

Technical Level 3 Diploma in Early Years Education and Care (EYE) 601/8438/3

Level 3 Certificate in Preparing to Work in Early Years Education and Care 601/3955/9

Level 3 Diploma in Early Years Education and Care (EYE) 601/2147/6

Assessment code: EYE SAE

Submission date: 11 May 2022

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- Grade boundary Information
- Administering the external assessment
- Standard of learner work
- Evidence creation
- Task responses
- Regulations for the conduct of external assessment

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade boundary information

Each learner's external assessment paper is marked by an examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	D	C	B	A	A*
0	45	55	65	75	85

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

**In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Below you will find the percentage of learners that achieved each grade.

Grade	NYA	D	C	B	A	A*	Learners	28
% of learners	7.14	14.29	39.29	32.14	7.14	0	Pass Rate	92.86

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

- the standard of work consistent with previous submissions of work for this qualification.
- most learners attempted all the questions in the paper
- the range of grades achieved reflect the range of knowledge and understanding. There were excellent responses which demonstrates a wide breath of knowledge and understanding with development of analysis, application of theory and strong links to legislation and frameworks
- a few learners did not answer all the questions which impacted on their final score
- learners who were unprepared showed gaps in knowledge and did not support their answers with example from practice

Evidence creation

- learners should use the space provided to answer questions and write clearly legibly
- where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook

Task responses

Question 1

There are local and national initiatives which promote healthy lifestyles for children and families. Name and describe one of these initiatives.

- most learners demonstrated a good understanding of an initiative to promote healthy lifestyles
- in some cases, learners showed a limited range of ways in which this could be done
- higher marks were gained where learners had developed their responses and provided examples

Question 2

Explain the ways that practitioners develop secure relationships with children who have just started in the early years setting

- higher marks were gained by learners who developed their explanations and made links to legislation or theory
- higher marks were gained where learners were able to develop the use of analysis to explain how practitioners develop secure relationship with children
- some learners had a limited range of knowledge and understanding of how practitioners develop secure relationships

Question 3

Give reasons why early years practitioners must work within their agreed job role

- some learners were able to accurately give reasons why they must work within their job role and demonstrated understanding with development
- some learners demonstrated limited knowledge and understanding of the reasons why they should work within their agreed job role

Question 4

Discuss why early years practitioners must follow the settings whistleblowing policy

- most learners demonstrated accurate knowledge and understanding of why practitioners must follow the whistle blowing policy. Many referred accurately to legislation and showed evidence of analysis
- some learners focussed on how this should be done rather than why and did not consider the range of reasons why

Question 5

Discuss why practitioners must value diversity in an early years setting

- most learners demonstrated understanding with some development of reasons why practitioners must value diversity in an early years setting
- some learners made links to legislation, theory, or frameworks to support their responses and to develop a coherent discussion
- some learners demonstrated a basic knowledge of the question and did not include examples

Question 6

Discuss ways that practitioners can support parents and or carers of children attending an early years setting

- most learners' responses showed knowledge and understanding of ways to support partnership with parents. Higher marks were awarded where responses were developed, and wider breadth of knowledge demonstrated
- some learners gained higher marks by using analysis and developing their responses by making links with legislation and initiatives
- some learners did not apply their knowledge to practice

Regulations for the conduct of external assessment

Malpractice

There were no instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

No maladministration was reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Chief Examiner: Shirley Jackson-Hulme

Date: 05 July 2022