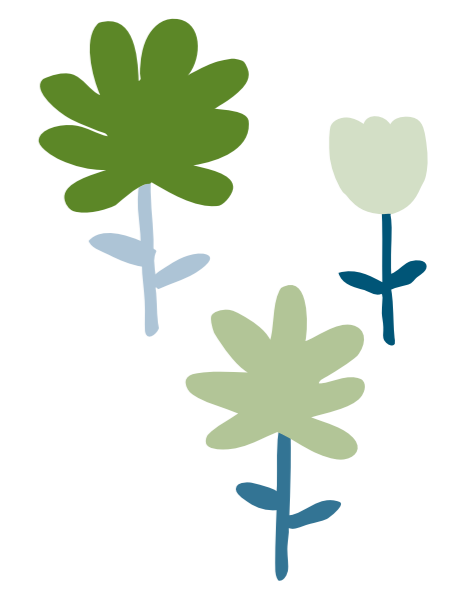




# Handbook for candidates

September 2009

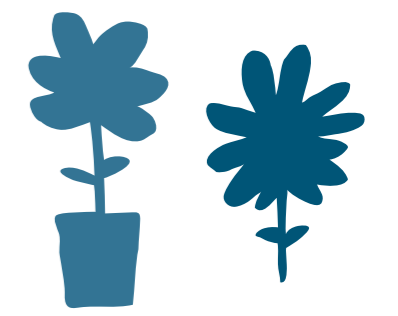
A guide to the Gateway Review and  
the Assessment Process



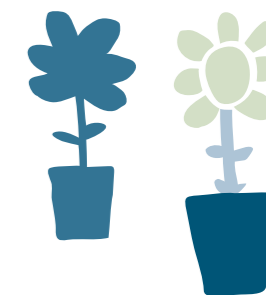
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**Handbook for candidates**  
A guide to the EYP Gateway Review  
and Assessment Process

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# Introduction



## The purpose of this handbook

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

2. On the Validation Pathway, both processes 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 your provider to determine the most appropriate time for it to take place. Assessment for the award of EYPS must take place during the final four months of each of these pathways.

3. This handbook applies to all pathways starting on or after 1 September 2009, and until further notice.

## Overview of the Gateway Review and the assessment process

4. 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 the same rigour and consistency, irrespective of where you are trained and assessed.

5. The main components of the programme comprise the following:

### Preparation

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

### The Gateway Review

You will 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, you will undertake a number of exercises alongside a small number of other candidates, after which you will receive feedback on your performance. This feedback does not contribute to your 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 particular time.

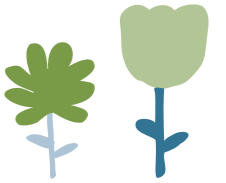


### The assessment process

The process first comprises several written tasks: that is, a series of reflective accounts of aspects of your work. The process is concluded when an assessor visits the setting in which you are working or, if you are not based in a particular setting, a setting of your choosing. The evidence from your written tasks and the setting visit will demonstrate how you have met the 39 standards and two other essential requirements for EYPS: first, the nature and extent of your work with the full 0-5 age range; and, second, your personal practice and leadership and support of others. Your written tasks will provide some evidence for these three requirements, but the setting visit will corroborate and supplement the evidence of the tasks.



# Preparation



## The components to be covered

**6.** Your provider will help you to prepare for the Gateway Review and the assessment process. Your preparation will incorporate four components, though the timing of each component of preparation will vary from pathway to pathway.

### Introduction to EYPS and understanding the standards

The objectives of this component are to enable you to:

- Clarify your understanding, and explore the nature, of work expected of an EYP.
- Undertake an in-depth exploration of some EYP standards.

The content should include:

- A detailed consideration of the EYP standards.
- An introduction to the Gateway Review and the assessment process.

### Preparing the written tasks

The objectives of this component are to enable you to:

- Clarify their understanding of the written tasks and the contribution that these make to meeting the standards for EYP.

The content of this component will include:

- Explanation of the rubric 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 you to:

- Clarify your understanding of the purpose and format of the Gateway Review.
- Prepare documents ready for the Review.

The content of this component will include:

- Revision of 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 you to:

- Review your work on the written tasks.
- Clarify your understanding of the purpose and format of the setting visit.
- Clarify your understanding of their role in preparing and for organising the visit.

The content of this component will include:

- Provision for you to discuss with other candidates your draft written tasks.
- Revision on the format of the setting visit.
- Consideration of each of the separate activities on the visit.
- Consideration of the your role in preparing for the visit.
- Resolution of any practical problems.



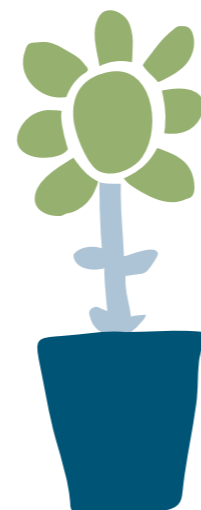
### The timing of the preparation

7. 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

Some of the preparatory days may be offered as half-days or as twilight sessions as well as full days.

**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



# The Gateway Review

## Purpose

8. This process is designed, first, to check that you understand the standards and, second, to assess three skills generic to working as an EYP and fundamental to meeting the standards.

The ability to make decisions on the basis of sound judgement means that you can:

- Think beyond the immediate problem and avoid 'quick fix' solutions.
- Concentrate on what is most important.
- Make appropriate decisions, using the available information but seeking further information when necessary.
- Base decisions on agreed principles and policies.

The ability to lead and support others means that you can:

- Get ideas agreed, whether one's own or those of others.
- Improves practice by motivating others to achieve agreed aims.
- Recognise and develops the potential of others.
- Propose clear strategies for improvement, thereby acting as an agent of change.

