

Qualification Specification

NCFE CACHE Level 5 Diploma in Steiner Waldorf
Early Childhood Studies – Leadership and
Management
QRN 601/7923/5

Crossfields Institute 
Qualifications | Education | Development

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NCFE CACHE Level 5 Diploma in Steiner Waldorf Early
Childhood Studies – Leadership and Management QRN 601/7923/5

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Q6 Quorum Business Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v6.1	April 2019	Safeguarding guidance added.
v7.0	August 2019	SWECS-L5-4 LOs amended to strengthen the safeguarding information.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **level** - shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)
- **assessment criteria amplification** - what needs to be included in order for the assessment criteria to be met

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand Steiner Waldorf principles of assessing school readiness	3.1. Evaluate the effectiveness of Steiner Waldorf school readiness assessment processes	<i>This includes the use of both formative and summative assessment practice in assessing a child's readiness for Class One.</i>		

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

GLH

- Guided Learning and TQT apply to the qualification as a whole.
- We use **GLH** to refer to the estimated guided learning hours at unit level.

Making use of the CACHE websites

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are some key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 5 Diploma in Steiner Waldorf Early Childhood Studies – Leadership and Management
Qualification number	601/7923/5
Aim	This work-based learning qualification has been designed for learners already practicing in Steiner Waldorf early years settings who already hold an EYE status. The qualification will support learners in developing the pedagogical, practical and leadership knowledge, understanding and skills required to be a Steiner Waldorf early years leader.
Guided learning	1272 hours (including time in setting with workplace mentor supervisors)
Total Qualification Time	1356 hours
Minimum age of learner	18 years
Age ranges covered by the qualification	Birth to 7 years
Real work environment (RWE) requirement / recommendation	<p>A minimum of 960 hours* Professional Placement in a Steiner Waldorf early years setting is required. Some of the assessment criteria in this qualification must be assessed in the Professional Placement (in a Real Work Environment). Evidence from the Professional Placement will contribute to the learner's portfolio of evidence.</p> <p>*These hours are included in the Guided Learning Hours as learners will be with workplace mentor supervisors in a setting.</p>
Rules of combination	Learners must complete the 4 mandatory units.
Progression including Job Roles (where applicable)	Learners completing this qualification may proceed directly to work in a Steiner Waldorf early years setting as a group leader, mentor and/or manager.

Recommended assessment methods	All units will be internally assessed using a range of assessment methods evidencing knowledge, understanding and skills. These contribute to a portfolio of evidence which includes assessment in the Professional Placement (in a Real Work Environment).
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	It should be possible to complete all aspects of the qualification, including the professional placement, full time over a year.
Entry requirements / recommendations	Learners must be at least 18 years of age. Learners must have successfully completed the Level 4 Diploma in Steiner Waldorf Early Childhood Studies (Early Years Educator).
Developed by:	The qualification has been developed by Crossfields Institute and the London Steiner Kindergarten Training Company Ltd., in conjunction with CACHE. This qualification is endorsed by the Steiner Waldorf Schools Fellowship.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/7923/5.

Section 3: Units

Unit achievement log - Level 5 Diploma in Steiner Waldorf Early Childhood Studies – Leadership and Management

Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
 D/507/8076	SWECS-L5-1	Leadership and Management in the Steiner Waldorf Early Childhood Setting	Knowledge	5	318	23	
H/507/8077	SWECS-L5-2	Reflective Practice: Observing and Assessing in the Steiner Waldorf Early Childhood Setting	Knowledge / Skills	5	318	27	
K/507/8078	SWECS-L5-3	Applied Steiner Waldorf Principles in Early Childhood Care and Education	Knowledge / Skills	5	318	31	
 M/507/8079	SWECS-L5-4	Keeping Children Safe in the Steiner Waldorf Early Childhood Setting	Knowledge	5	318	35	

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g.TDA, NCFE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Assessment criteria amplification*	Any additional guidance provided to support the assessment of the assessment criteria.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

* *Assessment criteria amplification and Unit assessment guidance* may not be provided for all units.

