

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

(3605-32)

Version 1.0

Synoptic Assignment Pack

Introduction

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Synoptic Assignment Pack

Candidate guidance

Synoptic assignment (3605-037) – Longitudinal study

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of any written 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

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assignment. 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.

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.

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 will not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out observations and assessment of children. You must also ensure that you maintain confidentiality when working with children.

You must always follow any relevant Health and Safety regulations and codes of practice.

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 reports, may be word processed but this is not a requirement.

Assignment

You will be completing a longitudinal study with children aged birth-5 years within a real work environment.

Observation and assessment of children is a fundamental part of professional practice. You will be expected to become proficient in this skill in order to complete this assessment and to gain your qualification. Therefore, it is important that you make the connection between theoretical knowledge and professional skills and experiences in a holistic way.

Your observation and assessment cycle needs to be well planned throughout and you work with your tutor on developing your skills.

If you are not already undertaking child observation and assessment you are expected to begin to do so as soon as possible. You must secure permission from parents/carers and your supervisor before you commence any child observations, and follow all requirements regarding data protection and confidentiality.

Ensure that you carry out a sufficient number of observations and assessments to enable you to make appropriate choices for the inclusion in assessment or in cases where resubmission is required.

Ensure that you use appropriate referencing (Eg Harvard referencing) where applicable.

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

The observations should follow the development of one target child (preferred) or of two to three children. Your planning and commentary should:

- reflect the scope of the learning and development requirements of the Early Years Foundation Stage (or approved alternative Early Years curriculum).
- follow any specific guidance of the assessment.

The aim is to build up a specific picture of the holistic needs of the child or children over time. If your target child leaves the setting before you complete all of your observations and assessments, you can select a different target child but you should retain all of the previously completed records.

Your choice of topic for Task 2 must come from mandatory units in year 2 of your study. You will need to carry out observation and assessment for mathematics and literacy within the provision regardless of which topic area you choose.

Your final assessment will be a professional discussion with your tutor lasting 30-45 minutes. The purpose of this discussion is to assess your knowledge and to confirm your understanding of the principles of observation and assessment within an Early Years setting.

This will be your opportunity to showcase how your understanding, knowledge, skills and practice have evolved over the period of the course. This will also support your ongoing skills and confidence as a practitioner, and for lifelong learning. You will be supported by your tutor through this process.

Tasks

Task 1 Using observation and assessment for children's development

Part A Carry out observations and record assessments

In your placement setting you will carry out a series of observations using different observation methods to monitor children's learning and development.

You are required to choose **four** of the observations you carried where you used **three** different observation methods.

You must record the findings of **each** observation in a professional manner and ensure that the child's identity is **not** disclosed (for example, you may refer to the child as Child A or Child B).

Your observation records should include:

- the rationale for the chosen observation methods
- which factors need to be considered
- relevant information from other sources that has been used (eg parents, children, key worker, team members and colleagues, other professionals, previous records).

Your observations should include the assessment of one or more areas of development and learning listed below, but must **all** be covered across the **four** observations.

- Physical.
- Communication, language and literacy.
- Cognitive/intellectual (mathematics/numeracy).
- Personal, social, emotional and behavioural.

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 observation and assessment methods, and areas of child development, 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:

- four recorded observations with a rationale, factors and relevant information.

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.

Part C Reflect on observations and assessment cycle

In order to plan the next steps you are required to reflect on your observations and assessments completed in Part A.

A plan for next steps of development should be provided for **each** of your observations.

Provide a written account of no more than 1000 words on how you have used your observations and assessments to:

- inform planning and recording of the next steps for learning and development in partnership with the child, parents, key worker and others
- identify and use specific and spontaneous events
- meet a child's specific individual and additional needs
- promote equality, diversity and inclusion
- share information with parents and others including situations when referrals are needed.

Conditions of assessment:

You must carry out the activity on your own. Your plans and evaluation do not need to be completed under supervised conditions but they must show your own knowledge and understanding of the reflection on observation and assessment, 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. Writing in a concise way is a skill you are required to display. Where word count is indicated, you must ensure that your work meets this requirement.

What must be handed in for marking:

- a plan for next steps for **each** of the four observations
- a written account containing reflection on observations and how they will be used to inform your practice.

Task 2 Using observation and assessments to improve quality in settings

Part A Carry out observations and record assessments

Now that you have used observations and assessments to plan for children's learning and development, you are going to look at how these can be used to improve the quality of settings.

Before you start, you must choose from one of the following areas of Early Years practice:

- leadership skills and team working
- providing enabling environments for children under the age of 3 years
- providing enabling environments for mathematics
- providing enabling environments for literacy
- providing enabling environments for children with additional needs
- innovative practice
- working partnership with parents.

You must then undertake a series of observations and record assessments which must include:

- appraisal/supervisions
- peer observations
- practitioner leading a group time (mathematics or literacy focus is mandatory and must be different from 1:1 observation)
- practitioner working 1:1 with a child (mathematics or literacy focus is mandatory and must be different from group time observation)
- manager/room leader observation
- others – specific to topic chosen.

NB If you haven't chosen the mathematics or literacy unit as your topic, you may use relevant observations for children's mathematical or literacy learning and development completed for Task 1.

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 observation and assessment methods which can be used to explore the quality of practice, 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:

- recorded observations with related findings.

Part B Plan for change based on observations

Once you have carried out the observations in the setting, produce a plan to address the quality of current provision and practice within the setting for children's learning and development, including:

- the impacts on children and practice
- the role of the practitioner
- own values and beliefs
- the relevant curriculum frameworks, child development theories, play theories and philosophical approaches specific to chosen topic.

Carry out a minimum of **two** recommendations from your action plan, although you may do more if practically possible.

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 planning for and addressing the quality of practice using observation and assessment, 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:

- a plan
- evidence of carrying a minimum of two of your recommendations.

Task 3 Professional discussion

Your tutor will conduct a professional discussion with you, lasting 30-45 minutes. The purpose of this discussion is to assess your knowledge and to confirm your understanding of the principles of observation and assessment within an Early Years setting.

This method of assessment will provide you with an opportunity to show the depth and breadth of your knowledge and you should refer to your experience during your work placement as much as possible. You will need to plan for your professional discussion and bring your reflections from tasks 1 and 2 you as you will be referring to examples of your practice.

A professional discussion is not a question and answer session and it is important that you prepare yourself well in advance so that you are ready to fully participate in and lead discussions with your tutor. During the discussion your tutor may ask you to clarify or expand on different content to ensure that you are showing sufficient understanding and knowledge.

The topics that will be covered in your professional discussion are listed below. You should spend time with your tutor discussing the preparation you need to undertake for this task.

You must ensure you cover all **four** topics listed below, so planning your timings to cover these during the discussion is important. Your planning documents must be submitted for assessment following the professional discussion and will contribute towards marking.

The **four** topics are:

- **Balance of adult led and child initiated learning**
 - definitions of adult-led and child-initiated learning and why there must be a balance in practice
 - reflection on whether and how you were able to address this in practice
- **Development of own practice and skills**
 - your understanding about observations and assessments when you started the course and how this understanding has developed your practice and skills
 - the links between evidence-based practice and theory
 - reflection on challenges on own and others' personal beliefs and values in practice and why this is important
- **Service provision including the indoor, outdoor and emotional learning environment**
 - recognising and understanding the different learning environments
 - how practitioners can influence children's opportunities for learning within different environments
 - reflection on the opportunities for children's learning within the settings and recommendations for change
- **Changes made in order to improve the quality of provision**
 - potential impact of the change
 - benefits of the change for the children and the practitioner
 - reflection on overall understanding of what it means to be an Early Years practitioner in relation to working with children and improving the quality of practice.

Confidentiality of information

You must ensure that no reference is made to your work placement name or the names of the observed child(ren) throughout your discussion.

Your tutor will use a pro-forma to record the professional discussion. The discussion may be written up or an audio recording could be used. The discussion will be referenced to your learning

over the course of this qualification and you should receive feedback from your tutor on the outcome.

Your tutor will also inform you of the venue, date and time of the discussion and will also ensure there is a quiet area which will allow for confidentiality.

On the day of the assessment you should arrive early and be prepared. You should prepare any questions that you may wish to ask your tutor before the assessment starts.

Your tutor will give you any required or additional information ahead of the assessment to allow you enough time to prepare.

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TUTOR GUIDANCE

General guidance

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills that they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practise in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with a set of tasks. They then have to draw on the knowledge and skills and independently select the correct processes, skills, materials, and approaches to take.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

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

For ease of delivery and writing the qualification is presented in separate units. However, as Early Years practice is holistic and this study should reflect that.

Candidates must make the connection between theoretical knowledge and professional skills and experiences in a holistic way. Candidates should also be given the opportunity to explore and practise professional discussion skills in preparation for the final task.

Candidates must complete the longitudinal study within placement settings for children aged birth-5 years within a real work environment.

Tutors should not accept documents that do not meet the required confidentiality and data protection criteria.

