Unit 3.15: Use longitudinal studies to observe, assess and plan for children’s needs

This unit provides the learner with the knowledge, understanding and skills to carry out observations in order to assess and plan for children’s changing needs over time.

Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence record</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
<td>eg page number &amp; method</td>
</tr>
<tr>
<td>1. Understand the purpose of undertaking Longitudinal Studies.</td>
<td>1.1. Explain how a Longitudinal Study is used as an assessment tool.</td>
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<tr>
<td></td>
<td>1.2. Evaluate benefits of undertaking a Longitudinal Study for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Early Years practitioners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• others.</td>
<td></td>
</tr>
<tr>
<td>2. Be able to use observations to assess and plan for the developmental needs of children in line with current frameworks.</td>
<td>2.1. Carry out a Longitudinal Study using methods of observation to assess the changing developmental needs of children.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2. Maintain records of observation, assessment and planning.</td>
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</tbody>
</table>
### Learning outcomes
The learner will:

- 2.3. Evaluate observations in relation to:
  - expected developmental stages
  - current frameworks
  - theoretical perspectives.

- 2.4. Devise plans which meet the developmental needs and interests of children.

- 2.5. Implement plans which meet the developmental needs and interests of children.

- 3. Be able to critically evaluate the outcomes of a Longitudinal Study.

### Assessment criteria
The learner can:

- 3.1. Critically evaluate the outcomes of a Longitudinal Study.

### Evidence record
eg page number & method

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### 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: Unit 3.15
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.
## Additional information about the unit:

| Additional unit assessment requirements. | This unit must be assessed in line with the EYE assessment strategy and principles. |
The Longitudinal Study

Unit 3.15 Use Longitudinal Studies to observe, assess and plan for children’s needs.

This is a mandatory assessment task and will be graded as pass or refer. A checklist and mark scheme has been included in this guidance. Your Tutor/Assessor will use this to ensure that the assessment criteria have been met.

Knowledge, understanding and skills gained from other units from Theme 3 will support your work for the Longitudinal Study.

We have prepared some templates to support you as you undertake the Longitudinal Study which can be found in the Learner Handbook on our secure site.

Links to Unit 3.15 – assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1

Complete one (1) Longitudinal Study on an individual child in a real work environment. For the study observe, assess and plan across one (1) area of development. The following criteria must be met in full:

Select one (1) age range for the Longitudinal Study:

- 0-1 year 11 months
- 2-2 years 11 months
- 3-5 years.

Select one (1) area of development for the Longitudinal Study:

- cognitive
- physical
- speech, language and communication
- personal, social and emotional.

The observation, assessment and planning cycle should be followed when completing each observation:

The observation, assessment and planning cycle

- Complete an observation.
- Undertake a summative assessment.
- Plan for the child’s next steps.
- Implement the plan with the child and use this to inform the next observation.

Undertake a minimum of four (4) observations, assessment and planning cycles for the Longitudinal Study over a six (6) week period.

Use a minimum of two (2) different observation methods for the Longitudinal Study, which have been learned about in Unit 3.14 and include:

- event sample
- time sample
- sociogram
- narrative/free description
- target child
- checklist
- child tracker/movement record.
Example:

<table>
<thead>
<tr>
<th>Longitudinal Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child aged 1 year 6 months</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical development – checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
</tr>
<tr>
<td>Narrative</td>
</tr>
<tr>
<td>Checklist</td>
</tr>
</tbody>
</table>

All observations must be authentic. A signature from your Assessor/tutor or placement supervisor must be included on each observation and planning sheet to ensure authenticity.

Maintain signed and dated records of observation, assessment and planning for the Longitudinal Study. You may wish to use the templates provided by us.

**Completing the evaluation**

Refer to the mark scheme included in this guidance to support you as you complete the Longitudinal Study.

The Longitudinal Study must include an evaluation that considers the following:

- evaluate the outcomes of the Longitudinal Study in relation to:
  - child’s development stage, interest and need
  - your own role
  - choice of assessment methods
  - current frameworks
  - theoretical perspectives
  - partnership working
  - holistic development
  - the environment
  - play for learning and development.

- introduce the evaluation with an:
  - explanation of how the longitudinal study has been used as an assessment tool
  - evaluation of the benefits of this Longitudinal Study for the child, early years practitioner and others.
### Longitudinal Study: Checklist for Completion

<table>
<thead>
<tr>
<th>Learner Name:</th>
<th>Learner PIN:</th>
<th>Site/Centre No:</th>
<th>Criteria</th>
<th>IQA</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Select one (1) age range for the Longitudinal Study:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- 0-1 year 11 months</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- 2-3 years 11 months</td>
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<td></td>
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<td></td>
<td>Select one (1) area of development for the Longitudinal Study:</td>
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<td></td>
<td></td>
<td></td>
<td>- cognitive</td>
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<td>- physical</td>
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<td></td>
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<td></td>
<td>- speech, language and communication</td>
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<td></td>
<td></td>
<td></td>
<td>- personal, social and emotional</td>
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</tbody>
</table>

Minimum of four (4) cycles of observation, assessment and planning for the Longitudinal Study over a six (6) week period.

Minimum of two (2) different observation methods for the Longitudinal Study.
### Criteria

| Maintain signed and dated records of the observation, assessment and planning cycles |

### Evaluation

<table>
<thead>
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<th>Evaluation</th>
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<th>Assessor</th>
<th>IQA</th>
</tr>
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</table>
| Introduce the Longitudinal Study with an explanation of how the Longitudinal Study has been used as an assessment tool. | • Detailed information is given to show how the Longitudinal Study has been used.  
• The information evaluates how the Longitudinal Study has been used as an assessment tool. |          |     |
| The evaluation of the child’s stage of development, interest/s and needs has been included. | • The child’s stage of development is described, explained and evaluated.  
• The child’s interest/s are identified and evaluated.  
• The needs of the child are identified and evaluated. |          |     |
<p>| • Analyses own role. | • Own strengths and areas to build on when undertaking all aspects of the Longitudinal Study are identified and evaluated. |          |     |
| • The evaluation includes information concerning the choice of assessment methods. | • Each assessment method selected is evaluated by including information about the advantages and disadvantages of each method in relation to the usefulness of the information collated as part of the Longitudinal Study. |          |     |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>The evaluation includes information with regard to the appropriate current framework against which the child is being assessed.</td>
<td>• An evaluation of the information provided in the Longitudinal Study about the child’s stage and needs is included in relation to current frameworks.</td>
<td></td>
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</tbody>
</table>
| • The evaluation includes information with regard to theoretical perspectives. | • Theoretical perspectives are identified, described and evaluated.  
• The Longitudinal Study applies theory appropriately within the evaluation.                                                                                                                                  |          |     |
| • The evaluation includes information surrounding partnership working.      | • The Longitudinal Study is evaluated in relation to partnership working:  
• others involved in the care and education of the child at the focus of the Longitudinal Study are identified  
• the benefits of partnership working with those identified are explained and evaluated  
• potential barriers to partnership working with those identified are explained and evaluated.                                         |          |     |
| • The evaluation includes information surrounding holistic development.     | • The child’s needs are described and evaluated with regard to holistic development:  
• areas of development that were not chosen as the main focus for the Longitudinal Study are identified and explained in relation to the stage of development for the child, the interest/s of the child and the needs of the child. |          |     |
### Evaluation

<table>
<thead>
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<th>IQA</th>
</tr>
</thead>
</table>
| The evaluation reflects on how well the environment meets the needs of the child observed. | - The environment is evaluated with regard to:  
  - the physical environment (the resources for learning and development through play and how well they meet the stage of development, interest/s and needs of the child).  
  - The social, cultural and personal environment and how this meets the stage of development, interest/s and needs of the child. |          |     |
| The evaluation considers the benefits of the Longitudinal Study for:       | - Advantages as well as any gaps in the information provided by the Longitudinal Study are identified and evaluated in relation to the benefits for:  
  - the child  
  - the Early Years practitioner  
  - others involved in the care and education of the child who is the focus of the Longitudinal Study. |          |     |
|   o the child                                                             |                                                                                                                                             |          |     |
|   o Early Years practitioner                                              |                                                                                                                                             |          |     |
|   o others                                                                 |                                                                                                                                             |          |     |