The ability to relate to, and communicate with, others means that you can:

- Communicate clearly, both orally and in writing.
- Listens to others' concerns and respond appropriately.
- Show respect for others in a sensitive manner.
- Manage your own feelings and needs.

## Protocol

9. On arrival at the venue for your Gateway Review, you will be asked to sign a declaration that you will not disclose any details of the content of the exercises to other candidates. You will already know in general terms what to expect, but will not know about the content of the individual exercises.



## The exercises

**10.** The Gateway Review comprises four exercises and a written reflection.

### Personal interview

During your preparation, you will have examined the nature and scope of the Standards. You will have identified groups of Standards you will find easier to meet and why, and which might need further work before completing the assessment.

You will be asked to forward this analysis to your provider so that your assigned assessor can read it in advance. Your assessor's role will be to discuss this work, checking your understanding and the level of your recent and present work.

### Written exercise

This exercise will consist of five or six items. These might be 'post-it' notes, reported telephone conversations, a letter from a parent/carer or other miscellaneous items that you might have to tackle in the course of your normal working week. You will not usually have to respond directly to each but rather state what you would do, when you would do so and by what means. You will also be asked to highlight any issues that the items contain and note any issues that appear in more than one item.

### Group exercise

For this exercise, you will join three or four other candidates. You will be observed by two assessors.

You will be informed in advance that you should be prepared to tell the other candidates about something you have done to bring about change in a setting. You will have four minutes for this. You should not use visual aids but should give the assessors a list of bullet points on a single side of A4 summarising the main points you will cover. Keep a copy for yourself.

The assessors will place a letter (A, B, C, D) on each candidate's seat: these will specify the running order. To help the group's time-keeping, 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 that you or another candidate exceeds the four minutes by more than 30 seconds, your assessor will intervene to stop the presentation.

Once you have all completed this task, you have the remaining 14 minutes to discuss the presentations and draw some conclusions. The assessors will signal the start of the discussion, but you and the other candidates should ensure that you finish on time.

### Interview with actor

In this exercise, you will conduct an interview with an actor who is briefed to perform as a member of staff, a parent/carer or a peer professional.

Before the interview starts you will be given a briefing document. You will have ten minutes to read it and prepare for the interview. You will be able to arrange the room as you wish. The actor will remain outside the room until, at the end of the 10 minutes preparation time, you invite the actor into the room. You then have 15 minutes to conduct the interview.

Your assessor will observe the interview, at the end of which you should leave the room.

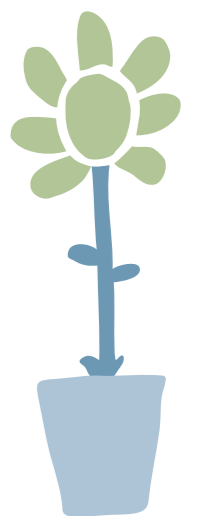
### Written reflection

Before you leave the venue, you will be asked to spend up to 20 minutes reflecting on your experience of the four exercises. You will be given a set of questions to help you to do so. Your assessor will take account of these reflections when they prepare your feedback.

### Feedback from the Gateway Review

**11.** Your assessors will give you no feedback on your performance prior to your departure. The reason for this is that assessors form their judgements at the end of the day and only then prepare their written feedback. They will instead aim to send you written feedback within ten working days. This written feedback will give you an indication of your strengths and areas for development with respect to the three skills listed above (in paragraph 8). You will be offered the opportunity to discuss the feedback with your mentor or tutor. As a result of the discussion, you should be clear about any experience you may need in order to meet the requirements for EYPS and about what actions you need to take as a result. On the Validation and Short EPD Pathways, any additional experience should be limited in nature and extent.

**12.** It is possible that, as a result of the Gateway Review, some candidates may be advised to transfer to a different pathway. If this were to happen to you, please remember that this is not an indication of failure: rather, your provider is trying to maximise your chances of achieving EYPS by ensuring that you have sufficient opportunity to ensure your experience matches the requirements for EYPS.





# The assessment process: written tasks

**13.** The first part of the assessment consists of five written tasks, the fifth of which comprises three separate parts. These tasks are obligatory. If you do not submit all of them, or combine two or more, you cannot proceed to the next stage (which is an assessor's visit to your nominated setting).

## Nature of the written tasks

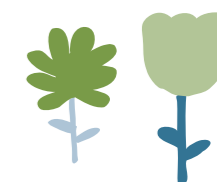
**14.** During your preparation, your provider will explain further the nature of each type of task, showing how you can use each of them to record your achievements against the standards. The tasks are snapshots of your recent and current work: the only thing that will be different from normal is that you will need to record everything you do, including your reflection on and evaluation of the activity. These tasks must relate to experiences and activities that have taken place: any task that describes either a hypothetical event or one that is planned for the future will be invalid.

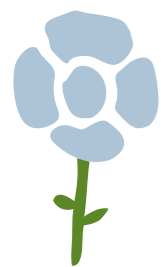
**15.** These tasks will be one of the main ways in which you demonstrate your knowledge and understanding of the nature and broader context of early years practice. Remember too that, through the tasks, you should demonstrate your recent and current practice with babies, toddlers and young children, and how you lead and support other practitioners.

**16.** In the five completed tasks, taken together, you should provide some evidence for all of the standards. If you do not do so, you will be ineligible to proceed to a setting visit. Refer to the Guidance to the Standards to help

you to identify appropriate activities and experiences. In writing the tasks, however, you should always bear in mind the evidence that will emerge during the visit, by your assessor, to your nominated setting. In short, the evidence of the documents, tour and interviews during the visit will corroborate and supplement the evidence you have recorded in your written tasks. For example, this means that, in writing the tasks, you would be well advised to identify any supporting documentary evidence that will further strengthen your claims. Your assessor will review such documents during the visit (see paragraphs 41-48 and 69). These documents should always remain in your setting and should not be attached to your written tasks when you submit them.

