback to assessors.

Code of conduct

12. You may have your own code of conduct for trainers, assessors and mentors. As a minimum, these codes should incorporate the following in their contact with settings and candidates. They apply particularly, but not exclusively, to assessors.

Confidentiality
Information concerning settings, candidates and children is confidential and should never be divulged, except in relation to the purposes described in this handbook. All supporting evidence must remain within the setting.

Connection with a setting
Whilst it is permissible to have a prior connection with a setting, this must be declared to the setting before a setting visit. It is also important that no assessors are assigned to undertake an EYP assessment visit if they are likely to make a visit for other official purposes, such as inspection, as it would be difficult to disregard information obtained through the visit.

Equality of opportunity
Assessors must not give personalised feedback to candidates on drafts of their written tasks, nor return submitted tasks for qualitative improvements. During setting visits, assessors must not give candidates or their witnesses any indication of how well they have performed or are performing. Assessors must adhere to the format and timetable for the setting visit, save in circumstances detailed below.
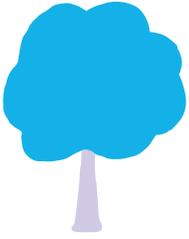
Assessor's demeanour

The purpose of the setting visit is to evaluate the candidate's work. Assessors should not ask questions about, nor give the impression of evaluating, the performance of the setting itself.

Whilst acting impartially, assessors should not adopt a forbidding or overly assertive manner. It is important to put candidates and witnesses at their ease and to behave in a warm and courteous manner. However, assessors should not make evaluative comments, such as "that is very good", nor give any indication of the outcome through verbal or non-verbal clues.

Common courtesies

For setting visits, assessors should carry a recognisable form of identification, such as a driving license or an official name-badge. They should switch off mobile phones throughout their visits, as well as during preparation sessions, Gateway Reviews and moderation events.

They should offer to pay for lunch if provided, though it would be reasonable to accept tea and coffee without offering to pay.
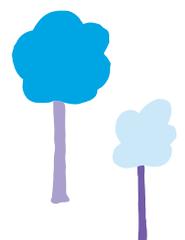
The Gateway Review
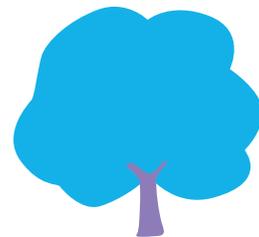
13. This Review comprises four exercises and a written reflection, all of which are similar to those used extensively in education, health and the private sector. Successful operation of Gateway Reviews depends on a high degree of organisation and careful attention to timing. An efficient administrator can be invaluable in ensuring that everything works to plan.

Purpose

14. Overall, the process is designed to do two things: initially, to check that the candidates understand the standards; then to assess the three skills listed below. These skills are generic to working at Level 6 and fundamental to meeting the standards.

The ability to make decisions on the basis of sound judgement:

- Thinks beyond the immediate problem and avoids 'quick fix' solutions.
- Concentrates on what is the most important.
- Makes appropriate decisions, using the available information but seeking further information when necessary.
- Bases decisions on agreed principles and policies.

The ability to lead and support others:

- Gets ideas agreed, whether one's own or those of others.
- Improves practice by motivating others to achieve agreed aims.
- Recognises and develops the potential of others.
- As a change agent proposes clear strategies for improvement.

The ability to relate to, and communicate with, others:

- Communicates clearly, both orally and in writing.
- Listens to others' concerns and responds appropriately.
- Shows respect for others in a sensitive manner.
- Manages own feelings and needs.
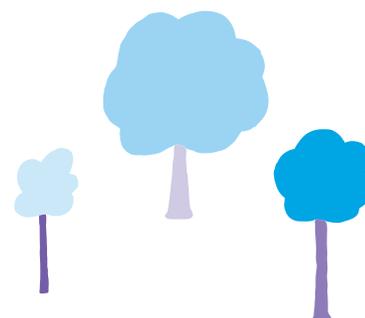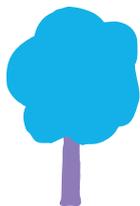
The exercises

15. For each exercise, these definitions have been translated into indicators that assessors can look for in order to judge the quality of response.

These are set out in each of the assessment grids provided for each exercise (Documents GEN:05, PERS:05, ACT:04, WEX:02A).

Personal interview

During the first of the two days of preparation, candidates will have started their preparation by examining the nature and scope of the standards. For this review, they will be asked to indicate which groups of standards they will find easy to meet and why, and which might need further work before summative assessment. They will also be asked to consider their experience in **personal practice and leadership & support**, and the nature and extent of their recent and current experience with babies, toddlers and young children.

You will have made sure that the assessor has a copy of the candidate's analysis before the review takes place (see, for example, Document PERS:02). The assessor's role, once he/she has completed an initial scrutiny, will be to discuss this work and probe the nature and level of the candidate's recent and present work and their understanding of the standards.

The assessor should record the initial and any follow-up questions, and the candidate's responses as near verbatim as possible using Document PERS:03.

Written exercise

Within each set of materials (Set A, B or C), the written exercise is differentiated for candidates working in a nursery setting, as a childminder or working as a local authority support advisor.

The exercise will consist of five or six items (WEX:01A). These might be 'post-it' notes, reported telephone conversations, a letter from a parent or other miscellaneous items that might face candidates in the course of their normal working week. Candidates will not have to respond directly to each item, but rather to state the following: the short-term issues that need to be considered and how they would deal with them; the long-term issues that need to be considered and how they would begin to deal with them; and what they would intend to say (in the case of items that precipitate a meeting, a memo or a telephone call).

The lead assessor will mark all the scripts in order to ensure consistency. If there is no lead assessor, one assessor should mark the written exercise in order to maximise consistency.

Group exercise

For this exercise, four candidates will participate together and both assessors will observe them. Candidates will have been informed during the preparation days that they have to be prepared to tell the other candidates about something they have done to bring about change in a setting. Each candidate will have four minutes for this. They should not use visual aids but should give the assessor a list of main points on a single side of A4 (Document GPEX:02) summarising the points to be covered. The assessor will observe two of the candidates, using the same proforma to make notes about body language, eye contact, hand gestures, etc.

On each candidate's seat, the assessor should place a letter (A, B, C, D) to specify the running order. Candidate D should advise Candidate A when four minutes have elapsed; Candidate A should do the same for Candidate B, Candidate B for Candidate C, and Candidate C for Candidate D. In the event of a candidate exceeding the four minutes by more than 30 seconds, the candidate's assessor should stop the presentation, noting that it has happened.

Once all four candidates have completed this task, they have the remaining 14 minutes to discuss the presentations and draw some conclusions. The assessor will signal the start of the discussion but candidates should take responsibility for ensuring that they finish on time.

Each assessor will observe all four candidates but have particular responsibility for recording the responses of two of the candidates. Once again, recording of the discussion should be as near verbatim as possible (using GPEX:03).

Interview with actor

In this exercise, each candidate will interview an actor who is briefed to perform as a member of staff, a parent or a peer professional.

Both the actor and the candidate will be provided with a brief (ACT:01A & ACT:02A). You should ensure that actors are sent the briefs for the actor and the candidate beforehand and check that they have brought them with them. The assessor observing the sessions will give the candidates their brief and explain that they have 10 minutes to read it and prepare for the interview. They will also be told that they can arrange the room as they wish. The actor should remain outside the room until, at the end of the 10 minutes' preparation, the candidate invites the actor in. 15 minutes are allocated for the candidate to conduct the interview.

The assessor should be able to see the candidate fully and maintain a reasonable view of the actor. He/she should record the discussion as near verbatim as possible on ACT:03. At the end of the interview, the candidate should be thanked and asked to leave the room, after which the actor should then be asked if he/she felt listened to and whether he/she felt heard. The actor's response should be noted, but there should be no discussion.

Written reflection

Before candidates leave, they will be asked to spend up to 20 minutes reflecting on their experience of the four exercises (using the questions on GEN:05). The assessor should take account of these reflections when they prepare their feedback to the candidates.
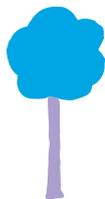
Resources

16. At the time of publication of this handbook, there are three sets of materials for the Gateway Review, simply referred to as Set A, Set B and Set C. CWDC will advise you in good time about which set of resources should be used for a given period.

17. The format of the personal interview and group exercise is common to all candidates and these activities provide an opportunity for candidates to discuss their personal experience and work.

18. The written exercise and the briefs for the interview with the actor are differentiated where necessary, with alternative versions that are designed to match more closely the different settings in which candidates work (nurseries and children's centres, home-based settings, and local authority advisory support).

Protocol

19. On arrival at the venue, all candidates will be asked to sign a declaration (Document GEN:01) that they will not disclose any details of the content of the exercises to other candidates. They will already know in general terms what to expect, but will not know about the content of the individual exercises. Similarly, assessors will also be asked to sign a declaration (Document GEN:02) undertaking not to disclose any details of the content of the exercises to other candidates.

20. It is essential that assessors do not make any evaluative positive or negative comments about candidate's performance during or immediately after any of the exercises. Assessor's discussion of candidate's performance should take place only during the review discussion after candidates have departed.

21. The actor should not spend time with either candidates or assessors during the Review, even during refreshment breaks.

Organisation and timing

22. On the Validation Pathway, the Gateway Review and summative assessment process must be completed within four months. On other pathways, you may determine when the Gateway Review takes place and may choose to use it as a developmental tool at any appropriate time before the assessment process. On all pathways, these reviews may be offered at times to suit yourself and your candidates: daytime, twilight or weekend sessions are all at your discretion.

23. The Gateway Review accommodates 'units' of four candidates, with a lead assessor, two assessors and an actor. Candidates attend for a maximum of half a day. Although four candidates are ideal, the process can work satisfactorily with three or five candidates. It is possible to manage without a lead assessor, but a lead assessor has considerable advantages in briefing assessors

and candidates, marking the written exercise, and chairing the moderation of judgements and feedback to candidates. Crucially, in the event of an assessor being unable to attend at the last minute, the lead assessor can also stand in as an assessor.

24.   Although there is now some differentiation in the materials for two of the exercises, this does not constrain the composition of the 'units' of four candidates. Candidates working in different types of setting can still work together in the same Review.

25.   There are several ways of organising the events to accommodate either four or eight candidates. You will decide on the option that best suits your candidates and assessors, and that is most manageable in terms of accommodation and support services. In all options, if your assessors are unfamiliar with this process, it may be advisable to run the event initially with the minimum number.
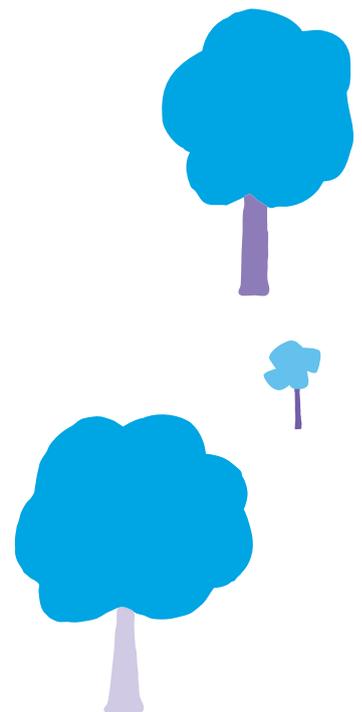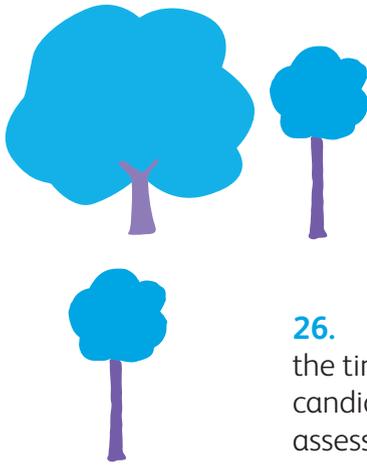
26. Option 1 (below) sets out the timetable for a Review for four candidates. This option requires two assessors (for one day), one lead assessor, and one actor (for half a day). Four rooms are needed: two large enough for three people, one for up to six people with clear separation between individuals, and a separate room for refreshments.

27. Subsequently, it is likely to be more efficient (and better for quality assurance purposes) if two sessions (normally for eight candidates in total) are timetabled for the same day with a lead assessor who acts both as coordinator and the marker for the written exercise. There are several ways of doing this: Option 2 (oppostite) is

Option 1

Time	Activities
08.30	Assessors and actors arrive. Actors given their briefing note
09.00	Candidates A & B arrive and are welcomed and briefed by the lead assessor
09.10	Candidate A: Personal interview Candidate B: Staff interview
09.35	Candidate B: Personal interview Candidate A: Staff interview
10.00	Coffee: Candidates C & D arrive and are welcomed and briefed by the lead assessor
10.20	Written exercise for all four candidates overseen by lead assessor Assessors complete grids for first two exercises for Candidates A & B
10.55	Group exercise for Candidates A, B, C and D Lead assessor marks written exercises
11.30	Candidates A & B write their reflective comments, after which they leave
11.35	Candidate C: Personal interview Candidate D: Staff interview
12.00	Candidate D: Personal interview Candidate C: Staff interview
12.25	Candidates C & D writing their reflective comments, after which they leave Assessors complete grids for last two exercises for Candidates C & D Actors leave
12.50	Lunch for assessors
13.20	Assessors discuss and complete grids for group exercise for all four candidates
13.45	Assessors discuss completed grids and agree feedback for each candidate
14.30	Review meeting of assessors chaired by lead assessor, who moderates final feedback
15.00	Assessors leave
	The provider word processes feedback and sends to candidates

effectively two concurrent sessions of Option 1, whereas Option 3 (page 25) is effectively two consecutive sessions of Option 1.

28. Option 2 (below), normally for eight candidates, would require four assessors and in all probability two lead assessors (all for one day), plus two actors (each for half a day). Six rooms are needed: four large enough for three people, one for up to nine people with clear separation between individuals, and a separate room for refreshments.

Option 2

Time	Activities
08.30	Assessors and actors arrive. Actors given their briefing note
09.00	Candidates A, B, E & F arrive and are welcomed and briefed by the lead assessor. Assessors 1 and 2 work only with candidates A, B, C and D; assessors 3 and 4 work only with candidates E, F, G and H
09.10	Candidate A&E: Personal interview Candidate B&F: Staff interview
09.35	Candidate B&F: Personal interview Candidate A&E: Staff interview
10.00	Coffee: Candidates C, D, G & H arrive and are welcomed and briefed by the lead assessor
10.20	Written exercise for all four candidates overseen by lead assessor Assessors complete grids for first two exercises for A & B, E & F
10.55	Group exercise for A, B, C and D. Parallel exercise for E, F, G & H Lead assessor marks written exercises
11.30	Candidates A, B, E and F write their reflective comments then leave
11.35	Candidate C&G: Personal interview Candidate D&H: Staff interview
12.00	Candidate D&H: Personal interview Candidate C&G: Staff interview
12.25	Candidate C, D G and H write their reflective comments then leave Assessors complete grids for last two exercises for C & D, G & H Actors leave
12.50	Lunch for assessors
13.20	Assessors 1 and 2 discuss and complete grids for group exercise for A, B, C & D Assessors 3 and 4 discuss and complete grids for group exercise for E,F,G & H
13.45	Assessors work in two pairs to discuss completed grids and agree feedback for each candidate; lead assessor moderates final feedback
14.30	Review meeting of assessors chaired by lead assessor
15.00	Assessors leave
	The provider word processes feedback and sends to candidates

29. Option 3 (opposite): normally for eight candidates, would require two assessors, one lead assessor, one actor and, normally eight candidates. Four rooms are needed: two large enough for three people, one for up to six people with clear separation between individuals, and a separate room for refreshments. This option is potentially very intensive and demanding for assessors, but makes efficient use of one lead assessor and one actor. It requires the assessors to work three sessions, or the equivalent of 1.5 days: this makes for a long day, although it would be equally valid to delay until the next day the work detailed in the timetable from 5.15pm.

30. Some providers have developed a variant of Option 3, which uses two separate pairs of assessors. The first pair starts and completes their work earlier whilst the second arrives later and finishes later. This variant really needs two lead assessors, but makes efficient use of one actor.
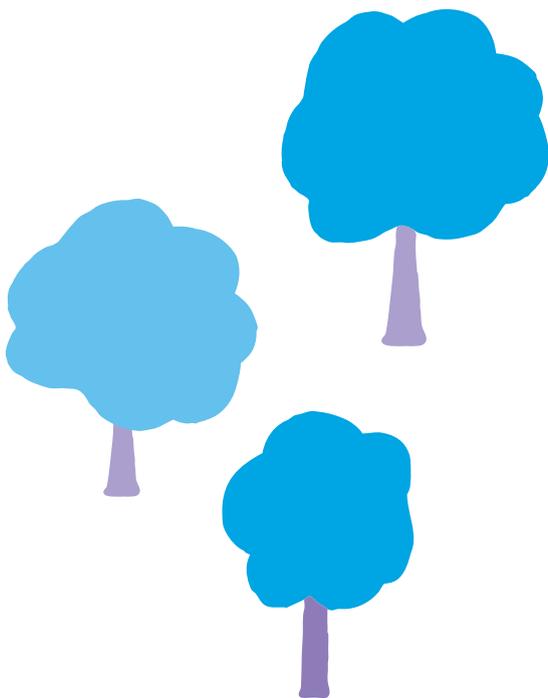
Option 3

Time	Activities
08.30	Assessors and actors arrive. Actors given their briefing note
09.00	Candidates A & B arrive and are welcomed and briefed by the lead assessor
09.10	Candidate A: Personal interview Candidate B: Staff interview
09.35	Candidate B: Personal interview Candidate A: Staff interview
10.00	Coffee: Candidates C & D arrive and are welcomed and briefed
10.20	Written exercise for A, B, C & D overseen by lead assessor Assessors complete grids for first two exercises for A & B
10.55	Group exercise for all four candidates. Lead assessor marks written exercises
11.30	Candidates A & B write their reflective comments then leave
11.35	Candidate C: Personal interview Candidate D: Staff interview
12.00	Candidate D: Personal interview Candidate C: Staff interview
12.25	Candidate C & D write their reflective comments then leave Assessors complete grids for last two exercises for C & D Actors leave
12.50	Lunch for assessors
13.20	Candidates E & F arrive and are welcomed and briefed by the lead assessor
13.30	Candidate E: Personal interview Candidate F: Staff interview
13.50	Candidate F: Personal interview Candidate E: Staff interview
14.20	Tea: Candidates G & H arrive, welcomed and briefed by the lead assessor
14.40	Written exercise for E, F, G & H overseen by lead assessor Assessors complete grids for first two exercises for E & F
15.15	Group exercise for all four candidates. Lead assessor marks written exercise
15.50	Candidates E & F write their reflective comments then leave
15.55	Candidate G: Personal interview Candidate H: Staff interview
16.20	Candidate H: Personal interview Candidate G: Staff interview
16.45	Candidates G & H write their reflective comments then leave; actor leaves Assessors complete grids for last two exercises for G & H
17.15	Tea break
17.45	Assessors discuss and complete grids for group exercise for A, B, C and D
18.05	Assessors discuss grids and agree feedback for A, B, C and D
18.35	Assessors discuss and complete grids for group exercise for E, F, G and H
19.05	Assessors discuss grids and agree feedback for E, F, G and H
19.35	Assessors leave
	The provider word processes the feedback and sends to candidates
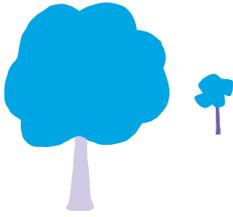
Pairings of assessors and candidates

31. Good organisation of the Gateway Review is essential if the timetable is to be maintained. The following should be read in conjunction with the option/timetable you are following (Figure 2).

