Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)

(3605-32)

Sample optional unit assignment

Using technologies in the Early Years setting

Version 1.0

Candidate guidance

Optional assignment (3605-022) - Using technology in the Early Years setting

General guidance

This is a formal assessment for your chosen optional unit that you will be marked and graded on. You will be marked on the quality and accuracy of the work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

You should take care when planning to make sure you have divided the time available between tasks appropriately. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely and follow any relevant Health and Safety regulations and codes of practice. You must also ensure that you maintain confidentiality when working with children

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of work is clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work. Written work, eg guide may be word processed but this is not a requirement.

Assignment

This assessment requires you to show your knowledge, understanding and skills for using different technologies within your setting for children's learning and development and to enhance own development.

As part of this assessment, you will carry out activities with children in your placement setting using technology and use observation and assessment to record the findings.

NB All your records as part of the observation and assessment process must show that you maintained confidentiality and data protection throughout.

You will also analyse the effectiveness of the technologies used and produce recommendations for the use of technology in the setting, with a particular emphasis on e-safety and cyber security.

Version 1.0 Using technology in the Early Years setting

Tasks

Task 1   Investigating technology in the setting

Part A   Investigating technology with children
Implement a technology-based activity with a group of children in your setting. The aim of the activity is to observe what the children do and say in order to develop their learning.

In planning your activity you must consider your own and children's current interest and proficiency with technology, and provide opportunities to extend learning. You must record what you and the children do, say and learn using appropriate observation and assessment methodologies.

Analyse the effectiveness of the technology used in the activity considering how:
- children used the technology to learn and develop
- you used the technology to support learning and development.

Compare and evaluate your findings in relation to the relevant research, theory and thinking about technology in Early Years and make recommendations for future practice.

Part B   Investigating technology for professional development
Implement a technology-based activity for your own professional development. The aim of the activity should be to assess the effectiveness of this in terms of:
- children's learning and development
- enhanced practice
- own professional development.

You must have regard for e-safety and cyber security when carrying out activities in Part A.

NB All your records as part of the observation and assessment process must show that you maintained confidentiality and data protection throughout.

Conditions of assessment:
You must carry out the activity on your own in your placement setting. Your written work does not need to be completed under supervised conditions but it must show your own knowledge and understanding of the use of technologies in the setting 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.

What must be presented for marking:
Part A
- analysis of the effectiveness of the technology used for children's learning and development
- comparison/evaluation of the effectiveness of the technology used

Part B
- assessment of effectiveness of the technology used for own professional development

Additional records to support your performance:
- record of the completed observations.

Task 2   Guide to using technology creatively and safely

Using your findings from Task 1, develop a guide that can be used by new colleagues or parents in the setting which includes the following:
- recommendations for the use of technology within the setting, including relevant legislation
- benefits of using technology within the setting
- guidance on e-safety and cyber security in relation to:
  o how to stay safe online
  o safe use of technology e.g. amount of time spent online
  o age rating and suitability of software
  o privacy controls
  o virus controls and similar.

Conditions of assessment:
You must complete this task on your own. It does not need to be completed under supervised conditions but it must show your own knowledge and understanding of the use of technologies in the setting, their benefits, legislation, and e-safety and cyber security, without any outside support, ie the guide 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.

What must be presented for marking:
- a guide.

TUTOR GUIDANCE

This assessment is designed to require the candidate to make use their knowledge, understanding and skills that they have built up for their chosen optional unit.

This approach to assessment emphasises to candidates the importance and applicability their learning, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation.

Candidates are provided with a set of tasks. They then have to draw on the knowledge and skills they have to independently select the correct processes, skills, materials, and approaches to take, to make good decisions that will achieve an end result that is fit for the specified purpose.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Assessment-specific guidance

Candidates should make use of relevant documents and protocols from Ofsted or similar about the importance of e-safety to ensure that they have covered the legislation requirements.

Candidates may use the list of technologies within the handbook under topic guidance 1.1, but should be aware that this is not an exhaustive list and they may choose other suitable examples.

Work products may be used to support candidate's explanations and should cover the full age range from conception to 7 years.

Candidates should use research, theory and thinking about technology to support them in completing the tasks.

For promoting learning and development with children, candidates must use real work setting to observe and carry out the activity.

For professional development, candidates may use real work setting or classroom activities if they do not have access to the range of technology within the work placement.