**17.** For most tasks you should report on recent or contemporary 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. This period of time acknowledges the possibility that, in your recent career, you may have worked with babies, toddlers and young children consecutively rather than concurrently. It also enables you to refer to occasional or seasonal activities.





#### Tasks 1, 2 and 3

**18.** These three tasks require you to report on planned activities that demonstrate how you lead and support other practitioners to implement aspects of the Early Years Foundation Stage (EYFS) with each of babies, toddlers and young children. The titles of these tasks, which should comprise approximately 1500-2000 words, 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)

**19.** In sum, you should outline and evaluate your experiences of promoting, implementing and monitoring the EYFS in your own setting. For each of these tasks, you should report on the activity using the following format:

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

**20.** The specific examples that you use will depend on the needs of the practitioner(s) with whom you have been working. Once you have identified an appropriate activity, you will need to discuss the proposal with your provider who will be able to give helpful guidance and will encourage you to support and help your fellow candidates.

**21.** Tasks 1, 2 and 3 cannot be combined. The three tasks are separate, key elements of your evidence that you have past or current experience of working with each of the three age groups (babies, toddlers and young children).

#### Task 4

**22.** This task comprises one account of your personal practice with a child or children (of any age between birth and 60 months). The title of this task, which should also be of the order of 1500-2000 words, is as follows:

**Task 4:** An account of your personal practice with a child or children (of any age between birth and 60 months)

**23.** You should report on your personal practice using the following format:

- The nature of the activities.
- The age-range, in months, of the child or children involved.
- What you planned to do with the child/children and why.
- What happened when you carried out the activity or activities.
- Your assessment of the effectiveness of the activities.
- Your personal learning.



**24.** Your practice may relate to an adult-initiated or a child-initiated activity, or a combination of both. The format for the account (above) 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:** 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.

**25.** This task comprises three reflective reports on situations or events that you have encountered and that demonstrate your wider professional role. Each of the three reports has the same title:

**26.** The three reports, taken as a whole, provide you with an opportunity to provide evidence for standards that you think have not been covered in the first four tasks and/or for which you think the evidence needs some strengthening.

**27.** For this task, you should report on the situations or events within the following format:

- A brief description of the situation or event.
- Your analysis of the situation.
- Your personal learning.

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

**29.** These short accounts should not be a minute description of an activity, nor an essay that includes extensive, detailed evidence. Rather, they should summarise your reflections on situations that made you think about what happened, why it happened and the nature of your involvement. The length of each account is likely to be approximately 500-750 words, but this is not an inflexible rule.

**Resources**

**Response sheets for the written tasks**

**30.** The following response sheets are provided for the tasks.

- CAN: 01 Task 1
- CAN: 02 Task 2
- CAN: 03 Task 3
- CAN: 04 Task 4
- CAN: 05A Task 5A
- CAN: 05B Task 5B
- CAN: 05C Task 5C

**31.** These response sheets give you a format on which you can describe, analyse and reflect on activities and events. Your provider will offer further guidance on completing them. They must be used in the format presented, but the text boxes on each may be lengthened in order to accommodate the amount of text you wish to include. As for the content of what you write, the most important thing is that your writing focuses on the standards, yet does not simply repeat the wording of each standard. You should write using the pronoun 'I' rather than 'we' in order to focus on your personal contribution rather than that of a team or other colleagues. References to adults and children should be anonymised.

**The Candidate's and Assessor's Task Grid**

**32.** In order to record how you are meeting the standards through your written tasks, the following grid is provided:

**CANASS:01 Candidate's and Assessor's Task Assessment Grid**

**33.** Some standards will be more easily met through one task than another, and the task grid provides a means by which you can keep track of which tasks provide evidence for each standard. Any one of your written tasks will demonstrate more than one standard, but you should avoid the temptation to use a single written task to try to demonstrate the majority or all the standards.



**34.** For each task, put a tick against each standard that you think is demonstrated by the task. (Remember that there are three separate columns, 5a, 5b and 5c, for Task 5). Figure 2 below shows a portion of the grid completed by a candidate for standard S1.

**35.** There is an additional way in which you can steer your assessor in the right direction (see Figure 3). By indicating in the column for each task, you are evidencing either or both of personal practice and/or leadership and support. Instead of using ticks, then, you 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 you and your assessor to track the nature and extent of your evidence of these two strands that run through the standards.

**36.** Your grid must be completed and sent to your provider, with your written tasks, in advance of your assessor's visit to your setting. Your assessor will use the grid in preparing for the visit.



**Figure 2**

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

**Figure 3**

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

# The assessment process: setting visit



## Purpose and scope of the visit

**37.** The purpose of this visit is two-fold:

- First, to provide you with an opportunity to provide both oral and documentary evidence of your work in the setting.
- Second, to enable your assessor to complement the evidence of your written tasks through a scrutiny of your documentation, a tour of your setting and through talking to you and your nominated witnesses.

**38.** The visit comprises:

- An initial interview with you relating primarily to the standards.
- A scrutiny of your supporting file of documentary evidence.
- A tour of your setting.
- Interviews with three witnesses who are familiar with your work.
- A final interview with you concerning specific standards.

