



Non-Exam Assessment: Internal Synoptic Project

NCFE Level 1/2 Technical Award in Child Development and
Care in the Early Years (603/7012/9)

Learner copy

SAMPLE

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Introduction

The internal non-exam assessment is a formal internal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The non-exam assessment will contribute **50%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The internal non-exam assessment is a formal assessment that will contribute **50%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The non-exam assessment will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Suggested completion time

You have been provided with a total of **14** hours to complete this non-examined assessment.

You may use some or all of the time provided for each task.

You are allowed to use time allocated to one task on another task should you require.

You are not allowed to exceed the total number of hours.

Assessment objective (AO)
<p>AO1 – Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>20 marks (21.73%)</p>
<p>AO2 – Apply knowledge and understanding</p> <p>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.</p> <p>20 marks (21.73%)</p>
<p>AO3 – Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p> <p>16 marks (17.4%)</p>
<p>AO4 – Demonstrate the application of relevant vocational skills, processes, working practices, and documentation.</p> <p>The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector, by applying the appropriate processes, working practices and documentation.</p> <p>28 marks (30.44%)</p>
<p>AO5 – Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices, and documentation.</p> <p>The emphasis here is for learners to analyse and evaluate the essential skills; processes, working practices and documentation relevant to the vocational sector.</p> <p>8 marks (8.7%)</p>

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Internal Synoptic Project

Sample

To be given to learners on or after 5 January 2022.

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all the work you produce during the supervised time.
- You **must** hand in all your work to the supervisor at the end of each timed session.

Learner information

- This internal synoptic project will assess your knowledge and understanding from across the qualification.
- Total marks 92.
- The suggested completion time for this internal synoptic assessment is 14 hours.
- All of the work you submit **must** be your own.

Resources

You have been provided with the following documents to use during the assessment:

- post-it note observation- required for task 2.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Case study

John is 4 years old. John's parents have recently separated, and John is living with his mother Jane.

John and Jane have moved to a rural area from a city environment and have no extended family or contact with John's father.

Before the separation of his parents John was looked after during the day by a nanny but now John will attend a nursery whilst Jane works full time, shift work, starting at 7.00am.

John has started the transition to the nursery and has been attending for 2 weeks. The childcare practitioner notices John is showing signs of regression and is finding it difficult to independently complete self-care routines.

The childcare practitioners have observed John during routines and play activities and recorded their findings in a post-it note observation method. The findings can be found in **Appendix 1**.

Using this case study and the post-it note observations in Appendix 1, complete the following tasks.

Assessment tasks

Task 1 – Support strategies – Transitions	
Recommended time	3 hours
Content areas assessed	2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision
Assessment objectives	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks
<p>You are required to:</p> <p>Consider the strategies that could support John's transition to the nursery and complete the following:</p> <ul style="list-style-type: none"> • create a leaflet to share with John's parent(s) that gives advice on how the parent(s) and the early years practitioners could support his transition to nursery • in a written report- justify how the strategies given in your resource will support John's transition. <p>Please note: You are not being assessed on the quality and presentation of your resource, but the advice provided.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • leaflet • written report. <p>Your resource and written report can be either word processed or handwritten.</p>

Task 2 – Planning cycle – Observe and assess	
Recommended time:	3 hours
Content areas assessed:	1. Child development 2. Factors that influence a child’s development 3. Care routines and activities to support the child 7. Roles and responsibilities within early years settings 8. The importance of observation in the early years 9. The purpose of planning in the early years
Assessment objectives:	AO1 = 4 marks AO2 = 8 marks AO3 = 4 marks AO4 = 4 marks
<p>You are required to:</p> <p>Use the post-it note observation document (Appendix 1) to assess aspects of John’s holistic development.</p> <p>Write a report of your findings regarding aspects of John’s holistic development including:</p> <ul style="list-style-type: none"> • John’s progress against expected key milestones • how aspects of Johns holistic development might be interconnected • justifications for the support needed to further his development. <p style="text-align: right;">[20 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Written report: <ul style="list-style-type: none"> ○ word processed or ○ handwritten.

Task 3 – The planning cycle – Plan	
Recommended time	3 hours
Content areas assessed	<ol style="list-style-type: none"> 1. Child development 2. Factors that influence a child's development 3. Care routines and activities to support the child 5. Legislation, policies and procedures in the early years 7. Roles and responsibilities within early years settings 9. The purpose of planning in the early years
Assessment objectives	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks AO4 = 12 marks
<p>You are required to:</p> <p>a) assess John's basic needs and holistic development</p> <p>b) write a detailed plan to show what the early years practitioner at the nursery could do to support John during care routines and how the care routines will promote:</p> <ul style="list-style-type: none"> • John's basic needs and holistic development • independence • transition to nursery. <p>You should use the written completed report of your findings in task 2 to help complete this task.</p> <p style="text-align: right;">[24 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Written plan: <ul style="list-style-type: none"> ○ word processed or ○ handwritten.

Task 4 – Planning play activities	
Recommended time	3 hours
Content areas assessed	1. Child development 3. Care routines and activities to support the child 5. Legislation, policies and procedures in the early years 6. Expectations of the early years practitioner
Assessment objectives	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks AO4 = 8 marks
<p>You are required to:</p> <p>Create and produce an activity plan for two different types of play activities that the early years practitioner could do to promote one aspect of John’s development.</p> <p>The activity plan should include:</p> <ul style="list-style-type: none"> • description of the activities • timings • how each activity will support John’s development • early years practitioners’ role during the activity • resources required. <p style="text-align: right;">[20 marks]</p>	
Evidence	<ul style="list-style-type: none"> • activity plan: <ul style="list-style-type: none"> ○ word processed or ○ handwritten.

Task 5 – Health and safety procedures – Risk assessment	
Recommended time	1 hour
Content areas assessed	5. Regulation, policies and procedures in the early years
Assessment objectives	AO1 = 4 marks AO4 = 4 marks
You are required to:	
<ul style="list-style-type: none"> create a risk assessment template and using this template, complete a risk assessment for one of the activities in task 4. 	
[8 marks]	
Evidence	<ul style="list-style-type: none"> completed risk assessment: <ul style="list-style-type: none"> word processed or handwritten.

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Task 6 – Evaluation of planning	
Recommended time:	1 hour
Content areas assessed:	9. The purpose of planning in the early years
Assessment objectives:	AO5 = 8 marks
<p>You are required to:</p> <p>Complete an evaluation of the plan you created in task 3. Your evaluation should include:</p> <ul style="list-style-type: none"> • how well your plan records and outlines the individualised care needs of John and supports his holistic development • how well your plan meets John’s care needs and supports his holistic development • examples of how your plan could be improved. <p style="text-align: right;">[8 marks]</p>	
Evidence	<ul style="list-style-type: none"> • An evaluation: <ul style="list-style-type: none"> ○ word processed or ○ hand-written.

This is the end of the non-exam assessment.

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment, before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this internal synoptic project is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the Declaration of Authenticity must be stored securely within the centre, in line with the following: NCFE Regulations for Conduct of NEA. A copy of this declaration form must be made available to NCFE upon request.