Guidance on assessment conditions

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

Candidates can rework any evidence that has been produced for this assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as tutor malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

A tutor may not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Guidance on marking

Please see the centre guidance document **Guidance for assessment of City & Guilds technical qualifications**, including grading and use of marking grids for detailed guidance on using the following marking grid.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO1 Recall of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate it their knowledge? Are there any	**(1-4 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, gaps, inaccuracy.	**(5-8 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps	**(9-12 marks)** **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.** Accurate, confident, complete, fluent.
		Types of knowledge expected: Legislation, regulation and guidance, roles and responsibilities when using technologies, use of terminology, health and safety considerations, codes of conduct including ethical research, types of technology available, e-safety and cyber security, confidentiality, Ofsted guidance on technology, child development and theory		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	gaps or misunderstandings evident? • How confident and secure does their knowledge seem?	*Bottom of band:* The candidate has shown minimal knowledge of technologies that are available for children and practitioners and other adults in the Early Years and provided limited links to e-safety and cyber security. *Top of band:* The candidate has shown limited knowledge of technology, lacking understanding of application in some areas. Examples provided cover a limited range. Some points are explored in detail but consideration of wider factors is limited.	*Bottom of band:* The candidate has shown a good range of knowledge across both tasks which is sound and often detailed. *Top of band:* Candidate has shown a broad range of knowledge (eg making links to legislation and/or practice). Explanations are mostly detailed and linked to collected data (eg observations).	*Bottom of band:* The candidate has shown depth and detailed knowledge across the tasks, showing a high degree of confidence and accuracy in interpreting data. *Top of band:* The candidate has shown the knowledge of the value of child and person-centred approaches, and best practice is evident in responses.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO2 Understanding of concepts theories and processes relating to the LOs** • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do	**(1-4 marks)** **Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.** Misunderstanding, illogical connections, guessing.	**(5-8 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible.	**(9-12 marks)** **Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.** Logical reasoning, thoughtful decisions, causal links, justified.
		Examples of understanding expected: Technology encompasses more than just computers and tablets, the effect that different technologies can have on children's learning and own CPD, links to relevant theory, practice and legislation, roles and responsibilities		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	they illustrate the concept?	***Bottom of band:*** The candidate has provided explanations that are simplistic or incomplete and may be unrelated to observations. Some evaluation and comparison has been made with limited links to theory, practice and legislation. ***Top of band:*** The candidate has provided a rationale for the use of chosen technologies which lacks in clarity and clear purpose. Aspects of the task show limited consideration for wider factors (eg theories and models of reflective practice).	***Bottom of band:*** The candidate has shown a good understanding of effective use of technology in the Early Years. They have made some connections to practice, boundaries and theories across the tasks. ***Top of band:*** The candidate has provided explanations which are related to observations and assessments. Evaluation and comparison are sound and often detailed with limited links to theory, boundaries and practice.	***Bottom of band:*** The candidate has shown detailed understanding of technology and its effective use within the Early Years. They have made logical links to theories, boundaries and practice across the tasks. ***Top of band:*** The candidate's explanations are comprehensive and multi-layered. These are supported by relevant theory and practical evidence showing a high degree of confidence and accuracy.
20	**AO3** Application of **practical/ technical skills** • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to	**(1-4 marks)** **Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.** Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	**(5-8 marks)** **Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.** Somewhat successful, some inconsistencies, fairly adept/capable.	**(9-12 marks)** **Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.** Dextrous, fluid, comes naturally, skilled, practiced.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	them? • How accurately/successfully has the candidate been able to use skills/achieve practical outcomes?	*Examples of skills expected:* Evaluations and reflections in relation to observations and assessments, use of technology hardware and software to achieve outcomes of research, reflection, child learning and development, own CPD, e-safety and cyber security, recommendations for improvement		
		Bottom of band: The candidate has used minimal information from observations and assessments resulting in unreliable conclusions. Shows little reflection on the use of technology or the benefits derived for children's learning and development and own professional development. *Top of band:* The candidate's evaluation and analysis have shown some inaccuracies or gaps. Child-centred approaches are inconsistent. Own professional development objectives unidentified or unfulfilled.	*Bottom of band:* The candidate has used information from observations and assessments which draw some valid conclusions. Reflections include some benefits for children's learning and development and own professional development *Top of band:* The candidate's evaluation and analysis is generally accurate and linked to specific tasks. Child-centred approaches and own professional development objectives are defined but not fully met. Some specific and measurable recommendations and benefits are included.	*Bottom of band:* The candidate has used information from observations and assessments that enable detailed evaluations and robust conclusions to be drawn. Reflections show constructive benefits for children's learning and development and own professional development. *Top of band:* The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are present and measurable recommendations are realistic and linked to improvements in the setting.