Explanation of terms used in this Level 5 qualification

Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis)
Apply (standards)	Explain how existing knowledge, practices, standards etc. can be linked to new or different situations
Assess	Estimate and make a judgement
Describe	Provide an extended range of detailed information about the topic or item in a logical way
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons)
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; Apply current research or theories to support the evaluation when applicable
Facilitate	Make easier; assist the progress of
Identify	Ascertain the origin, nature, or definitive characteristics of
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

SWECS-L5-1: Leadership and Management in the Steiner Waldorf Early Childhood Setting



Unit reference	D/507/8076	Unit level	5
		GLH	318 (Includes time in setting with workplace mentor supervisors)
Unit aim	This unit is designed to support the learner's understanding of the role of leadership and management within the context of the Steiner Waldorf early childhood setting. This includes relevant theory and approaches to handling professional relationships effectively. It also covers the relevant regulatory requirements and approaches to good practice in leadership and management.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the role of leadership and management in the Steiner Waldorf early childhood setting.	1.1. Describe leadership and management responsibilities within a Steiner Waldorf early childhood setting.	This includes any distinctive responsibilities of leadership and management which must include the task of community building.		
	1.2. Analyse principles of leadership and management relevant to a Steiner Waldorf early childhood setting.	This includes: <ul style="list-style-type: none"> • effective and ineffective leadership and management in an early years setting • Rudolf Steiner's social theory • mentorship. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Analyse personal and interpersonal skills required for effective leadership and management in a Steiner Waldorf early childhood setting.	This includes: <ul style="list-style-type: none"> • communication • listening • empathy • situational awareness • awareness of equal opportunities. 		
	1.4. Reflect on own leadership and management strengths and developmental needs.	This includes identifying own continuing personal and professional development needs.		
2. Understand how to work professionally with others in a Steiner Waldorf early childhood setting.	2.1. Identify characteristics of good professional partnership practice between group leader and assistant.	This should be taken from a single example where the role of group leader and assistant are clearly defined. This includes at least four characteristics of professional partnership practice.		
	2.2. Analyse structures within own early years setting which support working partnerships with colleagues.	This may include meetings and organisational structures specific to the Steiner Waldorf setting such as the College of Teachers.		
	2.3. Describe strategies for working effectively with parents.			

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Evaluate approaches to conflict resolution in the Steiner Waldorf early childhood setting.	This includes two examples of conflict resolution: one involving parents and one involving colleagues.		
3. Know legislative requirements for effective leadership and management in an early years setting.	3.1. Explain Early Years Foundation Stage requirements for effective leadership and management.			

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SWECS-L5-1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance

The following assessment methods are recommended as part of the portfolio of evidence for this unit.

Other methods can be used under guidance from the Lead External Quality Assurer:

- learner log or reflective diary
- observation of children, young people or adults by the learner
- reflection on own practice in real work environment
- written and pictorial information.

SWECS-L5-2: Reflective Practice: Observing and Assessing in the Steiner Waldorf Early Childhood Setting

Unit reference	H/507/8077	Unit level	5
		GLH	318 (Includes time in setting with workplace mentor supervisors)
Unit aim	This unit aims to support the learner's understanding of the Steiner Waldorf early childhood approach to assessment including the assessment of school readiness. The learner will develop their ability to observe others, learning how to use observation as a tool for their own professional development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to use formative assessment to support learning and teaching in the early years setting.	1.1. Demonstrate how formative assessment can be used to support learning and development in children.	This includes the cycle of observation assessment and planning as a tool for supporting learning and development for ages 3-4; 4-5; 5-7.		
	1.2. Use formative assessment to develop own understanding of developmental characteristics in early childhood.	This includes the use of formative assessment as a means of understanding child development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to use summative assessment to support teaching and learning in the early years setting.	2.1. Demonstrate how summative assessment can support the unique needs of individual children.			
	2.2. Reflect on how summative assessment has contributed to own understanding of an individual child's unique needs.	This includes how the child study can be used to identify how the practitioner can support learning and development in an individual child.		
3. Understand Steiner Waldorf principles of assessing school readiness.	3.1. Evaluate the effectiveness of Steiner Waldorf school readiness assessment processes.	This includes the use of both formative and summative assessment practice in assessing a child's readiness for Class One.		
	3.2. Assess the school readiness of children in own setting using Steiner Waldorf methods.	This must include the school readiness of at least two children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to inform own understanding of the Steiner Waldorf early childhood approach in the context of other approaches.	4.1. Use observations to compare the Steiner Waldorf early childhood approach with other early years approaches.	This should include a minimum of two different observations in non-Steiner Waldorf settings with a focus on: <ul style="list-style-type: none"> • the delivery of the Early Years Foundation Stage • the pedagogical intention of both approaches. 		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: SWECS-L5-2
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance

The following assessment methods are recommended as part of the portfolio of evidence for this unit.