Assessor 1 will do the following:
- Personal interviews for candidates A and B (also E and F).
- Staff interviews for candidates C and D (also G and H).
- Group exercise - observation of candidates A and B (also E and F).
- Write the formative feedback for candidates A and B (also E and F).

Assessor 2 will do the following:
- Staff interviews for candidates A and B (also E and F).
- Personal interviews for candidates C and D (also G and H).
- Group exercise - observation of candidates C and D (also G and H).
- Write the formative feedback for candidates C and D (also G and H).

The lead assessor will mark the written exercise for all four candidates. The details are summarised below:

Figure 2

	Assessor 1	Assessor 2	Lead Assessor
Candidate A (E)	Personal interview group exercise	Staff interview	Written exercise
Candidate B (F)	Personal interview group exercise	Staff interview	Written exercise
Candidate C (G)	Staff interview	Personal interview group exercise	Written exercise
Candidate D (H)	Staff interview	Personal interview group exercise	Written exercise

Making professional judgments based on the exercises

32. For each exercise, a grid will be available for the assessor to record evidence from the candidate's performance against the three skills indicated earlier. The assessment grid for the written exercise has been differentiated slightly in some sets of material in order to accommodate different types of setting.

For each skill, a series of 'look fors' are provided that will make the transcription a relatively straightforward process (Documents GEN:05, PERS:05, ACT:04, WEX:02A). As the number of skills is much more limited than is usual in this type of event, the recording grids will be relatively simple to complete.
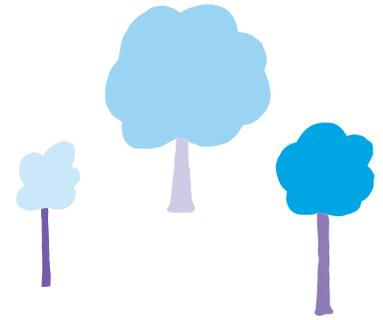
Feedback to candidates

33. As indicated above, it is essential that assessors do not make any evaluative positive or negative comments about a candidate's performance during or after any of the exercises. Feedback will be agreed only during a discussion between the two assessors, moderated by the lead assessor. This discussion takes place after the candidates have left.

34. The assessor's discussion should be based on evidence directly derived from the recording grids. It will give the candidates an indication of their strengths and areas for development related to each of the three skills. It should also comment directly on the candidate's reflection on the whole Gateway Review (detailed on Document GEN:05).

35. It is anticipated that the feedback will be drafted in handwriting and word-processed ready for sending to candidates (using Documents GEN:07, PERS:07, ACT:05 and WEX:04). This will then form the basis for discussion between the candidates and their mentors or tutors. The feedback could, of course, be word-processed during the discussion and moderation.

36. The Gateway Review is designed to provide informative and constructive feedback on candidate's skills. All feedback should make it clear to candidates whether weaknesses are significant or minor in importance.

37. Whilst it is anticipated that many candidates are likely to demonstrate that they are working at the appropriate level, you will need to be alert to the possibility that the evidence may show that some may not be on the most appropriate pathway. Such candidates should be advised that they should defer undertaking the assessment process or embark on a different pathway. In this eventuality, candidates will not have to undergo the Gateway Review again on their new pathway. Advice about a change of pathway falls entirely within your remit as a provider.

38. Within 10 working days, you should send the feedback to candidates, who will then be offered an opportunity to discuss this with their mentor or tutor. There are advantages in ensuring that candidates do not discuss their feedback with someone who has been involved in the four activities that make up the Gateway Review; but this may be unavoidable in some circumstances. What is more important is that the person giving the feedback should not act later as a candidate's assessor for the setting visit. This is because the feedback is likely to include suggestions for development, the effects of which may be in evidence during the setting visit.

39. As a result of the feedback discussion, candidates should be clear about whether they need any additional experience in order to meet the requirements for EYPS and about what actions they need to take in order to meet, for example, any standards that are less easy for them to meet. For the Validation and Short EPD Pathways, any such additional experience required **should be limited in nature and extent**. After this review, there is a relatively short period of time available for candidates to prepare and submit their written tasks, and for the setting visit to take place. By the same token, there is insufficient opportunity for candidates to fill substantial gaps in their experience and skills. However, on the Long or Full Pathways, you may decide to use the Gateway Review as a development exercise at a much earlier stage of the pathway. In this case it is more likely that there would be sufficient time for candidates to remedy any gaps in their experience or skills.

Dealing with eventualities

Absence of assessor or actor

40. If an assessor is taken ill or fails to arrive, the least damaging solution is for the lead assessor to take that assessor's place. Actors know that the show must go on and are likely to turn up, even if under the weather. However, if an actor is indisposed at the last moment, it is advisable for the lead assessor or another member of staff to have sufficient familiarity with the script to enable him/her to take the actor's place. The deployment of the lead assessor in this way may affect the marking of the written exercise and the overall time-scale for the final stages of the event. To minimise the demands on the lead assessor, an administrator (appropriately briefed) can administer the written exercise.

Absence of candidates

41. The organisation of the event is based upon 'units' of four candidates. If a candidate fails to arrive or is indisposed, the group exercise can take place with three candidates. If two of the group of four candidates fail to arrive, you are at liberty to decide whether to proceed with a 'group' of two. This decision is likely to be affected by whether you can offer a replacement event in sufficient time, and whether assessors and remaining candidates are available. It is likely that the group exercise can continue with two candidates: this is least inconvenient and more cost-efficient. A tutor can act as a candidate in order to sustain the discussion amongst the candidates though it is important that a tutor, acting in this capacity, tries to moderate his/her performance to match the level of a prospective EYP and thus avoids dominating the discussion.

The candidate rejects feedback

42. A candidate may take exception to the written feedback subsequent to completion of the review. This happens rarely, and virtually all candidates recognise and appreciate the feedback that they receive. If candidates do protest, they should be reminded that: first, the Gateway Review is a formative or developmental process that does not contribute to the final award; and, second, their assessors have come to judgements on the basis of carefully recorded evidence. The latter is one of the benefits of verbatim-style recording: that is, much of the original evidence is preserved, thus facilitating moderation

of the assessor's judgements prior to the drafting and issuing of feedback.

The candidate resists advice to transfer pathway

43. As indicated above, it is your responsibility to advise candidates if they are not registered for the most appropriate pathway. Indeed, you can decline to permit a candidate to remain on a pathway. Much will depend on extent to which the evidence available from the Gateway Review is borderline or unequivocal. You will also know whether or not the concerns arising from the Review match any concerns that were noted during the application and selection process.

44. If you decide to accede to the candidate's insistence on remaining on an inappropriate pathway, it should be made clear that there are consequent risks to their achievement of EYPS. Further, it would be legitimate to ask such candidates to sign a disclaimer: that they accept and take responsibility for the risks attached to remaining on the chosen pathway against your best advice.

45. The sad thing is that your advice on transfer to another pathway is designed to maximise candidate's chances of success; such advice is not a mark of failure. For example, it may simply be that a candidate is no longer working in an early years setting and may find it difficult to evidence immediately all the standards from work during the past three years.
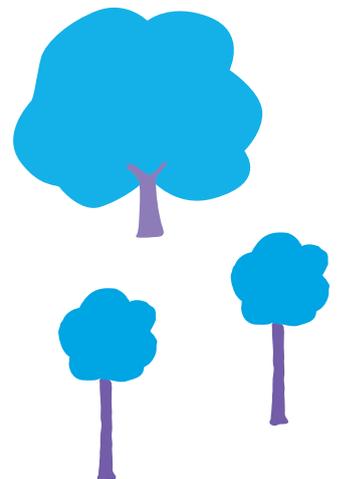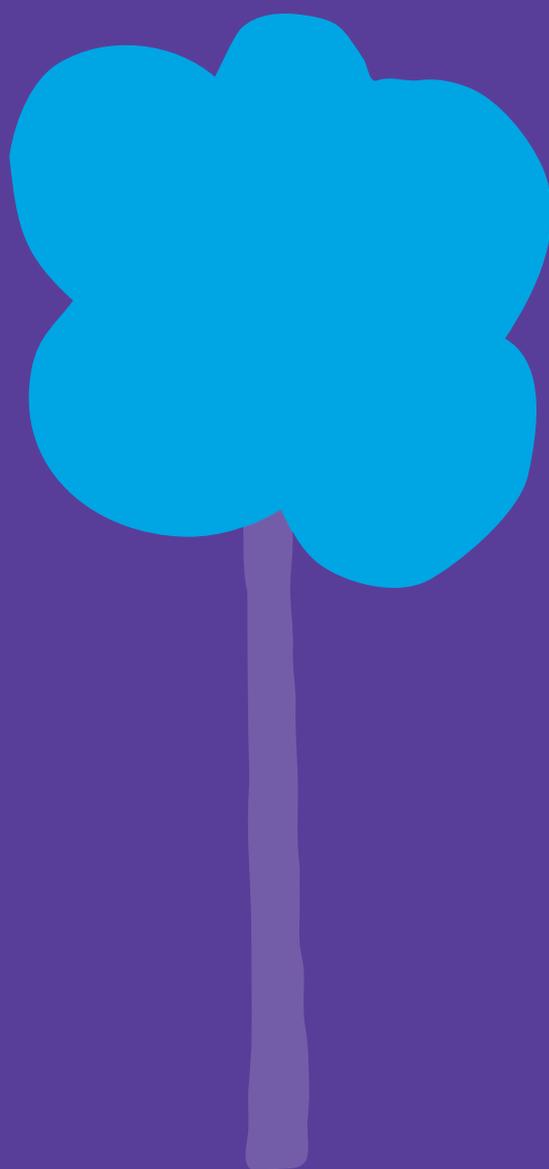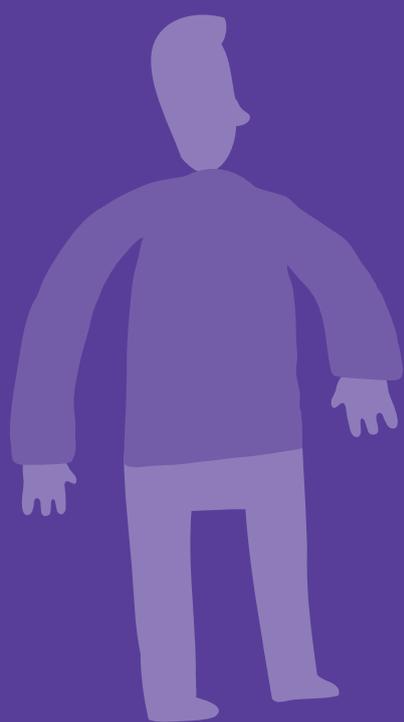
The assessment process: written tasks
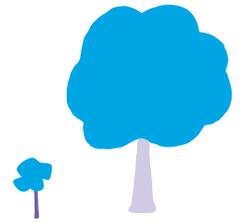
Nature of the written tasks

46. Candidates are required to submit five written tasks before the setting assessment visit takes place. These tasks are designed to enable them to demonstrate how their recent and current work matches all the standards.

47. During the preparation days, you will need to explain the nature of each type of task, as well as how candidates can use each of them to record their achievements against the standards. In particular, you should emphasise that it is not acceptable to describe either a hypothetical event or one that is planned for the future.

48. The tasks are snapshots of their recent and current work. The only thing that will be different from normal is that candidates will need to record everything they do, including their reflection on and evaluation of the activity.

49. Most tasks will relate to candidate's current activities, but some may draw on evidence from the recent past. Any tasks based on previous work or experience should normally have taken place within the past three years, though 36 months is not an absolute cut-off point. This time period acknowledges the possibility that, in their recent careers, candidates may have worked with babies, toddlers and young children consecutively rather than concurrently; it also takes cognisance of the longevity of some activities in which candidates have been involved, and allows for the inclusion of occasional or seasonal activities.

50. Candidates should provide evidence for all of the standards in the five completed tasks, including the three parts of task 5, taken together. If they fail to do so – that is, they do not claim that all 39 Standards are evidenced at least once in their written tasks – the candidate is ineligible to proceed to a setting visit. In this circumstance, the candidate's written tasks and the Candidate's and Assessor's Task Grid (CAN-ASS:01) should be returned to the candidate for remedial work (see paragraphs 87-88). Candidates have a maximum of 48 hours in which to do so.

51. At the end of each task, candidates should have: completed the relevant response sheet and the appropriate parts of the Candidate's and Assessor's Task Grid. They should also have kept a copy of all relevant documentation, such as evidence of planning, observation notes or any evaluation.

52. For each of the tasks below, minimum and maximum numbers of words are recommended. These are advisory; assessors are not expected to count the number of words. The word count has been published principally as a guide to candidates so that they are clear about our expectations of the length necessary to complete the tasks successfully. In the context of your normal practice, many of you already advise your candidates to apply a 'plus or minus 10%' rule. Some of you also ask your candidates to record the number of words in each written task: not as a prelude to applying a penalty but rather to encourage candidates to exercise some self-discipline in this respect. These approaches are perfectly
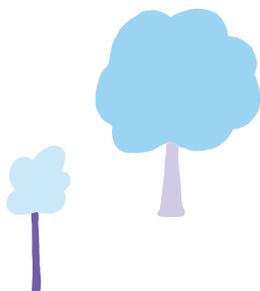
legitimate provided that no penalty is applied to candidates whose written tasks fall outside the recommended range. Tasks must not be returned to candidates for editing if the word count falls outside the recommended range; nor should feedback on the length of tasks be given.

53. The issue of excessive brevity or length is not straightforward. Some very good candidates make good use of 'excessive' length to demonstrate the depth of their underpinning knowledge and understanding, whilst others who write at length may struggle to express themselves succinctly (and find it difficult to match text with the standards and thus penalise themselves). Those who write tasks well below the minimum recommended wording are typically those who lack that depth, but there are some whose brevity reflects both clarity and succinctness of thought and expression.

Tasks 1,2 and 3

54. These three tasks follow a common format through which candidates are asked to outline and evaluate their experiences of promoting, implementing and monitoring the EYFS in their setting(s). Their accounts should be recorded on the respective response sheets (CAN:01, CAN:02, and CAN:03), each account comprising approximately 1500 to 2000 words.

55. The titles of these three tasks are as follows:

Task 1: Lead and support other practitioners in implementing aspects of the EYFS for babies (0–20 months)

Task 2: Lead and support other practitioners in implementing aspects of the EYFS for toddlers (16 – 36 months)

Task 3: Lead and support other practitioners in implementing aspects of the EYFS for young children (30 – 60 months)

56. Tasks 1, 2 and 3 cannot be combined. The three tasks are key elements of candidate's evidence that they have past or current experience of working with each of the three age groups: babies, toddlers and young children. As well as describing the activity, candidates must also demonstrate how that activity was underpinned by their knowledge and understanding of the EYFS.

57. For each task, candidate's responses should report on the activity within the following format:
- The nature of the activity.
- The age-range, in months, of the children directly or indirectly affected.
- What they planned to do and why.
- What happened when they carried out the work.
- Their assessment of the effectiveness of the activity.
- Their personal learning.

58. The specific examples that a candidate uses may apply to activities with either individual practitioners or with groups or collections of practitioners; the examples chosen will depend on the needs of the practitioner(s). However, candidates would be well advised to ensure that they make clear their personal contribution to the activity. Once candidates have identified an appropriate activity, they will need to discuss their proposal: you will be able to give helpful, generic guidance and encourage candidates to support and help each other.

Task 4

59. Task 4 comprises an account of the candidate's personal practice with a young child or children (who may be of any age from 0 to 60 months). The title is as follows:

Task 4: An account of your personal practice with a child or children (of any age between birth and 60 months). This account should be approximately 1500-2000 words.

60. As with the first three tasks, candidate's responses should use document CAN:04 to report on the activity within the following format:

- The nature of the activity.
- The age-range, in months, of the children directly or indirectly affected.
- What they planned to do and why.
- What happened when they carried out the work.
- Their assessment of the effectiveness of the activity.
- Their personal learning.

61. This account may relate to an adult-initiated or a child-initiated activity, or a combination of both. The format for the account includes 'planning': if the activity is child-initiated, 'planning' may refer to the pro-active planning of the context or circumstances in which the child initiated the activity and/or to the subsequent reactive planning when that happened.

Task 5

62. This task comprises three separate reflective reports on situations or events that demonstrate candidate's wider professional role.

Task 5: Brief accounts of three situations or events. Candidates will need to report on the situations or events within the following format:
- A brief description of the situation or event.
- Their analysis of the situation or event.
- Their personal learning.

63. This task as a whole provides candidates with an opportunity to provide evidence for standards they feel have not been covered within the first four tasks or for which they think the evidence needs some strengthening. Candidates must complete all of the three reports that comprise Task 5, even when they feel they have fully covered all the standards in their other tasks. In this circumstance, candidates should use Task 5 to reinforce their evidence for particular standards.
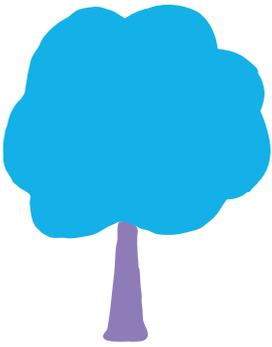
64. These three short accounts should not be minute descriptions of activities, nor essays that include extensive, detailed evidence. Rather, they should summarise the candidate's reflections on situations that made them think about what happened, why it happened and the nature of their involvement.