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N/A	**AO4 Bringing it all together - coherence of the whole subject** • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own?	N/A	N/A	N/A
		Examples of bringing it all together: N/A		
10	**AO5 Attending to detail/ perfecting** • Does the candidate routinely check on quality, finish etc and attend to imperfections/omissions? • How much is accuracy a result of persistent care and attention (eg measure twice cut once)? • Would you describe the candidate as a	**(1-2 marks)** **Easily distracted or lack of checking. Insufficiently concerned by poor result, little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.** Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated..	**(3-4 marks)** **Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.** Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	**(5-6 marks)** **Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.** Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attending to detail: Meeting specific requirements of the task, attention to detail		

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	perfectionist and wholly engaged in the subject?	The candidate has shown limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks. Some evidence of meeting the specific requirements of the task	The candidate has shown consistent attention to detail. Evidence provided is generally accurate and related to specific tasks.	The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident.
10	**AO6 Identify and use knowledge from other sources – research** • Does the candidate identify and use a wide range of appropriate sources effectively? • How critically is information appraised, for plausibility, suitability and relevance? • How purposefully is	**(1-2 marks)** **Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/consideration in use, referencing minimal.** Limited, uncritical, unfocussed, no clear purpose, cut and paste.	**(3-4 marks)** **Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.** Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.	**(5-6 marks)** **Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.** Broad/deep, relevant, considered, well chosen, purposeful, interpreted.
		Examples of research: A range of sources (eg internet, books, journals, relevant non-confidential workplace policies and procedures), selection of research material and sources, consistent and reliable referencing		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	information used?	The candidate has shown little evidence of background reading with some basic referencing to sources. Limited range of sources used (eg internet only). Referenced sources are not always accurately and consistently recorded.	The candidate has shown evidence of background reading with considered and relevant referencing. Referencing is clear and provides a range of sources. Use of a standard referencing framework is generally accurate.	The candidate has shown strong and consistent evidence of background reading with well-considered referencing. Referencing demonstrates depth and breadth of research sources (eg books, web-based research, journals and more). Use of a standard referencing framework is accurate and consistently applied.
10	**AO7 Originality and creativity** • Does the candidate respond to the brief in an original way? • Are ideas/materials etc used in a creative novel, experimental way? • Are creative, unconventional approaches taken in applying skills/ processes	**(1-2 marks)** **Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.** Unimaginative, uses existing/ conventional ideas, safe.	**(3-4 marks)** **Evidence of creativity/originality/experimentation, but may be incompletely developed or lacking in clear intention.** Somewhat original, beginnings of an idea, partially developed, lacking in confidence, avoiding risk, falling back on convention.	**(5-6 marks)** **Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/experimental.** Original, creative, unique, unconventional, risky, fully developed, inspired.
		Examples of creativity: Innovative ways of using technology that is not solely related to computers and tablets, using quantitative as well as qualitative data for analyses of observations, solutions do not always include bought packages or traditional ideas of technology (eg pinhole cameras, pulleys and lever systems that need to be connected in correct ways to work)		

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	to meet a challenge?	The candidate's choice for technology is limited and mainly linked to computers and tablets. The candidate's insecurities about using technology have limited their experimentation and application of technology in the setting. Mostly quantitative analysis of observations.	The candidate's choices have shown some evidence of relevant technologies to support learning and professional development. The candidates has taken risk with their own skills and experiment alongside the children to support learning and development. May include quantitative and qualitative data.	The candidate's choice of technology may be creative, diverse or innovative. The candidate has shown children's learning and development and own professional development is enhanced by trying out creative and innovative ideas. Observations may be linked to technology to analyse and evaluate experiences.
10	**AO8 Communication/** **Presentation/** **Documentation** • How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? • Does the candidate use logical and well-structured writing that is coherent	**(1-2 marks)** **Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.** Somewhat disorganised/ unstructured, informal, basic.	**(3-4 marks)** **Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.** Reasonably successful, conveys message quite well.	**(5-6 marks)** **Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.** Professional, organised, well structured, easy to follow, even complex ideas.
		Examples of communication: Assignment and report writing skills, layout and presentation, coherence of arguments, well expressed sentence structure (syntax) and grammar		

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	and easy to follow? • How appropriate and well presented are the chosen communication methods and formats?	The candidate's responses lack structure and are not easy to follow. The candidate's work contains a number of grammatical and spelling errors. Presentation does not meet the requirements of the tasks. Communication methods, language and terminology are not always appropriate.	The candidate has provided generally consistent responses with basic logical structure and which are mostly easy to follow. Some grammatical and spelling errors. Presentation meets the requirements of the tasks with some inconsistencies. Communication methods, language and terminology are mainly appropriate.	The candidate has provided clear and consistent responses which are logical, well structured, coherent and easy to follow. Minimal grammatical and spelling errors. Presentation meets the requirements of the tasks. Communication methods, language and terminology are appropriate.

Declaration of Authenticity

Candidate name   Candidate number

Centre name   Centre number

Candidate:

I confirm that all work submitted for this assignment is my own, and that I have acknowledged all sources I have used.

Candidate signature   Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature   Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: