



**NOVEMBER 2016** 

# **NEW TECHNICAL QUALIFICATIONS IN EARLY YEARS**



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# **CHALLENGES AND OPPORTUNITIES**



### **IN EARLY YEARS**

- 1. Increased funded early education for all three and four year olds and for disadvantaged 2yr olds
- 2. Early Years Pupil Premium disadvantaged three and four year olds
- 3. New EYFS 2014
- 4. Full and Relevant criteria; EYE qualifications and GCSE requirements
- 5. New Tax Free Childcare Scheme (Autumn 2015)



### **MEETING THE CHALLENGE**

### WITH THE CITY & GUILDS TECHBAC



### TechBac is a unique combination of:

### TECHNICAL SKILLS



### **WORKPLACE SKILLS**

New employer recognised City & Guilds Technical Qualifications:

- Designed to meet the latest education reforms
- Relevant to industry needs
- Rigorous, high quality practical learning with outcomes in mind
- Supporting progress to Further Education, University or employment

City & Guilds Workplace Skills is a blended approach to developing transferable and social skills:

- Develop, accredit and showcase workplace skills, to enrich learners' CVs
- Help learners to feel confident and ready for work
- Track learner engagement and progress to optimise performance
- Aligned to changes in policy and digital delivery
- Support to embed in delivery

To create, recognise and award these attributes and behaviours, we have developed the Skills Zone, our gateway to Workplace Skills.



**ROUNDED INDIVIDUAL WHO IS:** 

CONFIDENT, TALENTED, MOTIVATED AND READY TO WORK

# THE TECHBAC EXPERIENCE



### A HOLISTIC PROGRAMME DESIGNED FOR SUCCESS



Technical Skills
Practical learning
(Technical Qualifications)

Professional Skills
Blended social learning
(Workplace Skills)

Online CV Share and showcase Work ready With the skills employers need

A holistic and experiential approach making young people more employable.



# NEW TECHNICAL QUALIFICATIONS IN EARLY YEARS

Built to meet industry needs.

# **EMPLOYER SUPPORT**

# City & Guilds

### **DESIGNED WITH LEADING EMPLOYERS**

The following employers and professional associations have supported our new technical qualifications in Early Years:



















# **KS5 WHAT'S AVAILABLE AND WHEN?**



### **KEY STAGE 5, LEVEL 2 - AVAILABLE FOR SEPT 2016 DELIVERY**

Key Stage 5 (KS5) - Level 2

500/9457/9 City & Guilds Level 2 Certificate for the Children and Young People's Workforce (QCF)

Now approved to appear on 2018 DfE Performance Tables.

# **KS5 LEVEL 2 DESIGN PRINCIPLES**



### **EFFECTIVE FROM SEPTEMBER 2017**

# KEY STAGE 5 (16 - 18) (L2) TECHNICAL CERTIFICATES

360 GLH, 450 GLH

Made up of 30, 60 GLH units

**Progression:** Enable entry to an apprenticeship, employment or progression to a Level 3

Technical Level Qualification.

### **GRADING:** P/M/D/D\*

UCAS points: n/a

**Mandatory content** and the contribution to overall grade must make up **at least 40%** of the qualification. Where qualifications have one or more pathway, the mandatory content (%) should apply equally to these.



**Assessment:** A proportion of the qualification content will be assessed externally (minimum 25% for TCs and 30% Tech Level). Must also include synoptic assessment.



**Employer involvement:** in design, recognition, delivery and or assessment, which raises the credibility of the qualification in the eyes of employers, parents and learners

# **KS5 WHAT'S AVAILABLE AND WHEN?**



### **KEY STAGE 5, LEVEL 3 - AVAILABLE FOR SEPT 2016 DELIVERY**

Key Stage 5 Level 3 - available from September 2016 with UCAS points and HEI endorsement;

 3605-32 (601/7440/7) Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)

Now approved to appear on 2018 DfE Performance Tables.

# **KS5 LEVEL 3 DESIGN PRINCIPLES**



### IN LINE WITH DFE QUALIFICATION CHANGES IN ENGLAND

# KEY STAGE 5 (16 - 18) (L3) TECH LEVELS

**360 GLH, 450 GLH, 540 GLH, 720 GLH, 1080 GLH**Made up of 30, 60, 90 GLH units

**Progression:** Enable entry to an apprenticeship or other employment, or progression to a related higher education course.

### **GRADING:** P/M/D/D\*

UCAS points: 16 min – 168 max

**Mandatory content** and the contribution to overall grade must make up **at least 40%** of the qualification. Where qualifications have one or more pathway, the mandatory content (%) should apply equally to these.



Assessment: A proportion of the qualification content will be assessed externally (minimum 25% for TCs and 30% Tech Level). Must also include synoptic assessment.



**Employer involvement:** in design, recognition, delivery and or assessment, which raises the credibility of the qualification in the eyes of employers, parents and learners

# **UCAS POINTS**



### **ENABLING PROGRESSION TO UNIVERSITY**

Grade	Level 3 Advanced Technical Certificate (360)	Level 3 Advanced Technical Diploma (450)	Level 3 Advanced Technical Diploma (540)	Level 3 Advanced Extended Technical Diploma (720)	Level 3 Advanced Technical Extended Diploma (1080)
Distinction*	56	56	84	112	168
Distinction	48	48	72	96	144
Merit	32	32	48	64	96
Pass	16	16	24	32	48

### **OTHER QUALIFICATIONS**

Grade		I Using And Applying  Mathematics (Core  Maths)
<b>A</b> *	28	
Α	24	20
B C	20	16
С	16	12
D	12	10
E	8	6

### A Level equivalent points

UCAS points	A Level
56	A*
48	Α
40	В
32	С
24	D
16	E

- ✓ Adding Core Maths at Level 3 makes TechBac compliant with the Government's new technical baccalaureate measure.
- ✓ Funding uplift may apply

# **UPCOMING TECHNICAL DEVELOPMENTS**



### **COMING SOON**



# **Key Stage 5 - Level 2 - September 2017 (England)**

- Level 2 TechBac/Technical In Health, Care & Early Years now in development
  - available from September 2017, subject to DfE approval December 2016



# NEW TECHNICAL QUALIFICATIONS

**ASSESSMENT** 

Timeframes, support and examples.

# **CURRENT TIMELINE AND ASSESSMENT DATES**



### **KS4/KS5 LEVEL 2 TECHNICAL AWARDS / CERTIFICATES**

DATE	END EXTERNAL EXAM	SYNOPTIC ASSIGNMENT
FEBRUARY: WK OF:1st FEB		SYNOPTIC ASSIGNMENTS RELEASED TO CENTRES
APRIL L2-25 <sup>th</sup>	EXTERNAL END EXAM	
MAY: EXAM-WK OF: L2-30 <sup>th</sup> SYN- WK of: 23 MAY	RESULTS OF 1st EXTERNAL EXAM	SUBMISSIONS OF MARKS FOR SYNOPTIC ASSIGNMENT & OPTIONAL UNIT EVIDENCE
JUNE L2- 27 <sup>th</sup>	2 <sup>ND</sup> EXTERNAL END EXAM WINDOW	
JULY L2- 4 <sup>th</sup>		SYNOPTIC ASSIGNMENT MARKS CONFIRMED AND GRADES AWARDED
JULY/AUG L2 – 1 <sup>st</sup> AUG	RESULTS OF 2 <sup>ND</sup> EXTERNAL EXAM	

# **CURRENT TIMELINE AND ASSESSMENT DATES**



### **LEVEL 3 TECHNICAL LEVEL QUALIFICATIONS**

DATE	END EXTERNAL EXAM	SYNOPTIC ASSIGNMENT
FEBRUARY: WK OF:1st FEB		SYNOPTIC ASSIGNMENTS RELEASED TO CENTRES
APRIL L3-18 <sup>th</sup>	EXTERNAL END EXAM	
MAY: EXAM-WK OF:  L3-23th SYN- WK of:	RESULTS OF 1st EXTERNAL EXAM	SUBMISSIONS OF MARKS FOR SYNOPTIC ASSIGNMENT & OPTIONAL UNIT EVIDENCE
JUNE L3 20 <sup>th</sup>	2 <sup>ND</sup> EXTERNAL END EXAM WINDOW	
JULY L3 – 4 <sup>th</sup>		SYNOPTIC ASSIGNMENT MARKS CONFIRMED AND GRADES AWARDED
JULY/AUG L3 – 25 <sup>th</sup> JULY	RESULTS OF 2 <sup>ND</sup> EXTERNAL EXAM	