65. The chosen situations or events should relate to routine encounters in their setting. They do not have to relate to dramatic or extraordinary events. They may refer to challenging situations, but assessors are more interested in candidate's observations on routine professional issues rather than their experience in handling crises. The situations may involve children, parents and carers, staff or other professionals. They could have arisen within or outside the setting but, if they occurred outside the setting, they must nonetheless constitute part of the overall provision of, and be managed by, the setting.

66. The length of each account is likely to be approximately 500-750 words. These tasks should be completed using documents CAN:05A, CAN:05B and CAN:05C.

Response sheets

67. As mentioned above, candidates are provided with response sheets on which to describe, analyse and reflect on their activities and events. Candidates are likely to need guidance on completing these sheets. The most important thing is that the candidate's writing focuses on the standards, but is not simply a repeat of the wording of each standard. It is also crucial

that they write using the pronoun 'I' rather than 'we' because the assessor needs to know what is the candidate's contribution, rather than the contribution of a group or whole team. References to adults and children should be anonymised.

68. In the right-hand column of the response sheets, candidates should note the reference number of the standard that is being evidenced by the text. Whilst it is expected that one task, indeed one section within a task, can be used to provide some evidence on several standards, candidates should avoid making extravagant claims that short paragraphs, even single sentences, are evidencing a large number of standards.

69. It is also worth reminding candidates that the standards claimed (in the right-hand columns of the response sheets) should match their entries on the Candidate's and Assessor's Task Grid (opposite). There is no point in candidates making claims on this grid then failing to direct their assessors to the relevant sections of the text of their tasks.

The Candidate's and Assessor's Task Grid

70. This grid enables candidates to plan and make explicit how they are meeting the standards through their written tasks. It is likely that some standards will be more easily met through one task than through another and the task grid provides a means by which candidates can keep track of which tasks provide evidence for each standard.

71. The grid is an important source of information for the assessor: it provides guidance on where to look for evidence for each standard. The grid must be completed by the candidate and sent to the provider, with the completed tasks, before the setting visit can take place.

Completing the grid

72. It is the candidate's responsibility to steer their assessors in the right direction. For each of the tasks, candidates should put a tick against each standard that they consider is demonstrated by the task. For task 5, there are three columns, marked 5a to 5c. Candidates are required to submit three accounts for task 5, so they should cross-refer to the standards in columns 5a, 5b and 5c. The table below shows a very small portion of a grid completed by a candidate (Figure 3).

73. There is an additional way in which candidates can steer the assessor in the right direction: this is by indicating, in the column for each task, whether they are evidencing either or both of **personal practice and/ or leadership and support**. Instead of using ticks, then, candidates could record the letter 'P' (for personal

practice) and the letter 'L' (for leadership and support).
This method of recording is not mandatory, but it can help both candidates and assessors to track the extent of candidate's evidence of these two strands that run through the standards (Figure 4).

Assessment of the written tasks

74. You will need to allocate the responsibility for checking candidate's files for the correct number of documents. The assessment of the written tasks, and therefore the assessment process as a whole, can only continue if the candidate has submitted a complete set of tasks.

75. The assessment of the written tasks is a key part of the assessment process and will help to determine what happens during the setting visit. The objective is to ascertain the degree to which each standard appears to have been met by the tasks that have been submitted, what shortfalls have occurred and what action needs to be taken to verify the candidate's achievement of each standard.

Figure 3

Std		1	2	3	4	5a	5b	5c	Assessors evaluative comments	✓X
S1	Can	✓			✓					
	Ass									

Figure 4

Std		1	2	3	4	5a	5b	5c	Assessors evaluative comments	✓X
S1	Can	P+L			P					
	Ass									
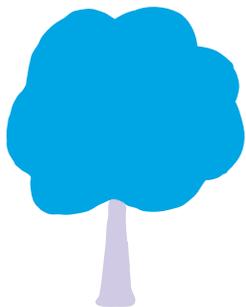
76. Assessors will have their own methods for approaching this, but the outcome in terms of the assessment grid will be the same. Most assessors will read through the documents once to get a picture of the candidate and their work within the setting, and then use the Candidate's and Assessor's Task Grid to identify, for each standard, which tasks, according to the candidate, provide evidence for which standards.

77. In checking candidate's claims against the text of the tasks, assessors are then in a position to put a tick on the grid under the appropriate task for that standard if they agree, though they would only do this if they think the task provides strong evidence. If they disagree, they should put a cross and, if they feel the claim is partially justified, they should record a question mark.

78. The majority of assessors supplement their ticks, crosses and question marks with an additional code denoting personal practice and leadership and support: that is, using codes such as 'P' for the former and 'L' for the latter.

This is optional but it does provide a very effective way of monitoring the extent of candidate's claims for these two strands.

79. In the comments column, assessors should provide more specific detail about the strength of the evidence and about how they can verify this during the setting visit. And, in the final column, they should place a tick beside standards that are relatively secure overall, a cross by those that have definitely not been met and a question mark against those that need some additional evidence. It is essential that this be completed for every standard. Assessors may note additional evidence for a standard that has not been claimed by the candidate. It is permissible to record this on the grid, but there is no expectation that assessors will deliberately hunt for unclaimed evidence.

80. The tables below are examples of small portions of grids completed by assessors (Figure 5).

Figure 5

Std		1	2	3	4	5a	5b	5c	Assessors evaluative comments	✓ X
S1	Can		P+L		P				*Clear but brief evidence in T2.4 of k/u used in l/s (but not pp). In T4.3 asserts but doesn't illustrate depth of k/u in p/practice so check with witness 2.*	?
	Ass		L		X					

Std		1	2	3	4	5a	5b	5c	Assessors evaluative comments	✓ X
S1	Can	✓			✓				*Clear but brief evidence in T1.4 of k/u of legislation and policies. T4.3 asserts but doesn't illustrate k/u, so check with witness 2.*	?
	Ass	✓			X					
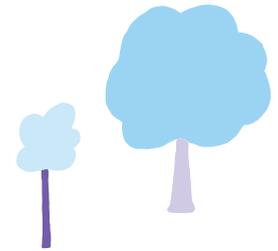
81. Completed fully, the grid will guide assessors during their setting visits. It is, therefore, essential that there is an evaluative comment in the appropriate section for every standard. The assessor's preliminary judgement, recorded on the final column of the grid, should then be transferred to the first column of the Setting Visit Summary Sheet (Document ASS:08).

Dealing with deficiencies in candidate's written tasks

Candidates do not submit all the tasks

82. Candidates must submit a complete set repertoire of written tasks in order to meet the assessment requirements of the EYP programme. For example, even if candidates think that all standards can be evidenced in Tasks 1, 2 and 3, they cannot neglect Tasks 4 and 5; nor can they omit one or more of the reports that comprise Task 5. Further, candidates cannot combine tasks (such as tasks 1 and 2) simply because that would conveniently match an age group of children with whom they are working or have worked.

83. The nature of the tasks has been designed to enable candidates to demonstrate the range of their work as early years professionals. But there are two other reasons why it is important that they submit all their written tasks. First, candidates cannot pre-empt the judgements of assessors and moderators: submission of all written tasks protects candidates against any misplaced sense that just a few tasks will be good enough. Second, the full range of written tasks gives an assessor optimum evidence prior to the setting visit and will make more manageable

the corroboration process during the visit.

84. Please ensure that candidate's submissions are checked for completeness prior to the setting visit. If one or more tasks are missing from a submission, or a candidate has conflated two or more tasks, the entire submission should be returned to the candidate for remediation. This should take place prior to the setting visit. When a submission is returned, candidates must be given no feedback on the substance of the tasks, and the tasks themselves must not be annotated in any way.

85. All candidates should be given the same amount of time in which to supply a missing task: that is, no more than two working days (i.e. excluding weekends and public holidays). The 48 hours should be timed from the time of a telephone call to the candidate (then confirmed in an e-mail to ensure that there is a record of the communication). An initial telephone call is preferable because otherwise a message might remain on the electronic doormat whilst a candidate is on holiday or otherwise incommunicado.

86. This period of time is intentionally short. Although, in most cases, a document will be missing because of an oversight on the part of the candidate in assembling a file for dispatch, in one or two cases the candidate may have omitted documents (such as a written task) because they have not yet been written. In this circumstance, it is important that we do not permit such candidates to take more than 48 hours to send in missing documents:

that would extend the assessment period and advantage those candidates over others who had played by the rules. And, if candidates are afforded a lengthy period to supply missing documents, the consequences for scheduling settings visits would be considerable and adverse.

Candidates do not claim all the standards in their written tasks

87.   Candidates may fail to claim one or more standards in any of their written tasks. This will be apparent from the Candidate's and Assessor's Task Grid, on which there should be at least one tick for every standard. In this circumstance, candidate's work should be returned for amendment prior to being sent to the assessor. Candidates have 48 hours in which to amend their work.

88.   At this stage, you are not making a qualitative judgement about the adequacy of the candidate's evidence. It is simply that the candidates have not fulfilled one of the assessment requirements: that their written tasks, taken together, should provide some evidence of all 39 standards.

## Candidate's tasks are poor in quality

89.   Occasionally a candidate may submit tasks that have deficiencies. There are different ways in which tasks may be poor quality: for example, a lack of depth, a failure to demonstrate higher-order skills, or a failure to interpret accurately the rubric for one or more tasks. Take Tasks 1, 2 and 3: these tasks deal with the **leadership and support** of other practitioners, and a candidate may describe only **personal practice** rather than **leadership and support** of other practitioners.

The tasks also refer to clearly-defined age groups and candidates may attempt to conceal their lack of experience with one of the three age groups by one of several strategies: referring to an activity with an age group that barely covers the requisite period specified in the rubric; combining two tasks; or writing their accounts as statements of what they would do if given the chance, rather than what they have already done.

90.   Even though an assessor may quickly identify such deficiencies, the tasks must not be returned to the candidate for improvements prior to internal and external moderation. The overriding principle is that it is not an assessor's or mentor's job to coach individual candidates on writing their tasks, or to give feedback on the final submission.

Candidate's evidence in tasks falls outside the three-year period

91. The guidance above indicates that tasks should normally be based on work or experience that has fallen within the past three years. The word 'normally' expresses the general expectation that candidate's written tasks should reflect current or relatively recent work. However, there may be some circumstances when, in order to demonstrate their work with each of the three age groups (babies, toddlers and young children) a candidate may cite an activity that falls outside the three-year period. This flexibility should be used sparingly and exclusively to accommodate the profiles of candidates who have extensive but consecutive experience all three age groups. It is likely that this circumstance will have been anticipated at the Gateway Review.
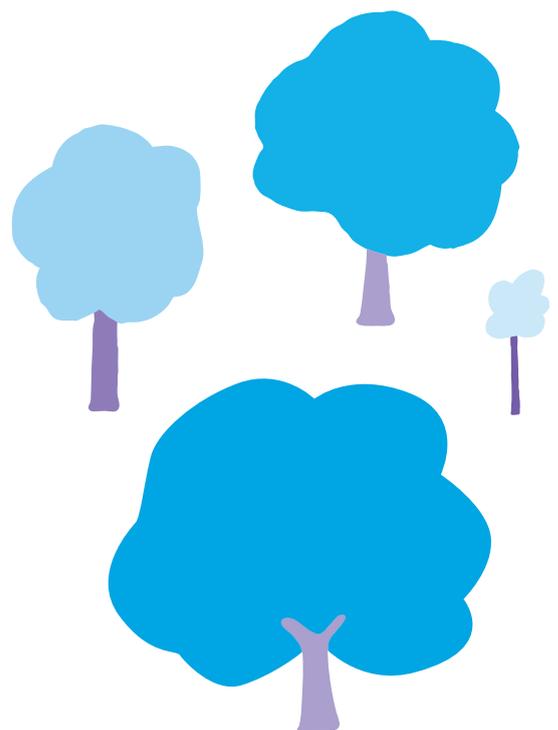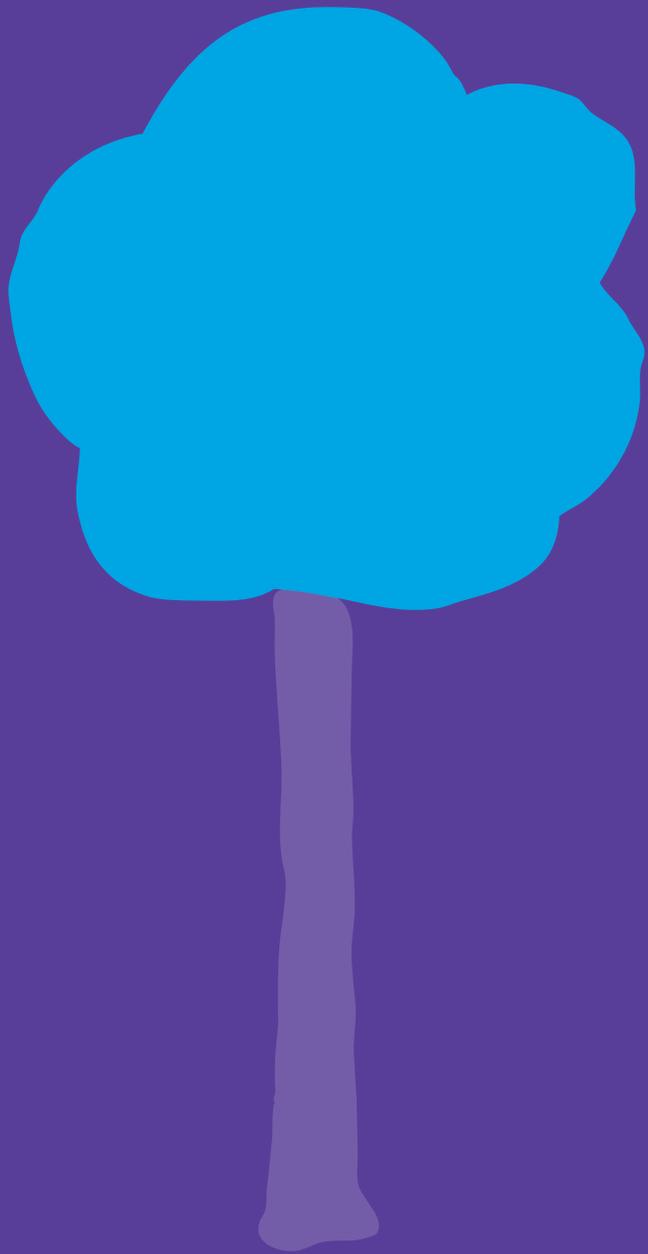
The assessment process: the setting visit

Remit and purpose

92. This visit complements the candidate's written tasks. For the assessor it comprises:

- An initial interview with the candidate relating to the standards.
- A scrutiny of the supporting file of documentary evidence.
- A tour of the setting, guided by the candidate.
- An initial period of 30 minutes for annotation and reflection.
- Three interviews with witnesses who are familiar with the candidate's work.
- A final interview with the candidate concerning specific standards.
- Further reflection time, totalling 30 minutes.

93. The purpose of the visit is to verify that the candidate has: first, met EYP age-related requirements by providing sufficient evidence of their experience of working with babies, toddlers and young children; and, second, provided sufficient evidence of meeting the 39 standards, including the strands that relate to their personal practice and to their leadership and support of others.

Age-related requirements

94. Assessors have to come to a view on whether candidates have demonstrated that they have sufficient experience and competence in working with babies, toddlers and young children. On the one hand, this may be relatively straightforward: for example, if the candidate has been working for a few years in a setting catering for 0-5 year-olds. On the other hand, it may be relatively difficult: for example, if a

candidate has worked consecutively with babies, toddlers and young children in different settings.

95. In some circumstances a candidate may have concurrent experience of the three age groups: for example, when a candidate is working part-time in two settings or when a candidate, who is working predominantly with babies and toddlers, undertakes a temporary but substantial placement to gain stronger experience with younger children. In such cases, a candidate should find it easier to nominate an appropriate witness in order to confirm that he/she has or has had sufficient experience with the three age groups.

96. In other circumstances, however, a candidate's experience with babies, toddlers and young children may have been gained in different, consecutive employments in different and distant locations. In such cases, a candidate may find it more difficult to nominate an appropriate witness; that is, one who can be located after a lengthy period of time. If such a witness can be located, a written submission (included within the candidate's supporting documents) might be more manageable than trying to arrange a convenient time for the assessor to conduct a telephone interview.

97. But what if a candidate has still presented strong task evidence for the age group for whom an eligible and relevant witness is not available in the light of the candidate having taken up a new post? The issue here is the extent to which the candidate has provided convincing evidence of
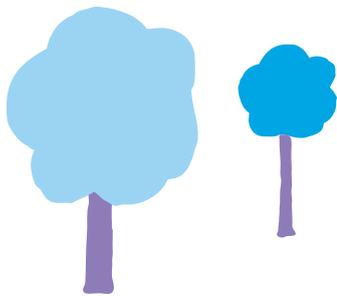
each of the three age groups, and we can handle this rather differently than the issue of whether a candidate has provided sufficient evidence of each of the standards. In the latter case, our rule (see paragraphs 100-102) is that task evidence should be corroborated and/or supplemented by evidence from another source. In the case of evidence for age-related requirements, however, we can exercise our judgement on the sufficiency of the evidence without necessarily being bound by the corroboration rule we apply for evidence of each standard.

98. The assessor's view would be influenced by the nature and quality of the relevant key task (1, 2 or 3). A task that described a whole sequence of regular activities will be much more convincing than one that described a one-off activity. Further, the assessor can use the interview with the candidate to bring out further evidence of the problematic age group. Of course, the candidate could help by making sure that one of tasks 4, 5a, 5b and 5c also deals with the problematic age group, or perhaps even choose a parent or other professional for interview. The candidate might still have to hand some planning and other documents relevant to that age group.

99. In sum, the way that we apply the principle of verification to the 39 standards does not necessarily have to be applied to the age group requirement. Everything depends on the extent to which all the written, documentary and oral evidence is convincing about the candidate's experience. The assessor's professional judgement, including overall comments

on the Summary Outcome Form, will be decisive in advising the internal and external moderators.