## In advance of the visit

**39.** Three documents are provided for your use in preparing for the visit:

- |           |   |
|-----------|---|
| CAN: 08   | Candidate's list of documents.                |
| CANASS:02 | Candidate's and assessor's notes on the tour. |
| CAN: 07   | Candidate's setting visit information sheet.  |

**40.** You will have ensured that your written tasks provide some evidence of each of the 39 standards and ensured that your claims for each standard are not superficial. In preparing for your assessment visits, bear in mind that you should choose documents, plan your tour commentary, and select your witnesses with a view to the evidence that, collectively, these sources will provide on all the standards.

## Preparing your documents

**41.** You should prepare (on form CAN:08) a list of the documents you would like your assessor to see. Your list should be presented so that it matches the numerical sequence of the standards, starting with S1 and concluding with S39. You may list a document as evidence for each of the 39 standards, though this is not obligatory; and you may use a document as evidence for more than one standard.

**42.** You should also give your own reference number to each document. This is particularly important when you use the same document as evidence for more than one standard.





**43.** When you complete form CAN:08 (Figure 4) the final column asks you to note what the document shows about your work. This is crucial. Your assessor is not inspecting your setting, but reviewing your personal contribution.

**44.** Your provider will advise you on the amount and range of documentary evidence you could use. Since this evidence will be scrutinised for a maximum of 75 minutes during the assessor's visit, it is important that it is of an appropriate length. 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.

**45.** The evidence might include examples of the following:

- Assessment records.
- Plans.
- Minutes of meetings.
- Reports.
- Case studies.
- Observation notes.
- Notes from parents and carers.
- Memos from staff and other professionals.
- Audits of resources.

Samples of children's work may also be included, although it is appreciated that

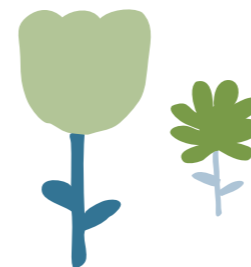
such samples may not easily fit within a small A4 file.

**46.** A small number of written statements or testimonials can be included but such testimonials should be used as sparingly as possible as they can often be generalised assertions about your qualities rather than illustrative of your performance against specific standards. For this reason, they should be kept to a maximum of five, and you should bear in mind that, during the setting visit, your assessor should be able to corroborate the standards claimed 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. Any testimonials should be dated and signed by the author.

**47.** You may not have been able to include all the supporting documentary evidence in your file because of its physical shape and size or because it is in frequent demand by other staff or it is confidential and securely stored. In this case, you must make sure the assessor can consult this evidence with minimum inconvenience both to your assessor and to your colleagues. In the case of large documents you should signpost the relevant page or pages. Remember that it is your responsibility to ensure that the documentary evidence is available.

**Figure 4**

Std	Title/description	Doc No.	Lead Assessor
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.



**48.** You must not send your file of supporting documentary evidence to your provider, but retain it for the assessor's visit. All your evidence should be retained for six months after the setting visit, irrespective of the outcome.

#### Notes on the tour of your setting

**49.** This tour is not a formal observation of you in action with colleagues or with young children, but rather an opportunity for you to explain to your assessor the context in which you work and your own contribution. In preparing for the visit, you should identify which standards you expect to evidence during the tour.

**50.** Form CAN-ASS:02 is provided for you to note in advance the main points of the spoken commentary that you will provide during the tour, with cross-references to relevant standards. In submitting this document in advance you will be helping your assessor to plan the visit. You may, of course, add additional points during the tour.

#### Choosing and briefing witnesses

**51.** You should choose three witnesses who you think are best placed to tell your assessor about your work. Seventy-five minutes are allowed in total for these interviews, but the three interviews do not have to be the same length. In choosing your witnesses, you should bear in mind how their knowledge of your work will provide further evidence of the standards. If you are not the setting manager, you are strongly advised to have the setting manager as one of the witnesses. You could also use practitioners who report to you, staff you have trained and/or

mentored, another professional or a parent.

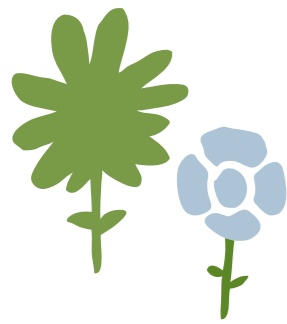
**52.** Some of you may wonder who is eligible to act as a witness. For example:

#### Is it acceptable for a member of the family to act as a witness?

It can be very difficult for witnesses to provide measured, dispassionate testimony about close members of the family. Whenever alternative, equally well-informed witnesses are available, you should avoid nominating close kin as witnesses. 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. If this applies to you, you should declare this kind of connection in writing before the start of the setting visit: otherwise, it might not be self-evident to your assessor, not least because family members do not always share the same surname. You should record the information on the candidate's Setting Visit Information Sheet (CAN:07): failure to do so would be a serious matter. In addition, you should try to ensure that you nominate two witnesses in addition to the family member, thereby extending your assessor's evidence base.

#### May witnesses be interviewed as a pair?

Under normal circumstances, assessors will interview witnesses one at a time, but a permissible exception would be non-professional witnesses such as parents. It will be permissible for your assessor to meet the two parents of a child if it minimises any nervousness



on their part. A couple, such as parents, only counts as one interviewee.

#### What if one of my preferred witnesses is unavailable?

This might happen when, for example, a former line manager has moved a substantial distance for personal or professional reasons, and it would be unreasonable to expect that they travel to the setting. In such circumstances, the assessor may conduct a telephone interview. It is your responsibility to arrange for telephone interviews to take place at an appropriate time during the setting visit. This is to maximise your 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 always take place before the visit. A telephone interview should always take place before your second interview with the assessor lest your assessor has no opportunity to pursue issues with you before the end of the visit. In the event of a witness being unavailable, discuss arrangements in advance with your provider.

#### May two or more candidates from the same setting nominate the same witnesses?

There is no prohibition on this: indeed, if a nominated witness is the centre manager and/or line manager, it is desirable in the interests of all the candidates. But if two or more of you are arranging assessment visits at similar times, you might consider whether you can choose different witnesses without prejudicing your interests. However, you must be confident that your nominated

witnesses are those best placed to testify to the way that you meet the Standards.

**53.** You must also ensure that your assessor knows the name of each interviewee, as well as the reasons for selecting the witnesses. These details should be recorded on your setting visit information sheet.

#### Briefing witnesses

**54.** In advance of the visit, you should also brief your three chosen witnesses on the purpose of the interviews. It is important that witnesses, particular inexperienced colleagues and/or non-professionals, understand that they are sharing their knowledge of your personal practice and of your leadership and support. They should be absolutely clear that they themselves are not being assessed and that they know that they should not make general evaluative comments on your setting.

#### Setting visit information sheet

**55.** The first of these documents, the setting visit information sheet, provides some essential information that your assessor will need, such as your contact details, the address of your setting, and the identities of your three witnesses.

#### Submitting your file to your provider

**56.** Before your setting visit can take place, you must submit the required documentation by the date specified by your provider. This comprises your:

- Response sheets for each of tasks 1, 2, 3, 4 and 5 (CAN:01 to CAN:05C, inclusive) stapled together.
- Task grid (CAN-ASS:01).
- List of documents (CAN:08).
- Notes on the tour of the setting (CAN-ASS:02).
- Completed setting visit information sheet (CAN:07).

**57.** Under no circumstances should any supporting documentation be included. This documentation should only be made available on site during the visit.

#### Date of the visit

**58.** Your provider will set the date for the visit, where possible giving a minimum of seven working days notice. This is a formal assessment process, so bear in mind that your provider will have very limited flexibility in nominating the date of the visit. Any delay in fixing a date may have consequences for moderation and the final outcome.

**59.** Please note that your setting should be operating during the visit. Your provider will give you advice if you are uncertain how this applies in your circumstances.

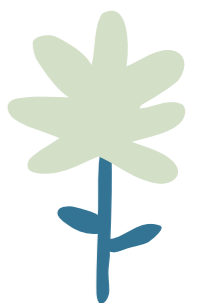
**60.** Once the setting visit has been agreed, a confirmation letter will be sent to the setting manager, and copied to you.

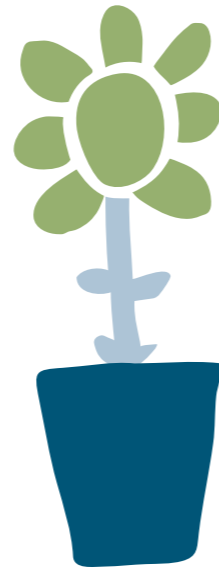
#### The visit

##### Accommodation

**61.** It is your responsibility to ensure that a private space is available throughout the visit for the assessor. It will be here that the assessor interviews you and others who are familiar with your work. The assessor will also be conducting a scrutiny of your documentation and needs to have somewhere, without distractions, to review the documents and subsequently to reflect on what he/she has seen and heard.

**62.** In some settings, this may be problematic; for example, if the one available room doubles up as staff room and office and is in constant use. However, it is in your interest to ensure that suitable arrangements are made for the day of the visit. If you do have any problems, discuss them with your provider. If you are a child minder, your assessor will appreciate the circumstances under which you may be working.



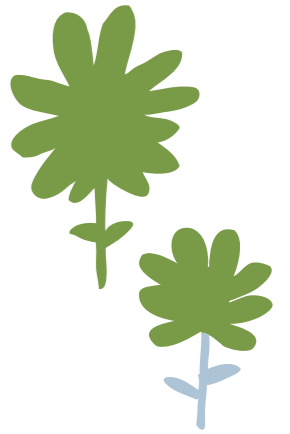
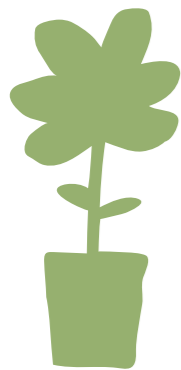


**Timetable**

**63.** The assessor will spend just over five and a half hours at your setting but there is no restriction on when the visit should start or finish. Although the start time is by agreement with you, there is a standard format for the visit that determines the duration and order of activities. The timing allows a 30-minute break for the assessor, which can be taken between any of the timetabled activities. A specimen timetable is given below (Figure 5):

**Figure 5**

Time	Activities
08.20	Meet your assessor and introduce your setting manager, if appropriate
08.30	Your first interview with the assessor
08.50	You explain the organisation of your file of supporting evidence
09.00	Scrutiny of your file
10.15	Tour of the setting
11.00	Your assessor's first period of writing and reflection
11.30	Witness interviews
12.45	Lunch
13.15	Your assessor's second period of writing and reflection
13.45	Your second interview with the assessor
14.00	Visit concluded



**64.** As stated above, your setting should be open and working normally. In the first example above, the visit starts at 8.20am, but in other circumstances a visit might start at, or soon after, 10.00am, even in early afternoon. A visit starting at 10.00am would result in a tour of the setting over lunchtime, which might not be the best time to observe the effects of your leadership and support of practitioners. If your assessor judges that this is likely to be the case, he/she may reverse the order of the scrutiny of the file and the tour of the setting (Figure 6).

**Figure 6**

Time	Activities
10.20	Meet your assessor and introduce your setting manager, if appropriate
10.30	Your first interview with the assessor
10.50	Candidate explains the organisation of the file of supporting evidence
11.00	Tour of the setting
11.45	Your assessor's first period of writing and reflection
12.15	Lunch
12.45	Scrutiny of your file
14.00	Witness interviews
15.15	Your assessor's second period of writing and reflection
15.45	Your second interview with the assessor
16.00	Visit concluded

**65.** On all visits assessors have two periods of writing and reflection, both of 30 minutes. Your assessor may prefer to use the second of these periods between witnesses rather than before the second interview with yourself; alternatively your assessor may prefer to divide the 30 minutes into two shorter periods of 15 minutes each, located in between or immediately after, the three interviews with witnesses. If this is the case, your assessor will let you know well in advance so that you can plan the day accordingly.

**66.** During any break for lunch (or other refreshments), your assessor will normally remain in the designated private room. This is not a discourtesy; rather, it is intended to avoid any possibility that one of your nominated witnesses inadvertently continue a dialogue, or that other colleagues provide unsolicited testimony. If there is severe pressure on accommodation, an assessor might prefer to leave the premises.

#### Your first interview with your assessor

**67.** Before the visit, your assessor will have selected the issues that will form the basis for this interview. The standards chosen for discussion will be the ones that, in your assessor's judgement, will provide the best opportunity for you to expand on what you have written in your tasks in order to demonstrate more fully your personal practice and leadership and support to others in the context of particular standards. Your assessor may also need to check the nature and extent of your experience with babies, toddlers and young children.

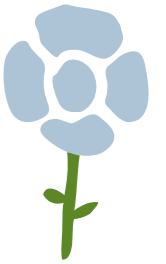
**68.** The assessor has to make a detailed record of the interview, so please appreciate that he/she will therefore not be maintaining normal eye contact.

#### Documentary evidence

**69.** In the last few minutes of your first interview with your assessor, the latter will ask you to explain how your file of documentary evidence is organised. You should then leave your assessor whilst he/she reviews your file.

#### Tour of the setting

**70.** As indicated above, this tour is not a formal observation of you in action with colleagues or with young children, but rather an opportunity for you to explain to your assessor the context in which you work and your own contribution.



**71.** Your assessor will expect to see all parts of the setting, to visit each of the rooms and any external areas and also to be introduced briefly to some members of staff. You will be expected to explain how each room has been set up and why, to talk about any special features and to explain how practice varies for children of different ages. During your commentary, you should make sure that you inform your assessor of any of your specific contributions that are relevant during this tour: for example, a specific display or activity area.

**72.** In some circumstances, it will be advisable for you to brief the assessor before starting to move around the premises; and, during the tour, it may be diplomatic not to disclose some information to your assessor in the hearing of colleagues, parents, carers or children. Your assessor will understand this. At an appropriate juncture, simply take your assessor unobtrusively to one side – perhaps to a quiet room – in order to continue your briefing.

#### Witness interviews

**73.** Your assessor will explain to each of your witnesses that he/she has to make a detailed record of the interview and will not be maintaining normal eye contact.

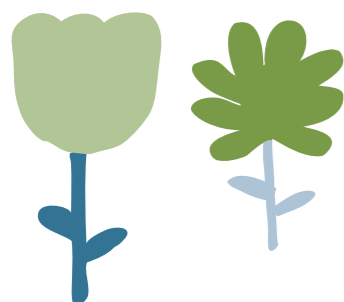
**74.** You will already have indicated to your assessor the reasons why you have selected your three witnesses. Your assessor's questions will be geared to exploring your experience relative to the standards that closely match your witnesses' knowledge of you and to the two strands that run through the standards (personal practice and leadership and support of others). Your assessor may also invite an appropriate witness to comment on your experience with specific age groups.

#### Your second interview with your assessor

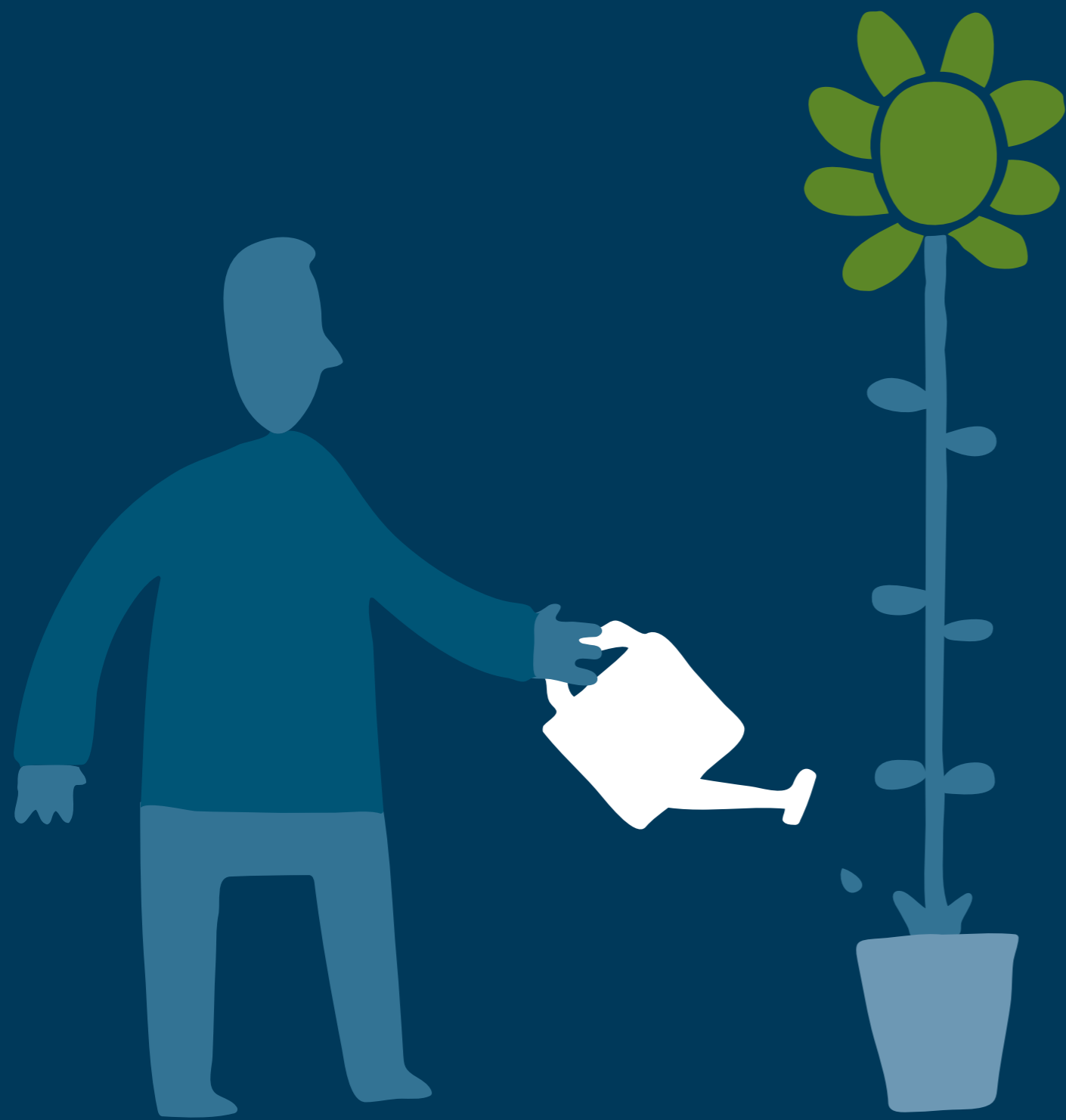
**75.** This interview is normally 15 minutes in duration. However, there may be circumstances in which your assessor's interviews with the three witnesses are concluded in less than 75 minutes: in this case your assessor is at liberty to add the time saved to the 15 minutes initially available for your interview.

**76.** This interview is the final opportunity for you to provide further clarification or confirmation of your evidence. You should not assume, from your assessor's questions, that your written and other evidence is inadequate. At this stage, your assessor may simply be double-checking evidence by requesting illustrations of your routine practice.

**77.** At the end of this interview, your assessor cannot give you any indication of the outcome of the assessment. This can only be decided after moderation.





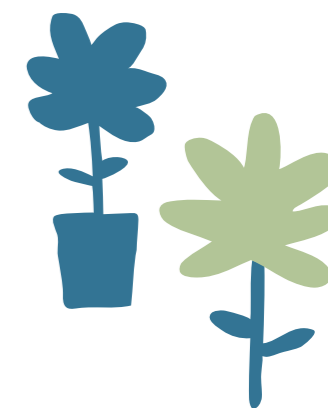


# The outcome

## Moderation

**78.** After the visit, your assessor will complete their records and come to a view on whether you have met the standards, and then return it to your provider who will check your file and make it available for moderation. All assessor's judgements are subject to confirmation during moderation.

**79.** Your provider will hold a moderation event, at which the work of all assessors is sampled. In addition, your provider will review all assessments that indicate that candidates have not met all the standards. Subsequently, your provider's assessments will be reviewed at a national moderation event: this is in order to ensure that there is consistency amongst all the providers, and to review independently all assessments judged not to have met fully all the requirements for EYPS.





### The final outcome

**80.** There are three main outcomes (Figure 7).

**Figure 7**

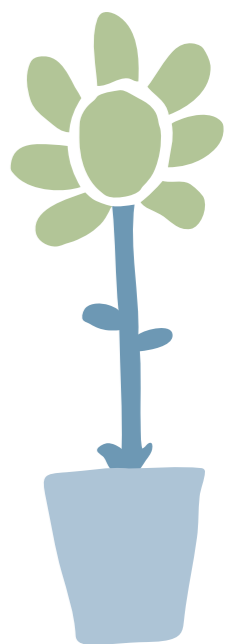
Met	<p>You have met all the requirements for the award of EYPS. You have provided sufficient evidence of each of the following:</p> <ul style="list-style-type: none"> <li>[a] working with babies, toddlers and young children</li> <li>[b] personal practice and leadership and support in each group of standards</li> <li>[c] meeting the 39 individual standards.</li> </ul>
Shortfall	<p>You are close to meeting the requirements for the award of EYPS, but have a minor shortfall in evidence. This shortfall could apply to any one of the following:</p> <ul style="list-style-type: none"> <li>[a] your experience with one age group</li> <li>[b] your personal practice or leadership and support in a single group of standards</li> <li>[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).</li> </ul> <p>This outcome allows you 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. We judge that you will be able to remedy the minor deficiencies in three months without further training and/or experience.</p>
Not met	<p>You have not met 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:</p> <ul style="list-style-type: none"> <li>[a] your experience with one or two of the age ranges</li> <li>[b] either your personal practice and/or leadership and support in one or more groups of standards</li> <li>[c] four or more individual standards (although a serious deficiency in one or two individual standards may be sufficiently serious).</li> </ul> <p>This outcome may also be determined when you have a combination of the above three weaknesses in evidence. We judge that you will require further training and/or experience before resubmitting yourself for assessment.</p>

### Feedback from summative assessment

**81.** After the moderation process has been completed you will receive, from your provider, a letter from CWDC confirming whether you have achieved EYP status. If you have not been successful, your provider will provide you with feedback in order to help you consider what steps you should take if you wish to continue to work for EYP status. In the case of 'shortfall' candidates, the feedback will identify the specific areas in which the evidence was not quite sufficient. In the case of 'not met' candidates, the feedback may cover the overall adequacy of your submission, and particular features such as:

- Your experience with children of different ages.
- The extent and quality of your personal practice and leadership and support of others.
- The level of your knowledge and understanding of the standards.
- The appropriateness of the illustrations of your work with respect to individual standards.