Other methods can be used under guidance from the Lead External Quality Assurer:

- learner log or reflective diary
- activity plan or planned activity
- observation of children, young people or adults by the learner
- reflection on own practice in real work environment
- written and pictorial information.

SWECS-L5-3: Applied Steiner Waldorf Principles in Early Childhood Care and Education

Unit reference	K/507/8078	Unit level	5
		GLH	318 (Includes time in setting with workplace mentor supervisors)
Unit aim	This unit aims to facilitate the development of practical skills and competence required of the Kindergarten teacher in a Steiner Waldorf early childhood care and education setting. This includes the application of the Steiner Waldorf early childhood curriculum, meeting numeracy and literacy requirements, managing behaviour and meeting the developmental needs of young children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to use reflective practice to create and facilitate an enabling play environment for creative play in line with the Steiner Waldorf early childhood curriculum.	1.1. Facilitate creative play in own Steiner Waldorf early childhood setting.	This includes: <ul style="list-style-type: none"> the role of teacher during play the needs of different age groups during play. 		
	1.2. Prepare an environment for enabling creative play.	This includes the role of toys and equipment in indoor and outdoor environments.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Demonstrate how reflective practice has informed own development in facilitating creative play.	This includes observed examples from own placement.		
2. Understand the Steiner Waldorf early childhood approach to the development of literacy and numeracy.	2.1. Assess how effective Steiner Waldorf early childhood practice is in laying a foundation for numeracy.	This includes the role of artistic and domestic activities; play as a medium for the development of early numeracy.		
	2.2. Assess how effective Steiner Waldorf early childhood practice is in laying a foundation for literacy.	This includes the promotion of language development, listening and communication skills.		
3. Be able to apply the Steiner Waldorf early childhood curriculum in the workplace.	3.1. Apply the Steiner Waldorf early childhood curriculum in the workplace.			
4. Understand the applied principles of Steiner Waldorf early childhood approaches to behaviour management.	4.1. Evaluate the applied principles of Steiner Waldorf early childhood approaches to behaviour management.	<p>This includes:</p> <ul style="list-style-type: none"> • the management of transition times • management of challenging behaviour • appropriate responses to different age groups. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to apply Steiner Waldorf early childhood approaches to behaviour management.	5.1. Use Steiner Waldorf approaches to enabling positive behaviour.	This includes: the management of transition times; management of challenging behaviour; appropriate responses to different age groups.		
6. Be able to reflect on own ability to fulfil the role of the Steiner Waldorf Kindergarten Teacher.	6.1. Reflect on own ability to apply the Steiner Waldorf early childhood curriculum in the workplace.	This includes: identification of areas for own continuing professional development.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SWECS-L5-3

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p>Primary evidence for assessment criteria 1.1, 1.3, 3.1 and 5.1 should be provided by tutor assessor observation with secondary evidence via expert witness statement.</p> <p>In addition, the following assessment methods are recommended as part of the portfolio of evidence for this unit.</p> <p>Other methods can be used under guidance from the Lead External Quality Assurer:</p> <ul style="list-style-type: none">• direct observation of learner by tutor assessor• expert witness evidence• learner's own work products• learner log or reflective diary• activity plan or planned activity• observation of children, young people or adults by the learner• reflection on own practice in real work environment• written and pictorial information• scenario or case study.

SWECS-L5-4: Keeping Children Safe in the Steiner Waldorf Early Childhood Setting



Unit reference	H/507/8079	Unit level	5
		GLH	318 (Includes time in setting with workplace mentor supervisors)
Unit aim	This unit aims to support the development of knowledge and skills required to meet legislative and Steiner Waldorf curriculum requirements pertaining to keeping children safe in the early childhood environment. The learner will develop their understanding of the role of child protection and safeguarding. They will also consider their role in meeting requirements for equal opportunities and anti-discriminatory practice.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the legislative requirements for child protection and safeguarding in the early years setting.	1.1. Explain the responsibilities of the early years leader in meeting the legislative requirements for child protection and safeguarding.			
	1.2. Evaluate the effectiveness of policies and procedures for safeguarding children in own setting.	This should include consideration of potential situations involving bullying and e-safety.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Comply with legislative requirements and guidelines for child protection and safeguarding in the early years setting.	This includes attendance and certification of Child Protection Training which meets EYFS requirements.		
2. Understand EYFS requirements for first aid in the early years setting.	2.1. Explain the responsibilities of the early years leader in meeting EYFS first aid requirements.			
	2.2. Evaluate the effectiveness of policies and procedures for first aid in own setting.			
	2.3. Comply with EYFS first aid requirements in the early years setting.	This includes attendance and certification of paediatric first aid training which meets EYFS requirements.		
3. Understand how the Steiner Waldorf early years curriculum meets the EYFS requirements for equal opportunities and anti-discriminatory practice.	3.1. Evaluate how effective the Steiner Waldorf early years approach to equal opportunities and anti-discriminatory practice is in own setting.	This includes observed examples from own placement.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment Criteria Amplification	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Reflect on own ability to meet the EYFS requirements for equal opportunities and anti-discriminatory practice.	This includes examples from own practice.		
4. Understand and reflect on how Steiner Waldorf early childhood practice promotes safeguarding, health and wellbeing.	4.1. Analyse how Steiner Waldorf early childhood practice promotes safeguarding, health and wellbeing.	This should include the development of self-confidence, self-esteem and resilience. It should also include consideration of e-safety. This includes an example from own placement.		
	4.2. Reflect on own ability to lead good practice in relation to safeguarding, health and wellbeing in the Steiner Waldorf early childhood setting.	This could use a scenario to reflect practice in own setting.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SWECS-L5-4