Meeting the standards
100. The principle is that a minimum of two sources of evidence is needed to verify that each standard has been met. If the written tasks provide good evidence, it is likely that one other source of evidence will be sufficient. If the written tasks provide little or no evidence, it is likely that two other sources of evidence will be needed but, in this circumstance, the two sources might comprise two witnesses. If the task evidence best merits a '?', the assessor will have to decide how much additional evidence is needed, and from which sources.

101. Normally, we are looking to corroborate candidate's claims in the tasks through another source of evidence: documentation, the tour of the setting or a witness. Normally, we want to avoid situations in which the only 'corroboration' comes from candidate's own responses in interview. This does not mean that, in their first interviews with the candidate, assessors cannot ask candidates to clarify or amplify what they have written in a task. Such probing might enable the assessor to reassure him/herself about some initial uncertainties (reflected by '?' or 'x' in the pre-visit review of the tasks) as well as, for example, about candidate's leadership and support, or personal practice; but this would not lead to certain standards being 'signed off' at this stage. Rather than calling this a 'verification' of evidence, better descriptors might be 'clarification' or 'amplification' of evidence. Whether we

call it 'clarification' or 'amplification' or something else, it would not be the same as verifying that particular standards have been met, and it remains the case that the candidate's task evidence should normally be corroborated by a source other than the candidates themselves in their interviews.

102. However, please note the insertion of the word 'normally' at the beginning of the previous paragraph. Assessors and moderators need to exercise professional judgement in the application of the rule. The most notable exception is likely to concern the first six standards on knowledge and understanding: it is not unusual, during their interviews, for candidates to be able to demonstrate greater depth in knowledge and understanding than was evident in the text of a written task. Indeed, it may be that the interviews with candidates – rather than those of other witnesses – turn out to be better sources of direct evidence of the first six standards. As always, assessor's professional judgement is the key to assessing the overall evidence available for each standard.

Before the visit
103. Before the visit, the candidate should have ensured that their providers have proof of their qualifications and have submitted:

- Their written tasks (CAN:01 to CAN:05c, inclusive).
- Their claims for how the written tasks evidence the standards, recorded on the Candidate's and Assessor's Task Grid (CANASS:01).

- Their list of documents for scrutiny during the visit (CAN:08).
- Their notes on the tour of the setting (CANASS:02).
- Their Setting Visit Information Sheet (CAN:07).
- A programme for the visit.

The date of visit
104. It is for you to set the date for the visit, where possible giving a minimum of seven working days notice. The Candidate's Handbook makes it clear that the visit is part of a formal assessment process, and that they cannot demand that the visit take place on a specific date. They have also been advised that you will have very limited flexibility in nominating the date of visit and that any delay in fixing a date may have consequences for moderation and for issuing of the final outcome. Once the date of visit has been agreed, please send a confirmation to the setting manager, copied to the candidate.

105. The only restriction on the date of the setting visit is that it must take place by the formal end of the period for each pathway: for example, by the end of the four months for the Validation Pathway. Requests for postponement of the setting visit should be considered on a case-by-case basis, and approval confined to such circumstances as serious ill health.

Managing the visit

106. Responsibility for managing the visit rests with candidates who should arrange accommodation for the assessor, and organise the witness interviews. Candidates have been asked to note that their settings must be operating during the visit.

107. In their handbook, candidates have been reminded to complete the Candidate's Setting Visit Information Sheet (CAN:07). This provides assessors with such information as the location of the setting, how to contact the candidate, and which witnesses have been chosen (and why).

Length and format of the visit

108. Assessors will need to spend five hours and forty minutes at the setting, the first ten minutes of which comprise introductions. The start time is by agreement with the candidate. There is no restriction on when the visit should start or finish: the visit could start early morning, mid-morning or even, in some settings, early afternoon. However, the five hours and forty minutes should normally be unbroken. Exceptional circumstances are dealt with in paragraphs 179, 195 and 196-198).

109. The normal duration and sequence of activities during a visit are as follows:

First interview with the candidates	30 minutes
Scrutiny of documents	75 minutes
Tour of the setting	45 minutes
Writing and reflection time	30 minutes
Interviews with the three witnesses	75 minutes
Reflection time	30 minutes
Second interview with the candidate	15 minutes

110. Example 1 is a specimen timetable for a visit.

Example 1

08.20	Arrival: meet candidate and setting manager, if appropriate
08.30	First interview with candidate
09.00	Scrutiny of file of supporting documentary evidence
10.15	Tour of the setting
11.00	Write up tour notes on the Visit Response Sheet and reflection time
11.30	Witness interviews
12.45	Lunch
13.15	Reflection time preparing for the second interview with the candidate
13.45	Second interview with candidate on standards
14.00	Visit concluded

Variations to the sequence of activities

111. It may be necessary to vary the sequence of activities when a visit starts later, resulting in a tour of the setting potentially that starts at lunchtime, which might not be the most convenient time. If so, the assessor may reverse the scrutiny of the documents and the tour of the setting (see example 2 below). If such an arrangement is necessary, assessors should try to look quickly at any documents that the candidate has signalled as particularly relevant to the tour.

Example 2

10.20	Arrival: meet candidate and setting manager, if appropriate
10.30	First interview with candidate
11.00	Tour of the setting
11.45	Write up tour notes on the Visit Response Sheet and reflection time
12.15	Lunch
12.45	Scrutiny of file of supporting documentary evidence
14.00	Witness interviews
15.15	Reflection time preparing for the second interview with the candidate
15.45	Second interview with candidate on standards
16.00	Visit concluded

112. A second variation to sequence potentially relates to assessor's reflection time. In the standard visit format (paragraph 111 above), the assessor's final reflection time immediately precedes the second interview with the candidate. However, there may be occasions when that reflection time would be better located earlier: for example, after the first two witness interviews but before the third. There is, then, no reason why the 30 minutes for this period of reflection cannot take place earlier than that and/or be divided into two 15-minute periods (example 3 below).

Example 3

08.20	Arrival: meet candidate and setting manager, if appropriate
08.30	First interview with candidate
09.00	Scrutiny of file of supporting documentary evidence
10.15	Tour of the setting
11.00	Write up tour notes on the Visit Response Sheet and reflection time
11.30	First two witness interviews
12.15	Lunch
12.45	Reflection time
13.00	Third witness interview
13.30	Reflection time
13.45	Second interview with the candidate
14.00	Visit concluded

113. The assessor's preferences for the scheduling of their final 30 minutes of reflection should be made clear in advance to the candidate so that interviews can be timetabled accordingly.

Variations to the duration of activities

114. In the majority of cases, 75 minutes are needed for the three interviews with witnesses. This enables the assessor to spend an adequate amount of time with witnesses who can provide a wide range of evidence, particularly a setting manager or peer professional. Conversely, 15 minutes for the second interview with the candidate is often sufficient at this stage of the assessment.

115. The 75-minute/15-minute split between the time for the three witnesses and that for the final interview with the candidate represents the standard format for the visit. However, there may be occasions when, part way through the visit, an assessor might judge that rather more time could be used beneficially in discussion with the candidate. This situation might obtain, for example, if the assessor remains concerned about the evidence for standards S1-S6, or if the evidence of the candidate's experience of working with one of the three age groups remains inconclusive. It is clear, then, that there will be occasions when assessors need slightly more flexibility in using the time available for the four interviews in the latter part of the visit. Such flexibility would protect candidate's interests by giving assessors some discretion in the use of the time available for the interviews

with the three witnesses and the second interview with the candidate.

116. Advance planning should be based on the assumption that 75 minutes are needed for the interviews with the three witnesses, and 15 minutes for the second interview with the candidate. However, if an assessor covers all the requisite ground with the three witnesses in less than 75 minutes, rather than protracting those interviews to the maximum of 75 minutes the assessor may add the time 'saved' to the time for the second interview with the candidate. Whenever assessors wish to exercise this flexibility, they must preserve:

- Ninety minutes in total for the three witnesses and the second interview with the candidate.
- At least 60 minutes in total for the three witnesses.
- No more than 30 minutes for the second interview with the candidate.

Assessors should also carefully record the start and finishing time of all the interviews.

The assessor's break

117. In all these examples, the timing allows 30 minutes for a lunch break that can be taken between any of the timetabled activities. During any lunch (or refreshment) break, assessors should remain in their designated room. This is to avoid any possibility that interviewees might wish to continue a dialogue, and the possibility that other well-meaning members of staff might wish to provide unsolicited testimony.
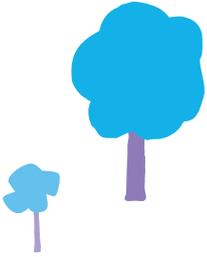
118. An assessor might prefer to leave the premises, in which the case the confidentiality rule obtains: for example, none of the supporting documentary evidence (belonging to either candidate or setting) should leave the premises. If the assessor knows in advance that he/she will need to leave the premises in order to alleviate matters in the setting, it would be possible for the assessor to extend the lunch break by a modest amount, specified in advance to the candidate.

119. The revised timetable, and the reasons for the extended lunch break, should be recorded.

The first interview with the candidate

120. This interview should last 30 minutes. The first question is pre-determined and included on the interview record (ASS:02). This question asks candidates to describe their role, or connection with, the setting. It acts as an icebreaker; but it may yield useful information that enables the assessor to understand the nature of the supporting documents, the tour and the witness interviews. The remaining questions can be pre-determined by the assessor in advance of the visit, though supplementary questions may be required. However, all the questions should be geared towards the standards, including exploring the candidate's **personal practice and leadership and support**. Assessors may also need to check the nature and extent of a candidate's experience with babies, toddlers and young children.

121. There are some techniques that assessors can use to maximise their evidence.

- If candidates keep using the pronoun 'we', point this out and ask candidates to define their own part in the activity.
- Ask for clarification if something is unclear, either from the written task or from what has been said.
- If the candidate speaks in very general terms, ask for examples such as, 'can you describe an occasion when this happened?' or 'can you give me another example of when you dealt with such-and-such?'
- Another useful question is to ask if there are any learning points, from the candidate's examples, for wider dissemination to staff or others.

122. During the interview with the candidate, the assessor should record the questions asked and as much as possible of what is said. Recording should be verbatim-style.

123. The final element of this interview is an opportunity for the candidate to explain, within no more than two or three minutes, how the file of documentary evidence is organised. The assessor should then conclude the interview, thanking the candidate.

Scrutiny of documentary evidence

124. Candidates must forward their lists of documents ahead of the setting visit and at the same time as they forward their written tasks.
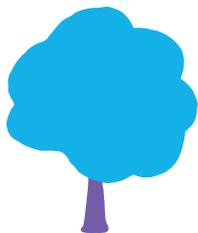
125. They will have chosen documents that contribute best to their overall evidence, including the written tasks, the tour and witness testimony. Many documents will usefully and directly corroborate claims made in one or more of the written tasks; alternatively, some might provide valuable supplementary evidence for partial claims made in the tasks. For example, in some circumstances, the best way for a candidate to corroborate a claim made in the written tasks might be through one of the witnesses who can describe other relevant activities undertaken by the candidate. This witness testimony might then be supported by a document: in other words, the document refers directly to the witness's testimony and indirectly to the claim in the written task.

126. Documents might include the following:
- Assessment records.
- Plans.
- Minutes of meetings.
- Reports.
- Case studies.
- Notes of observations of their practice.
- Notes from parents and carers; memos from staff and other professionals.
- Audits of resources.

127. Samples of children's work may also be included, although it is appreciated that such samples may not easily fit within a small A4 file. Candidate's assignments during training and placements may be permissible if they constitute reflective accounts of practice, are clearly cross-referenced to the standards, and can be corroborated by other evidence.

128. A small number of written testimonials may also be included. They should always be dated and signed. When a candidate has recently moved between settings that cater for different age groups, and it is difficult to arrange a telephone interview, a testimonial may be particularly valuable in contributing to the evidence on whether a candidate has met the age-related requirements. Nonetheless, testimonials should be used as sparingly as possible as they can often be generalised assertions about candidate's qualities rather than illustrative of performance against specific standards. For this reason, they should normally be kept to a maximum of five, and candidates should bear in mind that their assessor should, during the setting visit, be able to corroborate the standards referenced by the statements. This does not mean that assessors must speak to the authors of the written statements: any corroboration would be based on other written or oral evidence from the visit.

129. As with the written tasks, candidates will select documents that illustrate contemporary activities. Some may draw on evidence from the recent past: that is, within the past three years although, as stated above in connection with the written tasks, 36 months is not an absolute cut-off point.

130. Candidates should complete the proforma for Candidate's Documents (CAN:08), indicating clearly what each document shows about their work. They should organise their documents to match the numerical sequence of the standards (Figure 6).
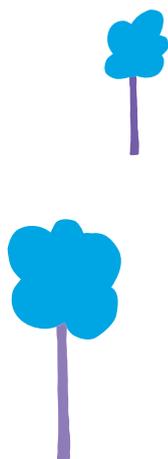
Figure 6

| Std	Title/description	Doc No.	Lead assessor
S3	*Transfer form*	4	
S18	*Training session on equality and anti-discrimination*	15	*Shows how I designed and ran training to help team to: review resources, monitor children's responses to each other, and counter discriminatory incidents and practice.*

131. You will already have advised candidates not to submit too many documents. Since this supporting evidence will be scrutinised for approximately 75 minutes during the assessor's visit to their setting, it is important that there are not too many documents for the assessor to scrutinise. We anticipate that it could be accommodated in an A4 ring binder or folder with a spine size not exceeding 4cm: anything larger than this is likely to be unnecessary and the assessor will have insufficient time to read all of it. Please advise all candidates that they should retain all their documents for six months after CWDC issues its letter informing them of the outcome.

132. At the close of the first interview with the candidates, the candidate has two or three minutes to explain how her/his file of documentary evidence is organised. The candidate should not be asked to explain, in detail, the nature of specific items of evidence: these few minutes are intended only to make easier the assessor's scrutiny of the documentation. It is not necessary for the assessor to record the candidate's explanation of how the file is organised.

133. In addition to the candidate's documents, the assessor will need the list of Candidate's Documents (CAN:08), completed before the visit, and the

Setting Visit Summary Sheet (ASS:08). On the latter, the first column has been pre-populated with the standards. In the second column, for ease of reference, the assessor should have copied in the outcomes from the Candidate's and Assessor's Task Grid (CANASS:01).

134. As each standard is checked for each document, the assessor should now complete the 'Documents' section on the Setting Visit Summary Sheet. In the third column, the assessor should record some detail of the result of the scrutiny; and in the next (fourth) column, the assessor should note the outcome for each standard as it stands at the end of the scrutiny of the documents. The entries in the 'Documents' section should be sufficient to enable the moderators to recognise the significance and, where necessary, candidate's ownership of the document; and they should include an evaluative comment. It is permissible for the assessor to make additional notes if this is helpful during the scrutiny, but these should be clearly marked and attached to the Setting Visit Summary Sheet before the assessment file is returned to the provider. A sample of this part of this summary sheet is shown overleaf (Figure 7).
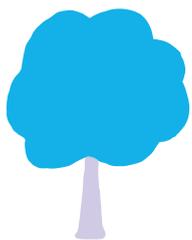
Figure 7

DOCUMENTS			Doc Ass
Std		**Evaluative Comments**	
S1	✓	*Planning sheet closely allied with EYFS outcomes. Fully confirms C's comments in interview*	✓
S3	✓	*C has designed/uses transfer form to help ch's transitions from room to room*	✓
S6	✓	*Record of C's meeting with speech therapist reinforces evidence of C's effective use of external specialist*	✓
S7	✗	*Witness statement doesn't refer to expectations but to work with staff. Ask C and witnesses W3 and W4 for more examples*	?
S8	?	*Memo from social worker attests to child's emerging confidence and rapid development. Good evidence from single event; verify further with setting manager (W1)*	✓

135. The assessor should bear in mind that, occasionally, a candidate might have been unable to include all the necessary supporting documentary evidence in her/his file. For example, some documents might be expensive to photocopy, in frequent demand by other staff or confidential and in a secure location. It is the candidate's responsibility to make sure that the assessor can consult these where appropriate, but with minimum inconvenience. In the case of lengthy documents, the candidate should have signposted the relevant page or pages.

136. In preparing candidates for their visits, you will already have advised candidates that they should not provide a revised document list or additional documents on the day of the visit. In the event of candidates providing a revised document list, assessors should use the original as the basis for their assessment. In the event of candidates offering additional documents, assessors should make it clear that they are unable to review them. Assessors should not request documents that have not been cited by the candidate.

Tour of the setting and first period of reflection time

137. This component of the process allows the assessor to see the candidate within the context of the setting whilst it is in operation. The following guidelines are intended to inform assessor's understanding of the contribution of the tour to candidate's overall evidence. However, it almost goes without saying that the nature of the tour will vary considerably according to the size and type of setting in which the candidate is visited. Assessors will need to adapt appropriately to differences between, for example, childminders who are working at home with one or two children and large nurseries or children's centres.

138. During the preparation day, the candidate will have been briefed to explain how each area or room has been set up and why, to tell you about

any special features and to explain how practice varies for individual babies, toddlers and/or young children. He/she will also have been asked to identify for which standards they expect to provide evidence during the tour but will previously have been advised that they should not claim too many standards against the tour. This means that the candidate should indicate any specific contributions that he/she has made and that are observable during this tour.

139. In advance of the visit, the candidate should use document CANASS:02 to prepare a summary of what the assessor will see. This summary will be a written version of the main points of the commentary that the candidate will provide during the tour. One of the purposes of the summary is to ensure that the candidate has thought carefully in advance about what the assessor will see; in addition, it is intended to reduce the extent of the notes that the assessor needs to make during the tour. The candidate's summaries should make clear how that which will be seen is attributable to their own work or contribution.

140. The tour does not comprise a formal observation of the candidate in action, but rather an opportunity for the candidate to explain to the assessor the context of the setting. The assessor can expect to see all parts of the setting, visiting each of the rooms and any external areas, and can also expect to be introduced briefly to any other members of staff (if applicable). During the course of the tour, assessors may observe natural interactions with young children and adults. It is legitimate for

assessors to note these on document CANASS:02.

141. In many circumstances, it will be advisable for the candidate to brief the assessor before starting to move around the premises. Further, it may not be convenient for the candidate to mention some things in the hearing of staff, children and other adults. The assessor should be prepared to find opportune moments and locations during the tour to discuss any sensitive and/or confidential matters. The assessor will already have to hand the candidate's commentary for the tour, leaving the assessor to note down any additional points that he/she thinks are important to the assessment.
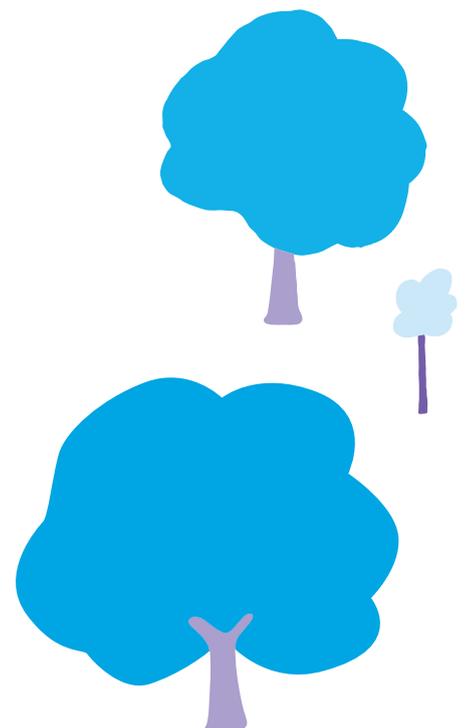
142. At the end of the tour, the assessor has thirty minutes to write up the evidence and judgements from the tour in more detail, and to reflect on issues to be raised with witnesses (Figure 8).

143. The evidence and judgements are recorded on the 'tour assessment' part of the Setting Visit Summary Sheet, as shown above.

Figure 8

What the assessor will see: my contribution	St	Assessor's notes on the candidate's work	✓ X
	10	*Strong evidence in the record sheet she had produced for staff to record observations and actions for one of the toddlers.*	✓
	11	*C explained in convincing detail how she'd encouraged staff to let children move around in the outside play area and start playing without immediate staff involvement.*	✓
	12	*Responsible for recommending purchases and Also makes many, such as treasure baskets. Many resources seen on tour: some clearly reflected the importance she attributes to reflecting a wide ethnic mix in this largely white community.*	✓

Witness interviews

144. Candidates should nominate three witnesses for interview. These witnesses are crucial for ensuring that the verification process takes cognisance of evidence additional to that provided by the candidate. In all cases, it is best to check that the candidate's witnesses are clear about the nature and purpose of the interviews.

145. The total time for all such interviews should normally be 75 minutes (but see paragraphs 114-116). Different amounts of time can be allotted to each of the witnesses, and it is likely that more time will be needed with witnesses who can provide the most comprehensive evidence. These may be setting managers, line managers or peer professionals.

146. It is for candidates to determine who should be interviewed and in what order. They must, however, ensure that the assessor knows the name of each interviewee, as well as the reasons for selecting the witnesses. This is recorded on the Candidate's Setting Visit Information Sheet (CAN:07). If a candidate is not the setting manager, it would be advisable for the setting manager to be nominated as one of the witnesses. Candidates could also use practitioners who report to them, staff they have trained and/or mentored, other professionals, parents or carers.

147. For each interview, assessors must follow the same procedure. After greeting the individual, they should check that they have the correct name. Assessor's questions should be standards-related and focus particularly on the standards that they have queried; the exception would be questions that solicited evidence of candidate's work in each of the three age groups. In all interviews, they should make sure that they ask for concrete examples rather than assertions. For example, for standard S17 they could ask, 'can you give me an example of how C promotes good behaviour? This is preferable to "Does C promote positive behaviour?" - a question that is likely to elicit either a very brief or generalised response such as 'she always gets the children to behave well'. Assessors should be prepared to probe: for example, by asking, "how does C encourage other staff to use these strategies?"

148. Assessors should bear in mind that some of their witnesses might be lay persons rather than early years practitioners or managers. In this context, assessors should ensure that questions are framed in such a way that they take into account the witnesses' background.

149. During the interviews with the witnesses, the assessor should record the questions asked, including supplementary questions, and as much as possible of what is said, using ASS:03, ASS:04 and ASS:05. Recording should be verbatim-style.

Second period of reflection time

150. Between the witness interviews, and/or before the start of the second and final interview with the candidate, the assessor has a total of thirty minutes for further reflection. This is to provide an opportunity to consider for which standards the evidence remains insecure or has not been verified. The assessor might now identify the standards that raise questions or require clarification from the candidate. This reflection time should ensure that the assessor completes the assessment process with as much oral evidence as is possible on which to base a final conclusion.

Second and final interview with the candidate

151. During the interview, which would normally last 15 minutes, the assessor should record as much as possible of what is said, using ASS:07. As with all previous interviews, recording should be verbatim-style.

152. During and at the conclusion of this interview, it is imperative that the assessor gives no indication to the candidate of any outcome, however sure the assessor might feel. CWDC will announce the outcomes after external moderation.

Recording evidence from interviews

153. Before starting the interviews, the assessor should remind the candidate and witnesses that he/she will need to write extensively during the interview and will therefore not be maintaining normal eye contact.

154. As noted above, during all the interviews the assessor should record the questions asked and record verbatim-style as much as possible of what is said. It is patently impossible to record in hand-writing every single word that is said; rather, assessors should record as much as possible of what the interviewees actually say, avoiding using reported speech and making selective summaries or abbreviated judgements. Although this may be difficult for some assessors who are used to working in a different way, it is crucial for later moderation.

155. Assessors may choose to word-process their completed response sheets, but this is definitely not a requirement. If they are word-processed, however, the original handwritten version must be attached. Assessors should always use a pen, preferably one with black ink, not pencil.

## Summarising the candidate's and witnesses' evidence

156. Once all the interviews have been completed, the assessor can complete the final part of the Setting Visit Summary Sheet. The assessor should check each interview and note, in the interview columns, some conclusions about the responses for each standard. They should include an evaluative indication of the strength of the evidence. It will also be extremely helpful to signpost in which interview the relevant question and answer can be found. This is shown in the example below, which is the final part of the Setting Visit Summary Sheet.

157. The penultimate column, headed 'Int' (see diagram below), is where the assessor would record an overview judgement on the interview evidence.

Figure 9

INTERVIEWS		Int	Final
Std	Evaluative Comments		
S1	W1Q1: *clear evidence C ensures other practitioners know principles and detail of EYFS. C1 Q2 confirms her own impressive K and U of EYFS*	✓	
S9	W1 Q3 *said that C structures PEEP sessions to benefit children learning, behaviour and emotional well-being*	✓	
S11	W2 Q5 *explained how she had been given very helpful guidance on how best to support children in several outdoor activities*	✓	
S39	W3 Q3 *illustrated C's willingness to look at new ideas, to make them better ones and incorporate them in practice: e.g. started stay and play group*	✓	
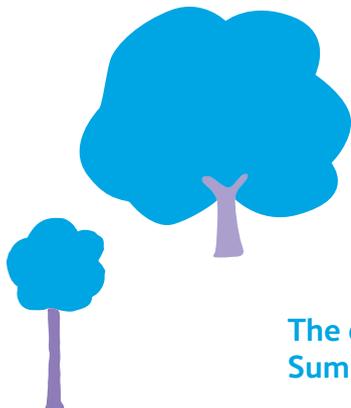
The completed Setting Visit Summary Sheet

158. This document is crucial to the whole process as it sets out the rationale for the assessor's judgement about whether or not the candidate has met the standards. It is the starting point in the moderation process. Moderators need to be able to come to the same conclusion as the assessor, based on what has been written on all the recording sheets and on this document in particular. As such, it is critical that a proper audit trail can be followed and this requires every standard to be verified at least once during the setting visit. This means, therefore, that assessors must record an evaluative comment in at least one of the three main columns on this grid ('documents', 'tour' and 'interviews'). There may, of course, be more than one section completed – especially when the task evidence is weak - but the evaluative comments, taken as a whole, must demonstrate how the candidate's claim to meet every standard has been verified by the assessor.

159. Providers may print the Setting Visit Summary Sheet as an A3 document if they wish. As with the interview records, assessors may choose to word-process their completed summary sheets.

Coming to an overall judgement on meeting the standards

160. At the end of the visit, the assessor will then come to a view on whether the candidate has met all the requirements for EYPS. This view is contingent upon the answer to three questions: first, has the candidate demonstrated sufficient evidence of working with each of babies, toddlers and young children; second, has the candidate demonstrated sufficient evidence of each of personal practice and leadership and support in each group of standards; and, third, has the candidate met all the individual standards? The answers to these questions should be recorded on the Assessor's Recommendation (ASS:09).

Evidence of working with babies, toddlers and young children
161. The first three written tasks should provide substantial evidence. If any one of these tasks is unconvincing – for example, the activity appears to be masking a paucity of evidence of working with one of the three age groups - the assessor should have used the setting visit to verify the candidate's experience.

162. Assessors may find that candidates have stronger and more recent evidence of working with one or two of these age groups. This is permissible because candidate's experience with the three age groups may be consecutive rather than concurrent.

163. If the assessor judges that the candidate has provided insufficient evidence of working with one or more of the three age groups, there are potentially two outcomes. If the candidate's evidence for just one of the three is not sufficient, this is potentially a 'shortfall' on the assumption that the candidate can top-up evidence within the three-month time frame. If the candidate's evidence is inconclusive for two or three age groups, this is
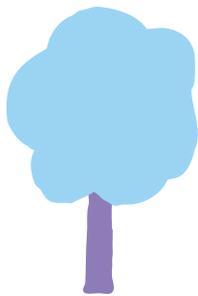
potentially a 'not met' on the grounds that [a] a fundamental requirement for EYPS has not been met, and [b] the deficiency cannot be easily remedied in a short period of time. The outcome should be recorded on the Assessor's Recommendation (ASS:09) and internally moderated as such.

Evidence of personal practice and leadership and support in each group of Standards

164. The wording of the rubric for the groups of standards makes it clear that personal practice and leadership and support are essential strands, such that EYPS cannot be awarded if there is insufficient evidence of both strands.

165. A literal interpretation of the rubric would lead the unwary to look for both strands in each standard: in effect, doubling the number of Standards to 78. This would be unmanageable and unnecessary. However, assessors should check the sufficiency of candidate's evidence of these two strands in each group of standards. The division of the standards into groups is not haphazard: the groups represent important dimensions of the work undertaken by, and expected of, EYPs. As such, candidates should ensure that they provide sufficient evidence of both personal practice and leadership and support in each group of standards.

166. The assessor's judgements on the sufficiency of evidence (for the two strands) are a qualitative rather than a quantitative matter. A candidate does not have to provide evidence of each of personal practice and leadership and support in a pre-determined minimum number of standards in the group: what

matters more is that the candidate's personal practice and capacity to lead and support others are qualitatively convincing in respect of that group of standards, irrespective of the raw number of references in the candidate's evidence.

167. If an assessor judges that there is insufficient evidence of either or both personal practice and leadership and support in one or more groups of standards, this should be considered alongside any individual standards for which there is a shortfall in evidence. If those weaknesses are modest in scale and limited in extent, the key question for an assessor is whether they can be remedied in the specified time (three months) without extensive training and/or additional experience. The recommended outcome, then, will depend upon an assessment of the nature and extent of the candidate's overall strengths and weaknesses. For example, we might judge as more serious a shortfall in evidence for leadership and support in two or more groups of standards, especially if one or two standards have not been met; conversely, we might anticipate that a shortfall in evidence for either personal practice or leadership and support in one group of standards may be more easily remedied. Other things being equal, the former example would be a 'not met', and the second a 'shortfall'.

Meeting the individual standards

168. There should now be enough evidence - from the written tasks, documentary evidence, tour of the setting and interviews - to determine whether or not each standard has been met. If the assessor considers that a standard has been met, a tick in the final column should signal this; if not, a cross should be recorded in that column. This should be completed for each of the 39 standards.

169. If an assessor judges that the candidate has not provided sufficient evidence to meet a small number of standards, normally up to three, then this indicates an overall recommendation of 'shortfall'. In this circumstance, our judgement would be that the candidate could remedy the deficiencies in evidence, without additional training and experience, within the three months permitted for a re-submission. If an assessor judges that the candidate has not provided sufficient evidence to meet four or more standards, then this normally indicates an overall recommendation of 'not met'. In this circumstance, our judgement would be that the candidate could not remedy the deficiencies in evidence, without additional training and experience, within the three months permitted for a re-submission.

Multiple deficiencies

170. In practice, some candidate's assessments may be a combination of deficiencies in two or all three of the aforementioned elements. Assessors will have to come to a view that takes account of the overall picture. However, the rule of thumb remains the same: if the deficiencies can be remedied without additional training and experience in a three-month period, the most appropriate recommendation will be that the candidate has a 'shortfall' in evidence for meeting EYPS requirements; but if the deficiencies are more substantial and significant and cannot be so resolved, the most appropriate recommendation will be that the candidate has 'not met' those requirements.
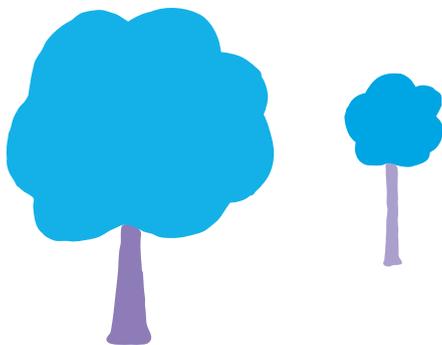
The final recommendation

171. The assessor can then record an overall recommendation on the Assessor's Summary Outcome Form. There are three possibilities (Figure 10):

Figure 10

Met	The candidate has met all the requirements for the award of EYPS. The candidate has provided sufficient evidence of each of the following: [a] working with babies, toddlers and young children [b] personal practice and leadership and support in each group of standards [c] meeting the 39 individual standards
Shortfall	The candidate is close to meeting the requirements for the award of EYPS, but has a minor shortfall in evidence. This shortfall could apply to any one of the following: [a] experience with one age group [b] personal practice or leadership and support in a single group of standards [c] a very small number of standards (normally a maximum of three standards but there may be occasions when four could be accepted if the deficiency for each was minimal) This recommendation allows the candidate to re-submit, within three months of the date of CWDC's outcome letter, additional evidence to make up the minor shortfall in the initial evidence. The underlying principle is that the candidate will be able to remedy the minor deficiencies in three months without further training and/or experience.
Not met	The candidate has failed to meet all the requirements for the award of EYPS and the shortfall in evidence is substantial. This recommendation would be made when there is a serious shortfall in the evidence of any of the following: [a] the candidate's experience with one or two of the age ranges [b] either personal practice and/or leadership and support in one or more groups of standards [c] four or more individual standards (although a serious deficiency in one or two individual standards may be sufficient to trigger this outcome) This recommendation should also be made when the candidate has a combination of weaknesses cutting across the above three circumstances. The underlying principle is that the candidate is likely to require further training and/or experience before resubmitting for assessment.

Exceptional circumstances

172. Assessors should please note, on ASS:09 (the Assessor's Recommendation), any exceptional circumstances that could have influenced the outcome, such as the sudden illness of the candidate or a witness, or a change to the visit timetable because of a medical emergency.

Any other significant aspects of the assessment

173. In this box on the form the assessor can note anything else that might be relevant to the final judgement and facilitate moderation, but which may not be part of the assessment responses. For example, "the written tasks were comparatively weak but the excellent file of documents and the detailed and comprehensive testimony of witnesses made up for this deficiency".

Verification of qualifications

174. In an effort to avoid a small minority of candidates proceeding to the award prior to their obtaining or being able to present evidence of their qualifications, the assessment file should also include verification of those qualifications. In many cases, copies of the relevant certificates will already be available and sufficient but, in a few cases, this may not be straightforward because of a time lag between completion of the degree and receipt of the actual certificate. In this circumstance, please submit an appropriate substitute document verifying that sufficient credits have been attained.

Contents of the assessment file

175. The assessment file can now be re-assembled in the following order and returned ready for moderation:

| |
|---|
| Assessor's Summary Outcome Form |
| Setting Visit Summary Sheet |
| Candidate's and assessor's Task Grid |
| Records of interviews with the candidate and witnesses |
| Candidate's and assessor's notes on the tour of the setting |
| The list of the Candidate's Documents |
| Candidate's written tasks |
| Candidate's Setting Visit Information Sheet |
| Verification of qualifications |

Dealing with eventualities

The candidate is unavailable

176. Although this is massively inconvenient for everyone, there is no alternative to a postponement of the visit.

Candidates not based in a setting

177. The setting visit is non-negotiable. An early years setting is one in which provision is made for babies, toddlers and/or young children. If a candidate is not currently based in such a setting, and is perhaps working in a peripatetic capacity, that candidate must identify and nominate a setting in which the assessment can take place. Some candidates may be based in local authority centres in which there is some evidence of work with young children; but neither such training or professional development centres nor
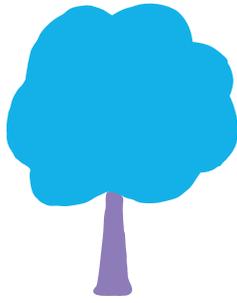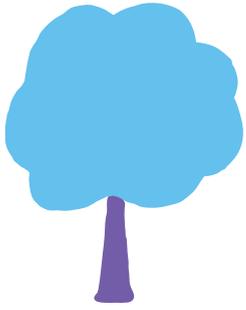
local authority offices can substitute for a setting in which young children are accommodated.

178. Some candidates may work with a large number of children's centres, childminders and the like. For the purposes of their assessment, such candidates would be best advised to choose a setting that is likely to provide the most evidence of their recent and/or current practice, leadership and support. Normally, one or more of their witnesses should be working, or have recently worked at, the setting chosen for the visit. One exception might be childminders, in whose case one or more witnesses should be professionally linked to the candidate's setting. This recognises that their witnesses might include parents or carers, a support worker or network co-ordinator.

Visits to home-based settings
179. Some childminders have argued that it is difficult for an assessment to take place whilst their setting is in operation. They have said that, once their child or children have arrived, it is difficult to make themselves available for their personal interviews with the assessor; and they have indicated that their prior responsibilities for the children in their care may well prevent them from maintaining a dialogue with their assessor during the tour of the setting. Such circumstances might cause providers to consider exceptional arrangements for the start and/or finish of the visit.