# **SUPPORT RESOURCES**



# DOCUMENTATION AVAILABLE NOW

### Qualification pages on

http://www.cityandguilds.com/qualifications-and-apprenticeships/children/children-and-young-people/3605-early-years-practitioner-early-years-educator-and-early-years-and-childcare#tab=documents

- Qualification Handbooks
- Sample synoptic assessments
- Portfolio guidance resource
- Test sample
- Synoptic assessment sample
- Assignment essay marking guide
- Assignment sample
- Optional unit assignment sample
- Guide to Teaching, Learning and Assessment
- Guide to marking and moderation
- Guide to Employer Involvement

# QUALIFICATION SUPPORT RESOURCES

- Portfolio Advisers
- National network support events for centres delivering the qualification

# **ASSESSMENT EXAMPLE - SYNOPTIC**



### LEVEL 3 ADVANCED TECHNICAL EXTENDED DIPLOMA

### Part B Evaluate and interpret child observations

Now that you have completed and recorded your observations, produce an overall evaluation of the effectiveness of the chosen observation methods.

Your evaluation must not be more than 2000 words long and must reference:

- the factors that were taken into account and their impact
- how the relevant information from other sources has been used (eg parents, children, key worker, team members and colleagues, other professionals, previous records)
- an assessment of interactions (adult/child; adult/child/child; child/child)
- the child's current competence level
- clear links to the relevant child development norms
- identification of and support for the child's individual and additional needs and skills
- identification of and the support for the child's likes/dislikes
- relevant curriculum frameworks, child development theories, play theories and philosophical approaches.

### Conditions of assessment:

You must carry out the activity on your own. Your evaluation does not need to be completed under supervised conditions but it must show your own knowledge and understanding of how observation and assessments are interpreted and why, without any outside support, ie it must be written in your own words and style. You must also acknowledge any sources used. You will also be required to sign a declaration of authenticity to confirm this for the entire assignment. Where word count is indicated, you must ensure that your work meets this requirement.

### What must be presented for marking:

evaluation of child observations, including referencing.

# **ASSESSMENT EXAMPLE – EXTERNAL TEST**



### L3 ADVANCED TECHNICAL DIPLOMA (540)

Answer the question using the provided scenario.

### Scenario

John is four years old and has been attending nursery for two years. His mum says she has a new boyfriend and the family will be moving in three weeks to the other side of town. This is to allow John to settle in and be ready to start in the reception class of his new school. John's key worker/person has noticed in the last six weeks that he has become withdrawn. There have been two occasions where he has arrived at nursery with bruises, which his mum has explained as falls. There are safeguarding concerns about John.

- a) Briefly explain two of the roles and responsibilities of his key worker/person. (4 marks)
- b) Identify one type of support that may be available to children and their parents/carers. (1 mark)

(Total 5 marks)

Identify four signs or symptoms of emotional abuse.

(4 marks)

(Total 4 marks)

3. a) Describe what is meant by the medical model of disability.

(2 marks)

b) Briefly explain why the medical model of disability may **not** be considered best practice.

(2 marks)

(Total 4 marks)

Explain why play is important for supporting children's learning and development.

Discuss how current early years practice and provision is influenced by the Reggio Emilia

(3 marks)

(Total 3 marks)

(9 marks)

(Total 9 marks)

6. Answer the question using the scenario below.

pedagogical approach.



### **TALK TO US**



- 1 TALK TO YOUR BUSINESS MANAGER
- JOIN THE LINKEDIN COMMUNITY: TECHBAC DEVELOPMENT & DISCUSSION
- REGISTER FOR AN EVENT (WE RUN SECTOR EVENTS, ADVANCE EVENTS AND CONSULTATIONS)

**REGISTER FOR UPDATES AT** 

# CITYANDGUILDS.COM/TECHBAC