Candidates should be directed to consider their own level of competence in written and verbal English when recording, evaluating and using the collected data.

NB Candidates who have failed this assessment in the first attempt will be required to use a whole new set of observations and assessments for resubmission, completing the task in this new context. Candidates must have sufficient observations and assessments to be able to resubmit.

Task 1

Candidates should be encouraged to consider their choice of observation and assessment methods and tools to ensure current curriculum guidance on assessment is followed.

Tutors may wish to put together a pro-forma to ensure the candidate has generated and submitted the relevant documentation.

Candidates should evaluate the observations to show a clear understanding of the purpose and benefits combined with practical experience of observation and assessment methods and the skills involved in recording and using them.

Candidates will be expected to research and make links between different child development and play theories, and philosophical approaches and their observations.

The use of a cover sheet could be advantageous if the candidate is new to observing and assessing and would provide comprehensive information about the observation/assessment. This could include the following information:

- child's pseudonym
- child's age
- date
- name of observer
- environment
- permissions gained
- aims and purpose of observation
- start and finish times.

Candidates must evaluate the observations to show a clear understanding of the purpose and benefits combined with practical experience of observation and assessment methods and the skills involved in recording and using them.

Candidates will be expected to research and make links between different child development and play theories, and philosophical approaches and their observations.

Task 2

The candidates' choice for this task must come from one of the mandatory units in year 2. Candidates must also carry out observation and assessment for mathematics and literacy within the provision regardless of which topic area they choose.

Tutors should talk through the candidates' action plan for two recommendations for change to be carried out in the setting to ensure they are feasible and appropriate.

Task 3

See guidance on professional discussion further in the document.

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Guidance on tasks

Timings

Due to the nature of the longitudinal study, candidates will be completing this assessment over the duration of the course. It is expected that the observations for Task 1 of this study will be carried out in year 1 and those related to Task 2 in year 2. Therefore, it is important that candidates have content of the tasks at appropriate times in the course. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task. Task 3, ie the professional discussion, must be completed at the end of the course.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks. They must also have access to children in the placement setting to be able to carry out observations and assessment.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded (eg measurements to confirm accuracy/tolerances).

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed and accurate.

Tutors should ensure that any supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Preparation

Candidates should be encouraged to do the best they can, and should be made aware of the difference between this summative assessment and any formative assessments they may have done previously. They should not be given access to the specific marking grids. Care should be taken to ensure that the work produced is that of the candidate in question and that candidate alone.

Guidance on professional discussion

This assessment will take 30-45 minutes per candidate and will be completed on a one to one basis at the end of the second year of the qualification and after the candidate has completed other assessments, including portfolio of evidence and their work placement(s).

Professional discussion is a useful assessment method to assess the knowledge of the candidate and to be certain that they have a firm understanding of principles underpinning their practice. A professional discussion is a planned event and should be structured so that the specific areas to be explored during the discussion are clearly identified and agreed, as must the methods by which the discussion will be conducted.

The professional discussion is:

- part of the planned summative assessment strategy and timings are agreed in advance with the candidate
- a structured opportunity which explores key aspects of the candidate's understanding of practice and/or procedures
- not intended to be a question and answer session led by the tutor (although it is acknowledged that some candidates may need prompting during the discussion).

Recording of the professional discussion

The outcomes of the professional discussion will be recorded and captured by either:

- a detailed written account by the tutor of the discussion using a pro-forma (See appendix 1)
- an audio/video recording - this must be of good quality so that the discussion can be heard throughout accompanied by an audio recording pro-forma (See appendix 1).

Both methods should be referenced clearly to the assessment criteria, and for an audio recording, timings should be given so that it can be effectively quality assured.

All completed records of the candidates' responses should be securely stored by the centre for verification by City & Guilds.

Confidentiality of information

Tutors must ensure that candidates are informed prior to the professional discussion that no reference must be made to placement name and children observed. In all recording tutors are required to ensure no breach of Data Protection regulations has occurred.

Tutor requirements/employer support

Professional discussions must be carried out by a vocationally competent tutor who is current in their understanding of Early Years practice.

Planning a professional discussion

Thorough planning with the candidate is essential and should include the following:

- topics for discussion
- types of evidence that can be referred to within the discussion
- candidate preferences on how the discussion is to be recorded
- venue, date, and time.

Centres are required to provide auditable written evidence of the above for verification purposes. Candidates planning documents must be submitted as part of the assessed professional discussions and will contribute towards marking.

It is good practice for the tutor to remind the candidate prior to the discussion of the agreements made during the planning.