180. It would be possible for the assessor to start the visit prior to the arrival of the children in order to conduct the first interview with the candidate and have an initial tour of the setting, then conducting the second and final interview with the candidate after the departure of all the children. Such an initial, 'partial' tour of the setting could then be supplemented by a further walk-round whilst the children are in situ: the candidate would not need to talk to the assessor during this 'top-up' of the tour evidence. On the face of it, this flexibility implies that the duration of the assessment visit has been increased. This must not happen, and assessors must be disciplined in suspending the visit during the day when they have unexpected gaps between interviews and other activities. And whilst such flexibility might be exercised, we recognise that exceptional start and finish times will not be acceptable to all assessors, and it may not be convenient for them to remain on site for a longer period than normal.

181. It is also the case that the tour of the setting will have a different texture with some childminders: there may be very few rooms or areas to observe. The temptation for the assessor might be to try to fill the appointed time by extended enquiries or observation. It is better that the tour is shorter in time than that it exceeds its purpose in this form of assessment.

182. Queries about permissible flexibility should be addressed to CWDC and/or its contractor for support on assessment and moderation.

183. There may be a genuine shortage of accommodation in some settings, making it difficult to provide a private place in which the assessor can interview people and scrutinise documentation. At the same time, it is important to avoid unacceptable burdens and disruption on settings that, in some circumstances, might not be the setting in which the candidate is currently working.

184. It is the candidate's responsibility to make the best possible arrangements. This means that assessors should not be pressed into conducting interviews in their cars! It may be possible, for example, to use a screen to create for the assessor a temporary area with sufficient privacy and minimal sound intrusion. Candidates must make a decision given their own particular circumstances, but it is in their interest that the assessor undertakes the assessment in acceptable conditions without disturbance. However, in very difficult circumstances it may be appropriate to move (to another venue) any interviews with staff not working at the setting, together with the second interview with the candidate (see paragraphs 196-198 for further guidance).

185. Some assessment visits will take place in the homes of childminders, and in some cases there may not be a separate room in which the interviews can take place. It may be feasible for the post-tour element of the visit to be located elsewhere, though up to now this has generally not been necessary. Further, the candidate may well have to remain in the setting in case of emergencies. This decision will balance minimising burdens on the setting whilst ensuring that the assessor can work in acceptable conditions.

Nominating family members as witnesses

186. Some candidates will enquire whether it is acceptable for a member of the family to act as a witness during the setting visit. This appears to be an undesirable connection because it may be difficult for some witnesses to provide measured, dispassionate testimony about close members of the family. Whenever alternative, equally well-informed witnesses are available, candidates should avoid nominating close kin as witnesses.

187. However, it will not be uncommon for one family member to act as line manager to another, particularly in private settings, and it would be inequitable to deny such candidates the opportunity to call a line manager as witness. Candidates must declare this in writing before the start of the setting visit and record the information on the Candidate's Setting Visit Information Sheet (CAN:07). Otherwise, it might not be self-evident to an assessor, given that family members do not always share the same surname. Failure to declare this connection would be serious. In addition, candidates should try to ensure that the other two witnesses are not family members, thereby extending the assessor's evidence.
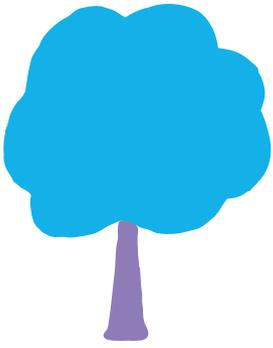
Candidates from the same setting nominate witnesses in common

188. Two or more candidates from the same setting may nominate one or more witnesses in common. There is no prohibition on this: indeed, if a nominated witness were the centre manager and/or line manager, it would be in the interests of the candidates to do so. However, the assessor will have to be alert to the possibility that such a witness may digress into comparisons between candidates. The issue, of course, is not whether one candidate is stronger than another, but rather whether each meets the EYPS requirements. Some candidates in the same setting may be able to choose different witnesses without prejudicing their interests.

189. Very occasionally, the assessments of two candidates may take place on consecutive days. Assessors should not agree to any suggestion that a witness could discuss both candidates on the same day.

Nominating mentors as witnesses

190. Some candidates may ask whether their mentor could be a witness. It is certainly appropriate for work-based mentors to act as witnesses because they will be very familiar with candidate's work. Currently, and until sufficient work-based mentors are recruited, trained and deployed, providers are quite properly using their own tutors as mentors. However, in the light of experience thus far, it is inadvisable for such mentors to act as witnesses. Clearly, tutor-mentors provide invaluable professional support but the key here is that witnesses are chosen to provide direct, first-hand evidence of candidate's **personal practice and leadership and support** of others. Occasionally, such tutor-mentors may have first-hand, as opposed to reported, evidence of leadership and support; but, given that candidates have only three witnesses, candidates would be better advised to include mentors' reports (based on observation) amongst their documents, preserving their choice of witnesses for those with more first-hand knowledge. This will avoid complications arising from tutor-mentors having had a hand in the preparation for, or conduct of, elements of formative and summative assessment.

Interviewing a pair of witnesses

191. Some witnesses may request to be interviewed as a pair. Under normal circumstances, assessors should interview witnesses one at a time. A permissible exception would be non-professional witnesses such as parents or carers: it would be reasonable to meet the two parents or carers of a child if that minimised any nervousness on their part. In this circumstance, the interview with the pair counts as just one of the three interviews.

A witness is unavailable

192. Some potentially valuable witnesses may be unavailable. For example, a former line manager may have moved a substantial distance for personal or professional reasons and could not reasonably travel to the setting. In such a situation, the assessor may conduct a telephone interview. Alternatively, a witness may be unwell or have to deal urgently with the care of a member of the family. In this case, the proprietor or manager of the setting, or the candidate, may know whether the
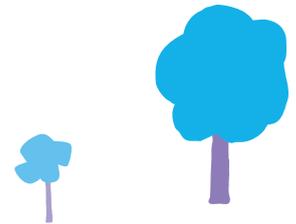
witness would be willing and available to accept a telephone call. If this is inappropriate, the candidate should consider whether a substitute witness would suffice. All telephone interviews should be undertaken in conditions that respect the confidentiality of the discussion.

193. Wherever possible, the candidate should arrange for such telephone interviews to take place at the appropriate time during the setting visit: this is to maximise the assessor's flexibility to pursue issues with witnesses in the light of the scrutiny of documentation and the tour of the setting. If this cannot be arranged, a telephone interview should normally take place before the setting visit and not afterwards: an interview after the setting visit would afford the assessor no opportunity to pursue any emerging issues with the candidate.

194. In the worst-case scenario, when one or more witnesses cannot be interviewed either face-to-face or by telephone during the setting visit, the assessor should discuss with the provider whether to defer the visit. In theory, it might be possible to complete the first interview with the candidate, the scrutiny of documentation and the tour of the setting, then to postpone the interviews until a later occasion. The disadvantage of this solution is that the job becomes much more difficult for the assessor: the assessment is protracted over a longer period, and the assessor would be faced with revising all the materials prior to undertaking delayed interviews. And a candidate could complain that the time gap within the visit affected the assessor's ability to

make a fair judgement. This apparent solution should be avoided.

195. When the absence of a witness is known in advance, we do all we can to ensure that a telephone interview precedes the final interview with the candidate. However, we cannot legislate for every unexpected event: during the visit, for example, a witness may be taken ill or be called away to deal with the illness of a child. In such situations we have to do what we can to preserve the sequence of activities whilst being pragmatic. The solution here would be to curtail the final interview with the candidate by a few minutes; the interview with the candidate can then be completed by telephone immediately after a telephone interview with the indisposed witness.

Moving to another location midway through the assessment visit

196. As indicated above, this may be occasioned by serious difficulties in providing accommodation in which the assessor can work. It may also be the preferred solution if the candidate is no longer a member of staff in the chosen setting, and the manager or proprietor demurs on the grounds of the length of the visit, and the perceived intrusion of strangers (assessor and witnesses). Since an assessment can only take place with the consent and good will of the staff, in this circumstance it would be acceptable for the assessment visit to transfer to another location after the tour of the premises and any interviews with staff at the setting. This transfer of location could also be occasioned when a local authority candidate finds it difficult to arrange for witnesses to attend his or her nominated setting.

197. There is a protocol for the transfer of location midway through a setting visit:

- Only one such physical move can take place.
- Travel time is not part of the overall time for the visit – rather, the schedule for the visit is suspended whilst the assessor travels from A to B.
- Travel time and distance must be reasonable and manageable, and not an undue burden on the assessor.
- The assessor and candidate must not travel together.
- In addition to travel time, the assessor must have sufficient opportunity for a break before re-starting the assessment of the remaining interviews with witnesses.

198. If the visit does transfer location for the convenience of witnesses, the candidate must make it clear to those witnesses that their interviews form part of a national assessment process and that starting times are not flexible. The re-location of the second part of the setting visit is not a licence for poor time keeping on their part.

Responding to emergencies
199. Assessors might encounter extraordinary situations such as an accident to a child that requires a line manager to organise emergency medical care, or the delayed arrival of a witness because of family illness. In such circumstances, the assessor should suspend the visit for an appropriate period of time before re-starting. If the assessor were to continue scrutinising the candidate's documentation, for example, during

this break in proceedings, this would actually in reality constitute an extension to the length of the visit and give the candidate a potentially unfair advantage over other candidates.

200. Bad weather, such as snow or other storms, may affect the number of children in attendance and therefore the extent to which the setting is operating normally when the assessor arrives. This may particularly limit the evidence in the tour. The assessor should note such circumstances on the Assessor's Recommendation form.

Other exceptional circumstances
201. The whole assessment process is highly structured in order to maintain rigour and national consistency. However, early years provision is diverse and candidates will be working in a wide variety of circumstances, so you should always consult CWDC, or its contractor for assessment and moderation, if you are concerned that the process does not easily fit candidate's circumstances. No guidance notes such as these can cover every eventuality, but solutions can be found for most circumstances. If in doubt, just ask.

Internal moderation

Purpose

202. The purpose of moderation is to ensure that assessors have come to appropriate, consistent judgements about candidate's claims that they have met the standards. The key to efficient and effective moderation is to avoid conducting a re-assessment of the raw evidence (such as in written tasks). Rather, the job of the internal moderator is to audit the assessor's trail of evidence and judgement.

203. In order to maximise national consistency, you should use the single report form provided for internal moderation. The external moderators use these report forms as the basis for their final review of the assessments. We cannot stress too strongly the importance of internal moderators' comments on these report forms. Thus, for each of the standards included in the sample, the internal moderators' comments should comprise a succinct review of the strength of the evidence from the written tasks, documents, tour and interviews prior to noting an overall evaluation. Brief entries, such as 'agree' or 'clear evidence' are insufficient to help second internal moderators and external moderators alike.

The sample of files for internal moderation

204. Internal moderators should always check assessments in which assessors have recommended that the candidates have 'not met', or have a 'shortfall' in meeting the requirements for EYPS, that is not meeting any of: the requirements for experience in working with the three age groups; the requirements for personal practice and/or leadership and support; and individual standards. In addition, you should include any files deemed problematic by assessors. The sample should be completed by the inclusion of a pre-determined number or proportion of files with 'met' judgements. The overall sample should include sufficient examples of the work of each assessor in order to confirm the quality of their assessments and the security of their judgements. This will help you to exercise your responsibilities for quality assurance.

205. Occasionally, more than one candidate in the same setting may be presenting evidence for the EYPS at the same time. In such a circumstance, the assessments of both or all the candidates from that setting should be internally moderated.
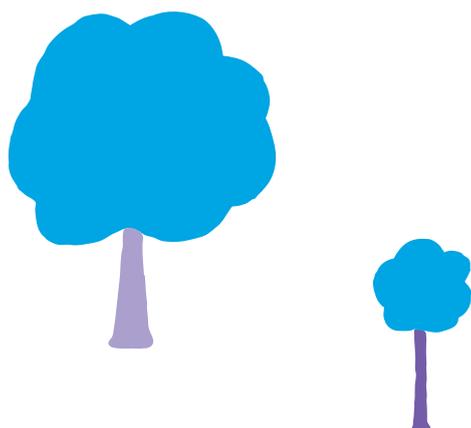
Administrative check

206. This initial check should be recorded on the first page of the form coded 'INT MOD 00' in the top right-hand corner of the document. The banner heading for this form is (Figure 11):

EYPS: FILE CHECK AND REVIEW OF ASSESSMENT		INT MOD 00
Candidate	Provider	
Registration	Assessor	

207. Administrative staff can check that the contents of the assessment are complete and note the result in the section reproduced below (Figure 12).

ADMINISTRATIVE CHECK OF CONTENTS OF FILE READY FOR MODERATION	✓X
Assessor's Recommendation	
Assessor's Setting Visit Summary Sheet	
Candidate's and assessor's Task Grid	
Assessor's records of interviews	
Candidate's and assessor's tour notes	
List of candidate's documents	
Candidate's written tasks [tasks 1, 2, 3, 4, 5a, 5b, 5c]	
Candidate's Setting Visit Information Sheet	
Verification of qualifications	
Administrator's signature and date:	

208. If all the requisite documents are not included, the file should be withheld from moderation until such time as the assessor submits a complete file. Providers should remedy such omissions of documents without reference to CWDC or external moderators.
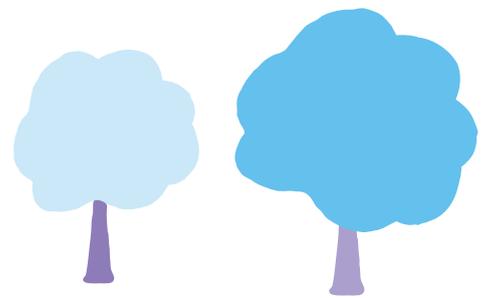
Reviewing whether the assessment can be moderated

209. If all the requisite contents are included in the file, the next step is to determine whether the assessment can be moderated. This review is professional rather than administrative. The outcome should be recorded in the section entitled 'Provider's Comments on the Assessment'. This section lists the principal criteria to be used in reviewing the assessment (Figure 13).

Figure 13

PROVIDER'S COMMENTS ON THE ASSESSMENT	✓ X
The assessor's task assessment grid confirms or otherwise the candidate's claims for the tasks (by indicating √ or x or ?) and comments on the strength of the evidence in the tasks	
The assessor's setting response record includes evaluative comments. Entries on documentation and the tour specify the nature of the evidence to which the evaluations refer	
The sequence and timing of activities match the specimen timetable	
Questions are related to the standards, draw out evidence and probe when necessary	
The assessor's record of the interviews is verbatim-style, clearly presented and legible	
Any other comments	

210. You should find that this review contributes substantially to your feedback to assessors on their work. In rare circumstances, your senior assessor may judge that it would be difficult to moderate the assessment. This could occur for two broad reasons: deficiencies in the assessor's records; or a failure to follow due process during the setting visit.

211. Deficiencies in the assessor's records include any of: insufficient evaluative comments on the evidence from the tasks or from the setting visit; illegible writing; and inadequate cross-referencing between evidence/judgements recorded on the Setting Visit Summary Sheet, and the records of the actual interviews (ASS:03 to ASS:05). In these circumstances, the assessment may be categorised as 'Return to Assessor' and returned to the assessor for modification of the records. This should take place at the earliest opportunity whilst the assessment is still fresh in mind. In this case, there should normally be no need to inform
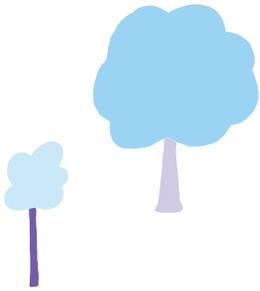
the candidate because the latter bears no responsibility for what has happened. It will be necessary to inform the candidate only if there is a major delay and the next cycle of national/external moderation and award is missed.

212. Deficiencies in due process include any of: a serious failure to adhere to the sequence of activities on the visit, without legitimate reason; a serious failure to adhere to the required timings for each activity and for the visit as a whole; and inappropriate questioning of witnesses. These deficiencies cannot be remedied by modifications to paperwork: the only solution is likely to be a full re-assessment of the candidate. This is particularly the case when an assessor has recommended that the candidate has not met all the standards. However, there may be occasions when it is not necessary to undertake a full re-assessment and thereby protect a candidate from undue delay. For example, an assessor may have subverted the timetable and/or shortened interviews and/or the whole visit; but if the candidate is judged to have met the standards, it may still be possible to track and verify the assessor's evidence and judgements. If this audit trail is clear, then, it may be possible to moderate the assessment and avoid disadvantaging the candidate (who has done nothing wrong). Feedback to the assessor would, of course, make clear in what ways the assessment was unacceptable.

213. If you suspect that a full re-assessment is the most appropriate course of action, the next step is to contact the CWDC's external moderators who will nominate an experienced external moderator to review the case as quickly as possible and advise accordingly. If the external moderator agrees that a full re-assessment is indeed the best solution, you can arrange a re-assessment prior to the next external moderation event. This procedure will also ensure that no unnecessary full re-assessments take place, with concomitant costs and burdens for everyone.

214. It is a serious decision to refer an assessment back to an assessor, even more so to commission a re-assessment. It is important that minor and insignificant deficiencies in the process are not given disproportionate significance and needlessly trigger serious actions; on the other hand, it is clearly important that the interests of candidates and the integrity of the award of EYPS are protected. If such a decision is taken, it is recorded on the following section of the record overleaf (Figure 14).
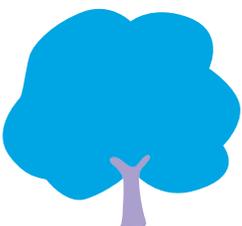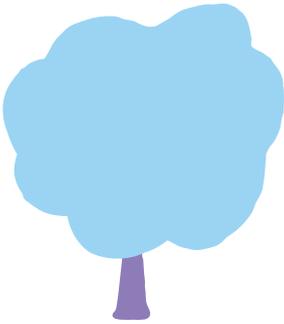
Figure 14

PROVIDER'S DECISION (full review on the next page)	✓
Proceed to moderation	
Return the file to the assessor. This assessment has weaknesses that would make moderation difficult but that could be remedied by the following revisions to the assessor's records:	
Commission a full re-assessment. This assessment has serious weaknesses and moderation is not possible without prejudicing the candidate's interests. The principal reasons for the re-assessment are:	

Senior assessor	Signature	Date

First internal moderation

215. In most or all cases, senior assessors will decide that it will be possible to moderate assessments. Internal moderation proper, then, starts at this point, using the form 'INTMOD 01', the banner heading for which is as shown below (Figure 15).