**82.** If you have gained the status you will be joining a group of EYPs who will be key to raising the quality of early years provision as part of the Government's aim to have EYPs in all children's centres and in full day care settings.



# Annex

## 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

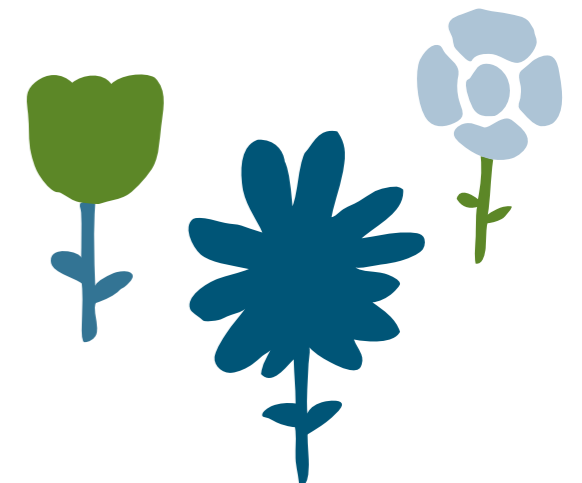
... that they meet the following standards:

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

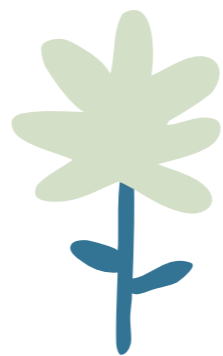
#### Professional development

... 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



Notes



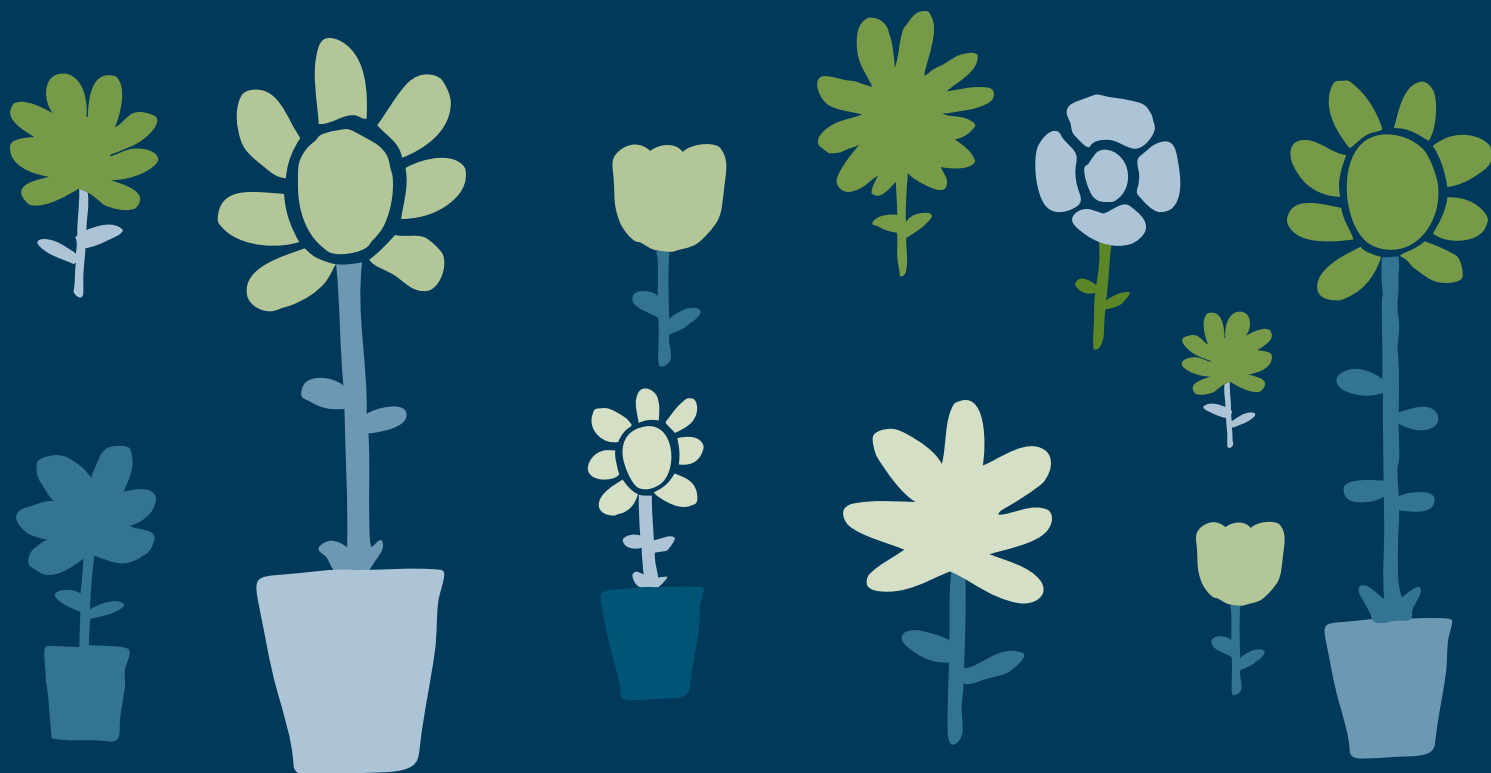
Notes



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