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p>The following assessment methods are recommended as part of the portfolio of evidence for this unit.</p> <p>Other methods can be used under guidance from the Lead External Quality Assurer:</p> <ul style="list-style-type: none">• direct observation of learner by tutor assessor• expert Witness evidence• learner's own work products• learner log or reflective diary• activity plan or planned activity• observation of children, young people or adults by the learner• reflection on own practice in real work environment• written and pictorial information• scenario or case study.

Section 4: Assessment and quality assurance information

Assessment guidance

A recommended specific range of assessment methods has been identified, solely for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Assessment methods

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by tutor assessor	Yes	Yes
B	Expert Witness evidence	Yes	Yes
C	Learner's own work products	Yes	Yes
D	Learner log or reflective diary	Yes	Yes
E	Activity plan or planned activity	Yes	Yes
F	Observation of children, young people or adults by the learner	Yes	Yes
G	Portfolio of evidence	Yes	Yes
H	Reflection on own practice in real work environment	Yes	Yes
I	Written and pictorial information	No	Yes
J	Scenario or case study	No	Yes

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

The Tutor and Centre Guidance document provides further guidance on what to consider when devising an assessment strategy

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure website.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

The **Level 5 Diploma in Steiner Waldorf Early Childhood Studies – Leadership and Management** assessment strategy provides a rationale for the relationship between the learning and teaching processes used in the units, the learning outcomes and the methods of assessment used.

Learners submit a portfolio of evidence for this qualification. This portfolio is internally assessed against each unit's assessment criterion on a pass or refer basis by tutor assessors.

Knowledge Learning Outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence / Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Centre requirements

As part of the Qualification Approval process, the Centre must demonstrate that they have adequate resources to meet the delivery and assessment requirements for this qualification. Please contact Crossfields Institute for further information regarding this.

Email: info@crossfieldsinstitute.com

Telephone: 01453 760294

Assessment planning guidance

A holistic approach to assessment across multiple units is encouraged where appropriate.

In planning their assessments, Centres should ensure:

- assessment activities are fit for purpose
- assessment activities can be delivered efficiently
- assessment activities meet the assessment criteria
- assessment activities permit reasonable adjustments to be made, while minimising the need for them
- assessment activities allow each learner to generate evidence which can be authenticated
- assessment activities allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- assessment activities allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners
- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted
- exemplars of assessment tasks are available on request.

Quality Assurance guidance

This qualification uses a Centre devised approach to assessment. All unit assessment criteria must be met in order for a learner to be awarded that unit.

All Centres will be allocated an External Quality Assurer (EQA). The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to adhere to the following Quality Assurance process:

- 1) Tutor assessor team write assessment plans prior to the commencement of related assessment activity. (Assessment templates must be approved by Lead External Quality Assurer (EQA))
- 2) assessment plans agreed by Lead EQA
- 3) tutor assessors assess learner work and provide feedback
- 4) internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to tutor assessors
- 5) IQAs and tutor assessors agree actions and or modifications. (If necessary, IQAs agree training or mentoring for assessors)
- 6) IQAs and tutor assessors standardise (minimum twice per academic year) to ensure qualification standards are met
- 7) EQA provides ongoing monitoring, guidance and support, and agrees claim for certification. (This includes an annual Centre Quality Review)
- 8) EQAs and IQAs participate annually in a minimum of one standardisation event.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. Examples can be found on our secure website. However, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.