216. The extent of internal moderation will depend on the recommendation made by the assessor. If the assessor has judged that, overall, the candidate has not met all the requirements (that is, either 'not met', or a 'shortfall'), the internal moderator should start with Step 1. If the assessor has judged that the candidate has 'met' all the requirements, proceed directly to Step 2.

STEP 1: CHECKING EACH STANDARD JUDGED BY THE ASSESSOR TO BE 'NOT MET'

217. This step requires the moderator to check each of the assessor's judgements that the candidate did not meet particular standards. In the left-hand column, the moderator should list all of the standards that the assessor has judged as lacking sufficient evidence. The assessor will have recorded them on the Setting Visit Summary Sheet (ASS:08) and the Assessor's Recommendation form (ASS:09). Then the moderator should check whether he/she agrees with the assessor's judgement on each one, and mark agreement (√) or disagreement (x).

Figure 15

EYPS INTERNAL MODERATION		INT MOD 01
Candidate	Assessor	
Candidate's Reg No	First internal moderator	
Provider	Second internal moderator	

218. The moderator should note his/her comments in the appropriate column under 'review of the evidence'. If the moderator agrees with the assessor's judgement that there is insufficient evidence, the moderator should record her or his view of the deficiency. For example, the candidate may have made an erroneous claim that an activity provided evidence of a standard; alternatively, the candidate's evidence might match the standard but be insufficient in some way (perhaps too low level an activity, or with insufficient explanation or illustration). Occasionally, the moderator might agree with the assessor's judgement but on different grounds, in which case the moderator's comments should explain the reasoning. If the moderator disagrees that there is insufficient evidence, it is crucial the reasons for the disagreement are recorded: specifically, where the moderator has found sufficient evidence that has not been claimed by the candidate and/or recognised by the assessor or, alternatively, where the moderator disagrees with the credit given to evidence by the assessor. The moderator's comments here are crucial for subsequent feedback to the assessor.

219. If the moderator checks and subsequently agrees that there is insufficient evidence for at least six 'not met' standards or more, it is unnecessary to check more. If in doubt, the moderator should check with the senior moderator if more should be done.

STEP 2: CHECKING THE NATIONAL SAMPLE

220. Step 2 comprises a check on the assessor's judgements on a sample of standards. In order to maximise national consistency, moderators are requested to check a specified sample of standards. This sample should be applied to all candidate's assessments irrespective of when they started and which pathway they have followed. The sample will change at regular intervals, but will always represent all the different groups of standards.

221. For an assessment deemed to have met all the standards, the standards in the mandatory sample represent the minimum checks that the moderator should undertake. This does not prevent you from augmenting the mandatory sample if you think it appropriate.

222. For an assessment deemed not to have met the standards, Step 2 will obviously include only those standards in the national sample that have not been reviewed at Step 1.

223. You should not inform assessors in advance of the sample of standards that will form the basis for a particular round of moderation. This can lead to an undue concentration on a limited number of standards and, by implication, to a reduced emphasis on the remaining standards. In turn, this could adversely affect the information available to providers about the normal performance of their assessors.
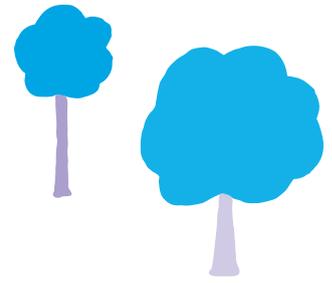
224. The moderator should check whether he/she agrees with the assessor's judgement on each of these seven standards, and record either agreement (√) or disagreement (x). In all cases, the moderator should note, in the right-hand column, her/his view of the source and strength of the evidence. In other words, a comment is needed if the moderator:

- Agrees with the judgement itself and the assessor's weighting of the evidence.
- Agrees with a judgement but on the basis of different evidence.
- Disagrees with any judgement.

225. If the moderator has concerns about the assessor's judgement on one or more of the seven standards, it will be necessary to check other standards beyond the initial seven. If in doubt, the moderator should check with the senior moderator how many more standards should be checked.

STEP 3: CHECKING OTHER STANDARDS AS NECESSARY

226. Occasionally you may judge it necessary to check one or two additional standards. This could happen when you are concerned about a candidate's evidence for a group of standards. This is not obligatory and this step will be omitted in the majority of cases.

STEP 4: FIRST INTERNAL MODERATOR'S SUMMARY

227. The moderator should now record, in the table for Step 4 overleaf, agreement or disagreement with the assessor's judgements. These relate to whether the candidate has met the age-related requirement for working with babies, toddlers and young children, demonstrated sufficiently their personal practice and leadership and support in each group of standards, and met the individual standards.
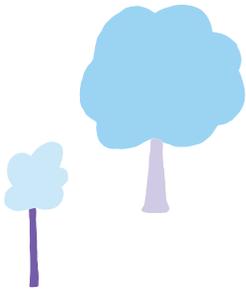
STEP 4: FIRST INTERNAL MODERATORS' SUMMARY

Please tick/cross to indicate whether the candidate has provided sufficient evidence of experience with each age group.

Comment where you disagree with the assessor.

Age group	yes	no
Babies		
Toddlers		
Young Children		

Please tick/cross to indicate whether the candidate has provided sufficient evidence of **personal practice and leadership and support** in each group of standards.

Comment where you disagree with the assessor.

Groups of standards		PP	LS
S1 - S6	K/U		
S7 - S24	Practice		
S25 - S28	Children		
S29 - S32	Parents		
S33 - S36	Teamwork		
S37 - S39	Prof devel		

First internal moderator's list of all standards for which there is insufficient evidence:

First moderator's signature:	Date:

228. There is space at the end of the table above for moderators to sign and date their summary decisions. Finally, moderators should then record the assessor's and their own overall recommendation in the section, towards the top of INTMOD 01, entitled 'final recommendations':

229. Irrespective of whether a second internal moderation is necessary, or whether this assessment goes forward to external moderation, this recommendation is provisional and cannot be divulged to candidates at this stage.

FINAL RECOMMENDATIONS	Met	Shortfall	Not met	Rtn to Assessor	Full re-assessment
ASSESSOR	✓				
FIRST INTERNAL MODERATOR	✓				
SECOND INTERNAL MODERATOR					
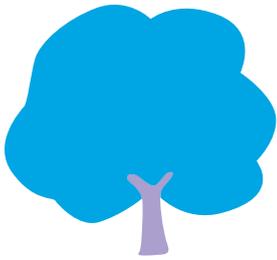
Second internal moderation

230. The purpose of the second internal moderation is to confirm, when appropriate, the accuracy of the first internal moderation, and/or to help to resolve any resulting disagreements. To make this clearer, the judgements of the second moderator are now recorded in a separate column on the same document (INTMOD 01) as that used by the first internal moderator. When a second moderation takes place, the second moderator's comments are the basis for external moderation.

231. It is not necessary to second moderate every file that has been through a first moderation (although some providers do so for training purposes). However, there are some clear priorities for second moderation: first, all recommendations of 'not met' or 'shortfall'; and, second, all cases where assessors and first moderators have disagreed on some significant aspect of the evidence. In addition, a second moderation of at least one file from each first moderator will provide useful evidence of the consistency and thoroughness of your internal moderators.

232. The extent of the checks during a second moderation will depend on circumstances and reflect your professional judgement on both the original assessment and the first internal moderation. If the candidate is deemed 'not met' or 'shortfall', the second internal moderator should check:

- All the standards for which both assessor and internal moderator agree that there is insufficient evidence.
- All standards for which the first internal moderator has overturned the assessor's judgement. These will include standards that the assessor thought were 'not met' but which were judged to be 'met' by the first internal moderator, and standards for which the assessor thought there was sufficient evidence ('met') but which the first internal moderator thought that the evidence was insufficient ('not met').
- All assessments in which the first internal moderator and the assessor disagree about whether the age requirements (babies, toddlers and young children) have been met.
- All assessments in which the first internal moderator and the assessor disagree about whether the candidate has sufficiently evidenced both personal practice and leadership and support in each group of Standards.

233. The numbers of standards falling into the first two categories will vary from case to case. It could, of course, be just one standard that is really contentious. In all assessments, however, the second internal moderator is confirming (or otherwise) that the first internal moderator's checks were spot-on. In some cases, this may mean restoring the assessor's original judgement.

STEP 5: SECOND INTERNAL MODERATOR'S COMMENTS

234. The second moderator, if any, can now note any final comments and record a final recommendation. The second moderator's comments on standards will already be recorded in steps 1, 2 and 3, so there is no need to duplicate comments here. The space in the table labelled 'Step 5' is for the second internal moderator to comment, if necessary, on the first internal moderator's judgements on the candidate's work with babies, toddlers and young children and/or personal practice and leadership and support.

235. Finally, the second internal moderator should sign and note the date at the bottom of the page and then note a final recommendation in the table headed 'final recommendations'. As anticipated above, the second internal moderator's recommendation is provisional and cannot be divulged to candidates at this stage.

236. It is conceivable that the internal moderators could come to the view that an assessment should have been returned to the assessor at an earlier stage because of deficiencies in the assessment process. If this happens, the assessment file should now be forwarded for external moderation. Although this will necessarily lengthen the process, it is important - in order to protect the interests of both the candidate and yourself - that the difference of view about the acceptability of the file should be reviewed externally.

237. In preparation for external moderation, the file should be re-assembled in the correct order:

Record of internal moderation
Assessor's Recommendation
Assessor's Setting Visit Summary Sheet
Candidate's and Assessor's Task Grid
Assessor's records of interviews
Candidate's and Assessor's notes on the tour of the setting
Candidate's list of documents
Candidate's written tasks
Candidate's Setting Visit Information Sheet
Verification of qualifications
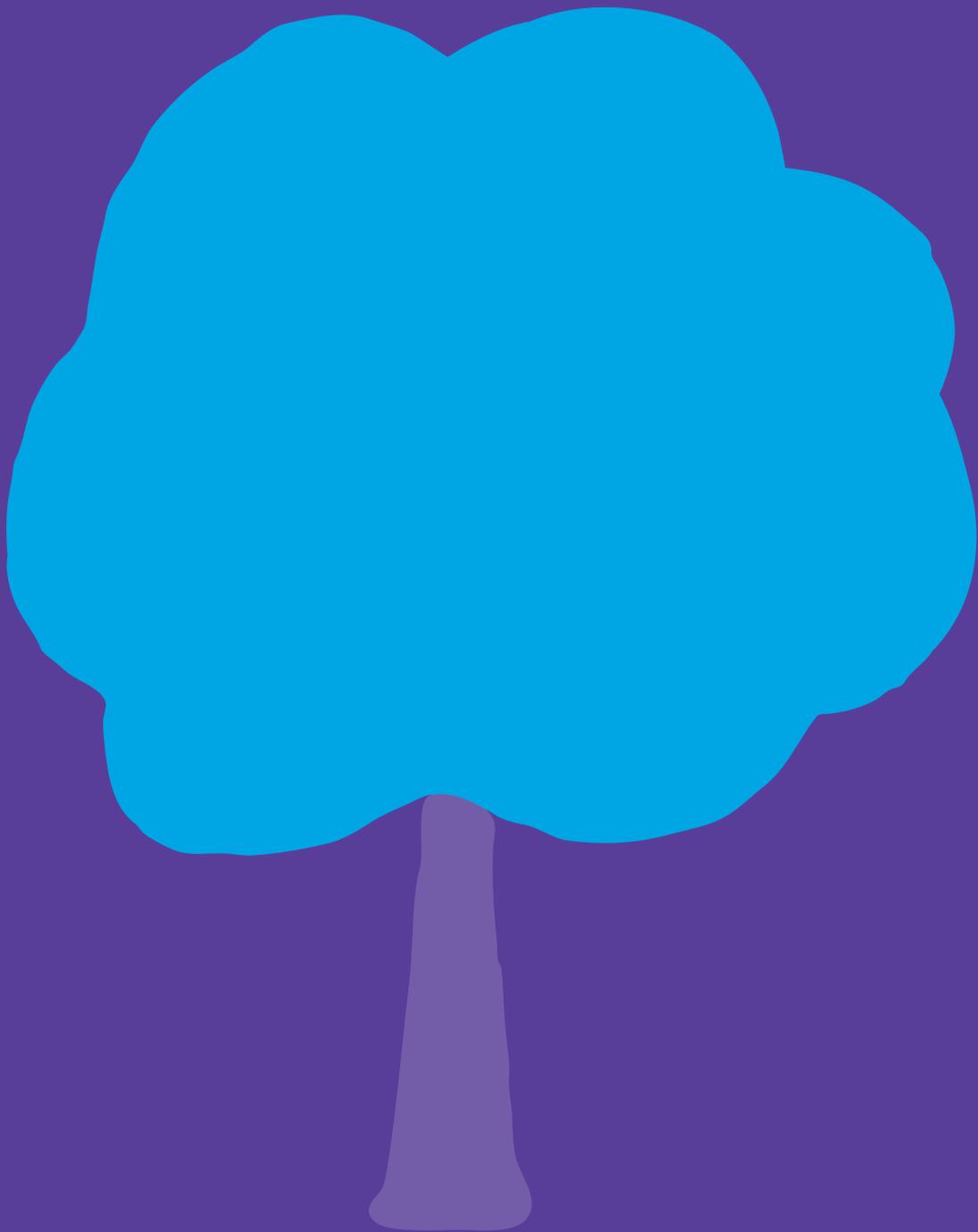
External moderation
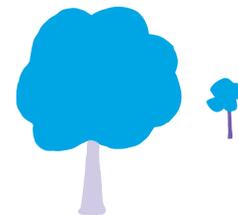
238. The purpose of external moderation is to act as a final check that internal moderation is thorough and that judgements nationwide are consistent. As their baseline, external moderators review the judgements of the final internal moderator.

239. The extent of external moderators' checks on each file will depend on the complexity of the decisions to be made, but they will review sufficient of the internal moderators' work in order to reassure them of the security of the internal moderation process.

The sample of files for external moderation

240. A sample of files will be required for external moderation; all files are reviewed at least twice.

241. The composition of the sample will be notified in advance. However, it will mirror internal moderation by including:

- All assessments for which internal moderators have recommended that the candidates have 'not met' the standards.
- All assessments for which internal moderators have judged that the candidate has a 'shortfall' in meeting the standards.
- All assessments for which internal moderators have disagreed with each other.
- All assessments deemed highly problematic by assessors and internal moderators.

- A pre-determined number or proportion of files with 'met' judgements.

Outcomes and feedback

242. External moderators prepare written feedback (EXTMOD03) on the assessment process and on the final judgement for each file. These reports are confidential to providers (including assessors) and should not be sent to the candidate.

'Full re-assessment' and 'return to assessor'

243. These instances are discussed above in paragraphs 208-212. On the rare occasions that they occur, the following procedures should be followed (see overleaf).

FULL RE-ASSESSMENT

Feedback
The assessor has not followed due process, resulting in serious flaws. Candidates in this situation need to know that the full re-assessment is not their fault.

Action by the candidate
The candidate has already completed the tasks and will just need to work with you to organise a new setting visit. It is for the candidate to determine whether or not they use the same witnesses.

Action by you
Appoint a different assessor to carry out the assessment. Re-submit the new assessment for external moderation together with the old file.

RETURN TO ASSESSOR

Feedback
The assessor's documentation is so poor that it has not been possible to moderate. Candidates in this situation need to know that the delay in being notified of the outcome is not their fault and that they will be told the outcome as soon as possible.

Action by the candidate
None.

Action by you
You will need to look carefully at the file to see if it is possible to remedy the situation by any of the following actions:

- Undertaking a new assessment of the written tasks to get a better picture of the candidate's performance.
- Asking the assessor to use his/her notes of the witness and candidate interviews to complete more of the column for witness evidence.
- Checking to see whether the assessor has any tour or documentation notes that can be used to amend the 'document' and 'tour' columns.

Once any documentation has been redone or amended, carry out a new internal moderation and complete the resubmission form. If, however, this is not possible the candidate must be offered a full re-assessment using a different assessor. Of course, the tasks will be used again, but the setting visit will have to be repeated. In this scenario, consult CWDC's external moderators before setting in motion a full re-assessment.

Resubmit the replacement assessment documents for external moderation, along with the original file and the new internal moderation.
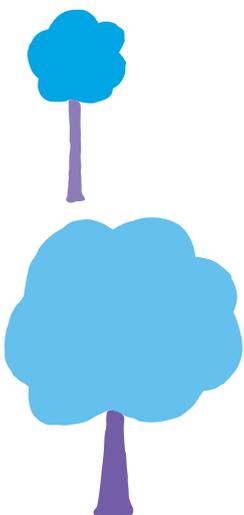
Feedback to candidates and re-submission procedures

Gateway Review

244. Guidance on providing feedback after the Gateway Review can be found in paragraphs 33-39.

Assessment process

245. You will only need to give feedback to those candidates who have not met all the requirements for EYP status. These requirements relate to experience with the three age groups as well as the standards themselves. It is likely that most candidates in the 'not met' and 'shortfall' categories are likely to want oral as well as written feedback. The latter should be constructive, empathetic and supportive in tenor, and clear and specific in message. The feedback should enable candidates to recognise weaknesses in their submission, experience and/or skills. It should also help them to consider what steps they should take if they wish to continue to work for the EYPS.

246. The key documents that will help providers to produce appropriate feedback are the Assessor's Recommendation, records from internal moderation and the external moderators' feedback (the 'vanilla'). It may also be necessary to refer back to the original assessment file if you need even more detail to hand.

Outcome: shortfall

247. These candidates are close to meeting the requirements for the award of EYPS, but have a minor shortfall in evidence for any one of the following:
[a] Experience with a one age group
[b] Personal practice or leadership and support in a single group of standards

[c] a very small number of standards (normally a maximum of three standards but there may be occasions when four could be accepted if the deficiency for each was minimal).

248. A 'shortfall' recommendation allows the candidate to re-submit, within three months of the date of CWDC's outcome letter, additional evidence in respect of the age group or standards for which there was a minor shortfall in the initial evidence. The underlying principle is that a 'shortfall' recommendation implies that the candidate will be able to remedy the minor deficiencies in three months without further training and/or experience. Correspondingly, the burden on candidates and other parties should be modest and manageable. Candidates have three months in which to submit their additional evidence: the three-month period is timed from the date of CWDC's results letter.

249. For all such candidates it is important to state explicitly not only where the evidence was insufficient but also the process for proceeding further, if this is the candidate's choice. Candidates will need to submit further evidence, which could include any of: a re-written task; an additional written task; or a telephone or face-to-face interview with the candidate and/or other witnesses. Wherever written tasks are required, you should stipulate the wording for each of those written tasks. If the shortfall is very minor and concerns, for example, only one aspect of one standard, an additional written task may not be needed and a telephone interview with a witness may be sufficient.
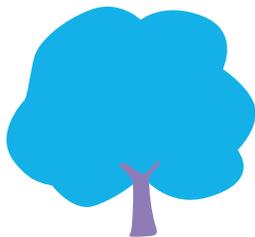
250. Candidates should be advised that, in any new tasks that are written to remedy a shortfall in a small number of standards, they do not need to record, in the right-hand column, reference to all standards. They only need to note references to those standards for which they originally had a shortfall in evidence.

251. The assessment process includes a protocol for documentary evidence: that is, that documents should in all circumstances remain in the candidate's setting. This protocol applies equally to the submission of new evidence following a 'shortfall'. Documents such as policy statements and photographs should in no circumstances be attached to any new written tasks.

252. The following are the procedures to be adopted if 'shortfall' candidates wish to re-submit themselves for assessment.

SHORTFALL
Feedback Candidates should be given feedback about the rationale for each shortfall. In most circumstances a shortfall will relate to specific standards (normally a maximum of three). However, there may be other circumstances in which the candidate has a shortfall in evidence for meeting the age-related requirements or for meeting the requirement, integral to the standards, to demonstrate both personal practice and leadership and support. The external moderation feedback report (vanilla) will have advised on the action that needs to be taken.
Action by the candidate Depending upon the precise nature of the shortfalls and the advice from external moderators, the candidate will normally: • Produce a new task/s to cover the specific shortfall. • Subsequently select one or more witnesses for either face-to-face or telephone interview with the assessor.
Action by you Assess any new written task(s) and complete a new Candidate's and Assessor's Task Grid solely for the weak standards. Decide which witnesses should be interviewed, either by telephone or face-to-face, to corroborate the evidence. Record any interview(s) on the correct interview forms. Complete the documents for the assessor's summary (of evidence) and the assessor's recommendation. Carry out an internal moderation just of the specific standard(s) for which there was a shortfall, then complete the final part of the assessor's and moderator's recommendation. Resubmit all the new assessment and internal moderation documents along with the original file.

253. We have a small number of dedicated proforma solely for the use of candidates submitting additional evidence to try to remedy the shortfalls in their evidence.

- Form RE-SUB 01 is an open and flexible format for any new tasks being prepared for a re-submission. The first section is for you to specify what candidates should cover in any new task. Candidates may organise their material as they think fit, although we advise them to include an analysis of the activity or event, an evaluation of any actions that they took, and a summary of their personal learning.

- The evidence for a re-submission often includes a record of an interview. Assessors should use proforma RE-SUB 02 for such records that form part of re-submissions.

- In considering a re-submission, assessors should summarise their evaluation of the evidence on form RE-SUB 03 and summarise their views on the second page of the Assessor's and Moderator's Recommendation (RE-SUB 04). The front page of RE-SUB 04 provides space for the internal moderator's comments and final decision.

Outcome: 'not met'

254. A 'not met' outcome will be based on one, or a combination, of the following significant weaknesses in evidence for:

[a] one or two of the age ranges
[b] personal practice or leadership and support in one or more groups of standards
[c] individual standards.

Internal and external moderators will have decided that the weaknesses are too great to remedy without further training and/or experience. It will help candidates if we can be clear about where there appears to be a shortfall in experience and/or training. Candidates can expect feedback on the overall adequacy of their submission, particularly features such as: the extent and quality of personal practice and of leadership and support of others; the level of knowledge and understanding; the extent of detail about each activity; superficial claims for standards.

255. Most frequently, the assessor's recommendation will be based upon weak evidence for particular standards. It is for you to decide whether it would be helpful to share with candidates those standards for which the evidence was judged to be insufficient. However, please bear in mind that the external moderators will not necessarily have checked all the standards deemed weak by the internal moderators, only sufficient to enable them to verify the overall recommendation of 'not met'. This means that providers should not, during feedback to 'not met' candidates, give the impression that they are providing a definitive list of standards 'not met'. If you judge it appropriate, you may cite those standards that have been checked during moderation, but not the others even though the original assessor had reviewed them.

256. The following are the procedures to be adopted if 'not met' candidates wish to re-submit themselves for assessment.

NOT MET

Feedback

You should give general feedback about: whether the tasks contained sufficient depth; any problems relating to age-related requirements; the lack of underpinning knowledge and understanding; election of too many standards for the tour or for witnesses; or the poor choice of documents.

You may judge it appropriate to give feedback about specific standards for which the evidence was insufficient. In this case, your feedback to the candidate may cite specific standards that were reviewed during moderation, whilst making it clear that the candidate has 'not met' on the basis of the sample moderated and that there could well be other standards that have not been met.

Action by the candidate

The candidate will have to undertake the whole process again: written tasks and setting visit. Normally it may not be necessary to re-run the Gateway Review but there may be some circumstances in which you think it appropriate to require the candidate to do so.

It is up to the candidate to decide what to do in the light of your general feedback but you can underline the implications of that feedback: for example, some candidates might need to extend their experience with an age-group, others may need more opportunity to demonstrate personal practice or leadership and support, whilst others may need more training or experience in respect of individual or groups of standards. All these will take a considerable period of time.

Action by you

None for the time being. Everything depends on whether the candidate wishes to re-submit and, if so, through which provider.
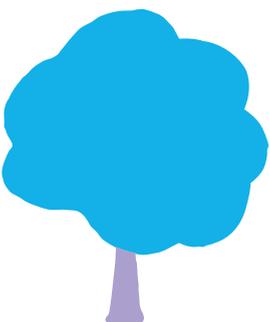
Complaints and appeals
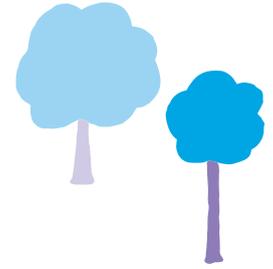
257. The responsibility for dealing with complaints and appeals rests with providers rather than CWDC. This section deals only with some of the principles and scenarios that may arise.

258. Candidates may be concerned about some aspects of the assessment process. They could complain about the advice and guidance given during preparation days, or about an assessor's conduct on the setting visit. For example, a candidate may complain about the assessor's punctuality; another may complain about the assessor's personal manner, such that witnesses felt intimidated by the interrogative or inspectorial style allegedly maintained throughout the visit. These types of complaint can only be resolved through your normal complaints procedure. The key question when faced by such a complaint is whether or not the substance of the complaint, if valid, could affect the outcome for the candidate. In extremis, it could result in a full re-assessment. You may wish to take the advice of CWDC in such a case because of the possibility of adverse publicity.

259. Candidates may complain about an assessor's failure to follow due process. This should be picked up during the early stages of internal moderation, though a candidate may signal this in advance of internal moderation. The key question, again, is whether this failure to follow due process could prejudice the outcome. If your judgement is affirmative, the solution may be a full re-assessment of the candidate. You should first take the advice of CWDC's external moderators in order to ensure that the solution is in line with national practice. However, it is worth bearing in mind that all 'not met' and 'shortfall' outcomes will have been subject to internal and external moderation: those moderators will have come to a view on whether due process was followed; and, if not, whether this might have affected the outcome.

260. Candidates may express a wish to appeal against the final decision not to award EYPS. Such an appeal will be untenable. Candidates should be reminded that, subsequent to the initial assessment, every case of 'not met' or 'shortfall' will have been scrutinised by at least four moderators, a minimum of two of whom were independent of the provider. There is, then, an enormous amount of professional consideration and judgement behind every decision not to award EYPS and there is, as a result, no one else to whom the candidate can appeal unless they are arguing that due process was not followed.

261. Candidates may wish to complain about some aspect of your organisation and management of the EYP programme. If they are dissatisfied with your response, they should be directed to CWDC.

Retention of files

262. Candidate's files should be retained for a period sufficient to enable you to respond to any subsequent enquiries, complaints or appeals.

263. The files of those candidates who have met the requirements for EYPS should be retained for six months following the issue of CWDC's letter of outcome.

264. The files of those candidates who have a 'shortfall' in evidence should be retained for six months following the result of their re-submission, if successful. In practice this is likely to be a minimum of ten months from the date of their first outcome letter from CWDC.

265. The files of candidates who have not met EYPS requirements should be retained for six months following the issue of CWDC's letter of outcome. If these candidates decide to undertake the assessment process again, they do so as a fresh start. Evidence presented in their first, unsuccessful, assessment does not carry forward to the new assessment.

266. When files have been returned to an assessor for remedial work on the assessor's records, they should be retained for six months. This period only commences after the revised records have been internally and externally moderated and a revised letter of outcome issued by CWDC.

267. When full re-assessments have been commissioned, the retention period commences with the issue of CWDC's new letter of outcome. It then matches the retention periods indicated above for 'met', 'shortfall' and 'not met' candidates.
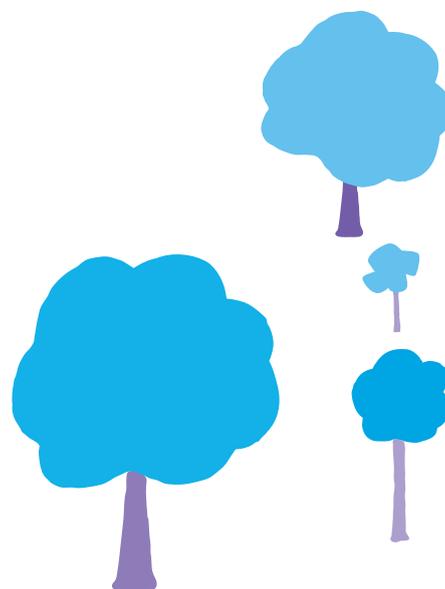
Annex A
Documents for use in Gateway Review

GEN:01	Candidate's declaration form
GEN:02	Assessor's declaration form
GEN:03	Skills definitions
GEN:04	Completing assessment grids and writing feedback
GEN:05	Reflection on the Gateway Review
GEN:06	Standards self-review notepad
GPEX:01	Group exercise candidate's briefing
GPEX:02	Group exercise record of presentation
GPEX:03	Group exercise discussion recording form
GPEX:04	Example of group exercise discussion record
GPEX:05	Group exercise assessment grid
GPEX:06	Example of group exercise assessment grid
GPEX:07	Group exercise feedback form
GPEX:08	Example of group exercise feedback form
PERS:01	Personal interview: standards reflection
PERS:02	Example of personal interview standards reflection
PERS:03	Record of personal interview
PERS:04	Sample record of personal interview
PERS:05	Personal interview assessment grid
PERS:06	Example of personal interview assessment record
PERS:07	Personal interview feedback
PERS:08	Example of personal interview feedback form
ACT:01A	Set A interview with actor: actor's brief
ACT:01B	Set B interview with actor: actor's brief
ACT:01C	Set C interview with actor: actor's brief
ACT:02A	Set A interview with actor: candidate's brief
ACT:02B	Set B interview with actor: candidate's brief
ACT:02C	Set C interview with actor: candidate's brief
ACT:03	Record of staff interview
ACT:04A	Set A actor interview assessment grid
ACT:04B	Set B actor interview assessment grid
ACT:04C	Set C actor interview assessment grid
ACT:05	Actor interview feedback
WEX:01A	Set A written exercise
WEX:01B	Set B written exercise
WEX:01C	Set C written exercise
WEX:02A	Set A written exercise marking grid
WEX:02B	Set B written exercise marking grid
WEX:02C	Set C written exercise marking grid
WEX:03	Written exercise feedback form
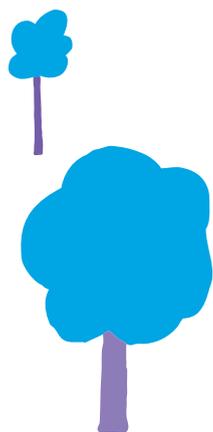
Annex B
Documents for use in assessment and moderation
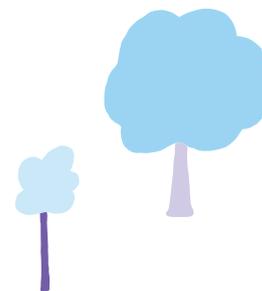
For the candidate

CAN: 01	Candidate's task 1
CAN: 02	Candidate's task 2
CAN: 03	Candidate's task 3
CAN: 04	Candidate's task 4
CAN: 05A	Candidate's task 5A
CAN: 05B	Candidate's task 5B
CAN: 05C	Candidate's task 5C
CAN: 06	Withdrawn (pre-2008, it was the candidate's task and evidence grid)
CAN: 07	Candidate's setting visit information sheet
CAN: 08	Candidate's list of documents

For the candidate and the assessor

CANASS:01	Candidate's and assessor's task assessment grid
CANASS:02	Candidate's and assessor's notes on the tour

For the assessor

ASS:02	First interview with the candidate
ASS:03	Interview with the first witness
ASS:04	Interview with the second witness
ASS:05	Interview with the third witness
ASS:07	Second interview with the candidate
ASS:08	Setting visit summary sheet
ASS:09	Assessor's recommendation

For moderators

INT MOD 00:	File check and review of assessment
INT MOD 01:	First internal moderation
EXT MOD 01:	First external moderation
EXT MOD 02:	Supplementary external moderation
EXT MOD 03:	Second external moderation and feedback form (the 'vanilla')

For re-submissions

RE-SUB 01:	Candidate's new written task
RE-SUB 02:	Assessor's interview record
RE-SUB 03:	Assessor's summary
RE-SUB 04:	Assessor's and moderator's recommendation

Annex C
The standards for Early Years Professional Status

THE STANDARDS FOR EARLY YEARS PROFESSIONAL STATUS	
Candidates for EARLY YEARS PROFESSIONAL STATUS should demonstrate through their practice…	

Knowledge and understanding
…that a secure knowledge and understanding of the following underpins their own practice and informs their leadership of others

S1	The principles and content of the Early Years Foundation Stage and how to put them in to practice
S2	The individual and diverse ways in which children develop and learn from birth to the end of the foundation stage and thereafter
S3	How children's well-being, development, learning and behaviour can be affected by a range of influences and transitions from inside and outside the setting
S4	The main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications for early years settings
S5	The current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children and their implications for early years settings
S6	The contribution that other professionals within the setting and beyond can make to children's physical and emotional well-being, development and learning

Effective practice
…that they meet all the following standards and that they can lead and support others to:

S7	Have high expectations of all children and commitment to ensuring that they can achieve their full potential
S8	Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
S9	Provide balanced and flexible daily and weekly routines that meet children's needs and enable them to develop and learn
S10	Use close, informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and use this information to inform, plan and improve practice and provision
S11	Plan and provide safe and appropriate child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
S12	Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
S13	Make effective personalised provision for the children they work with
S14	Respond appropriately to children, informed by how children develop and learn and a clear understanding of possible next steps in their development and learning
S15	Support the development of children's language and communication skills
S16	Engage in sustained shared thinking with children
S17	Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
S18	Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of their practice
S19	Establish a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
S20	Recognise when a child is in danger or at risk of harm and know how to act to protect them
S21	Assess, record and report on progress in children's development and learning and use this as a basis for differentiating provision
S22	Give constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next and, when appropriate, encourage children to think about, evaluate and improve on their own performance
S23	Identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist support
S24	Be accountable for the delivery of high quality provision

THE STANDARDS FOR EARLY YEARS PROFESSIONAL STATUS
Candidates for EARLY YEARS PROFESSIONAL STATUS should demonstrate through their practice…

Relationships with children

…that they meet all the following standards and that they can lead and support others to:

S25	Establish fair, respectful, trusting, supportive and constructive relationships with children
S26	Communicate sensitively and effectively with children from birth to the end of the foundation stage
S27	Listen to children, pay attention to what they say and value and respect their views
S28	Demonstrate the positive values, attitudes and behaviour they expect from children

Communicating and working in partnership with families and carers

…that they meet all the following standards and that they can lead and support others to:

S29	Recognise and respect the influential and enduring contribution that families and parents/carers can make to children's development, well-being and learning
S30	Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
S31	Work in partnership with families and parents/carers, at home and in the setting, to nurture children, to help them develop and to improve outcomes for them
S32	Provide formal and informal opportunities through which information about children's well-being, development and learning can be shared between the setting and families and parents/carers

Teamwork and collaboration

…that they meet the following standards::

S33	Establish and sustain a culture of collaborative and cooperative working between colleagues
S34	Ensure that colleagues working with them understand their role and are involved appropriately in helping children to meet planned objectives
S35	Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation
S36	Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis

Professional development

…that they meet all the following standards and that they can lead and support others to:

S37	Develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
S38	Reflect on and evaluate the impact of practice, modifying approaches where necessary, and take responsibility for identifying and meeting their professional development needs
S39	Take a creative and constructively critical approach towards innovation, and adapt practice if benefits and improvements are identified
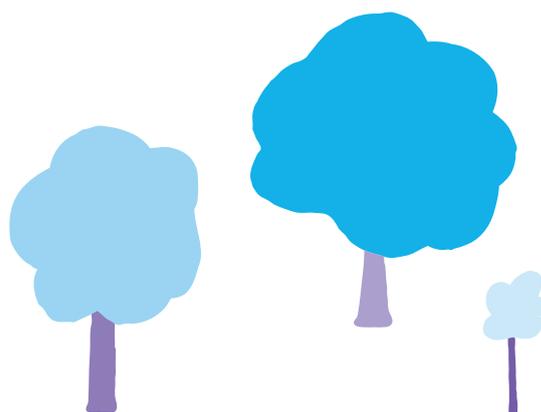
The Children's Workforce Development Council leads change so thousands of professionals and volunteers across England can do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and professionals and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.

Contact us to recieve this information in a different language or format, such as large print or audio tape

For more information please call **0113 244 6311**
or visit **www.cwdcouncil.org.uk**

Or write to CWDC, 2nd Floor, City Exchange
11 Albion Street, Leeds LS1 5ES
email info@cwdcouncil.org.uk
or fax us on 0113 390 7744

EY29/0809