

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

**Assessment: DEYEC1**

**Assessment Window: 23/01/2024 – 08/02/2024**

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 achievements
- Administering the external assessment
- Standard of learner work
- Assessment structure
- Use of word allocation
- Criteria requirements and command verbs
- Referencing of external assessment tasks
- Assessment criteria
- 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 achievements.

Grade	NYA	D	C	B	A	A*	Learners	7
% of learners	0%	0%	57.14%	42.86%	0%	0%	Pass rate	100%

## 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 for Delivery](#) document (QSID).

### Standard of learner work

- All learners achieved the assessment
- A small number of submissions for this assessment window- all learners achieving C, B or A grades
- In some cases, A\* criteria were attempted, however further development was required to meet the command word requirements
- In some cases, links were not made to the title throughout all the criteria

### Assessment structure

- No changes were made to the grading criteria or criteria explanation.
- The title for this assessment was 'Child-initiated play supports children's learning and development'.

### Use of word allocation

- Most learners made full use of the word allocation, although not all attempted the higher grades.
- In most cases learners planned the allocation of words to meet the requirements of the criteria.

### Criteria requirements and command verbs

- Learners need to ensure that they meet the requirements of the command verbs, especially when attempting higher grades.
- Learners must ensure that they refer to the verb explanations to ensure understanding of the requirements of the command verbs.

### Referencing of external assessment tasks

- Referencing requirements to meet the criteria were clearly followed.

#### D criteria

- Most learners gave full and comprehensive responses, showing good knowledge and understanding of how practitioners can support children in relation to the title.
- Good knowledge and understanding of the characteristics of an enabling environment in relation to child-initiated play.
- Clear and appropriate referencing was evident for this criterion.

#### C criteria

- Learners were able to discuss the importance of observing children in relation to child-initiated play supporting development.
- All learners demonstrated knowledge and understanding of more than one way of involving parents in child-initiated play.
- Clear and identifiable referencing was evident for this criterion.

#### B criteria

- Most learners who attempted this criterion showed a good understanding of the early years framework and strong links were made to child-initiated play.
- Most learners who attempted this criterion demonstrated their understanding of differentiation using examples from practice.

#### A criteria

- Some learners attempted these criteria – learners were required to both evaluate the influence of the theory and apply this to child-initiated play. A few learners achieved this, however not all responded to all component of the criterion. Learners were also required to evaluate how a longitudinal study can support children's progression in relation to child-initiated play.
- Learners who attempted this did not meet the requirements of the command words.

#### **A\* Criteria**

- Some learners attempted these criteria. In order achieve the A\*learners are required to analyse aspects of own practice and professional development requirements, rather than analyse practice in general terms. Also, learners who attempted this lost focus on the title and did not show evidence of wider background reading.

### **Regulations for the Conduct of External Assessment**

#### **Malpractice**

There were **0** 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**

**0** instances of maladministration were 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: 28 03 2024**