Day of the professional discussion

The tutor should:

- ensure they have all the relevant assessment records, copies of the unit criteria as required, and working recording equipment
- arrive early and prepare a quiet, confidential area and that equipment is available.
- ensure the candidate is prepared for the assessment and remind them of the centre's appeals procedure
- (if using recording equipment) at the start of the assessment introduce the people present, date and time and venue and the units, outcomes and criteria to be discussed.

Managing the process

The tutor should encourage the candidate to keep the discussion focused and to the time span agreed thus ensuring that all learning outcomes can be covered.

It is good practice for the professional discussion to be led by the candidate. However it is recognised that initially candidates can be nervous. With encouragement from the tutor, the candidate should be prepared to discuss their understanding of the agreed topics and once they start to relate their understanding to their practice they will gain more confidence and the discussion should start to flow. When the discussion is going well the tutor will often just need to interject to recap or reword a question to draw more information or examples from the candidate about the criteria/topics being covered.

Discussion prompts only need to be used if a candidate is not able to lead the discussion themselves and this could impact on their mark.

Feedback

The tutor should encourage and praise the candidate appropriately and inform them when to expect feedback and a provisional grade.

Completed pro-forma should be signed and dated; the written record should be completed sufficiently to support referencing and quality assurance of any electronic record.

Topics for professional discussion

Topics to be covered within the professional discussion with candidates are provided on the next page.

In some instances examples provided by candidates may provide sufficient evidence to cover more than one criteria. The tutor's management of the professional discussion is therefore crucial.

Should the candidate not be able to lead the discussion, the prompts identified can be used in the professional discussion process. Tutors must support candidates in planning the discussion so that there is a natural, holistic flow through the topic areas.

Candidates should be encouraged to refer to examples from their work placement. Candidates have been advised to bring their observations and evidence from Tasks 1 and 2 into the discussion to refer to.

Topic	Suggested questions and content for candidate responses during the discussion
Balance of adult-led and child-initiated learning	<p>The candidate is expected to know the difference between the adult-led and child-initiated learning and be able to explain why a setting should have a balance between the two forms of learning. The candidate should reflect on evidence from Task A about children’s development and learning and/or the action plan and recommendations implemented in task B, including the candidate’s own practice.</p> <p><i>Discussion prompt</i> Can you explain why a balance the difference between the adult led and child led learning is important? What have your observations in Tasks A and B shown in relation to adult-led and child-initiated learning in the setting? How has this contributed to the recommendations for change you suggested?</p>
Development of own practice and skills	<p>The candidate must be able to evaluate how they have developed as an Early Years practitioner. They should have an understanding of how theory informs practice and how own and others’ values and beliefs may influence their learning, development and practice. Candidates should refer back to specific examples in Tasks A and B.</p> <p><i>Discussion prompt</i> Tell me about how your practice and skills have developed? What challenges to your practice have you faced and how and whether these were overcome? Can you describe how the different personal values and beliefs could affect the work of an Early Years practitioner? Please give examples from your experience of what this means for your practice? How has understanding the theory behind Early Years practice supported you in developing your skills and practice in relation to children’s learning and development and the quality of the setting?</p>
Service provision including the indoor, outdoor and emotional learning environment	<p>The candidate should understand the different learning environments within Early Years practice. They are expected to recognise appropriate opportunities for children’s learning and development within each of the environments. Where this is not happening the candidate should make recommendations to improve opportunities and quality within a setting. They must know their own role and responsibilities as a practitioner in ensuring the service provision is appropriate for children and families. The candidate should refer to their observations and assessments to provide examples.</p> <p><i>Discussion prompt</i> Can you give examples of good practice in the delivery of service provision? Can you explain one area of your practice that you have developed and how this has contributed to your understanding of your role and responsibilities as an Early Years practitioner in providing appropriate services for children and families?</p>

Topic	Suggested questions and content for candidate responses during the discussion
<p>Changes made in order to improve the quality of provision</p>	<p>Candidates will reflect on the impact and the benefits of the changes made and describe how this supports good practice within Early Years. Candidates will also reflect on their learning and what it means to be an Early Years practitioner and their role in the setting.</p> <p><i>Discussion prompt</i></p> <p>Reflecting on your recommendations for changes to practice, what was the result and the benefit? Was this what you expected? How will this help you become an effective Early Years practitioner in relation to supporting children and improving the practice?</p>

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Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the assessment outcome

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability. The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

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

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

Candidates can rework any evidence that has been produced for this synoptic 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 assessor 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 assessor 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 synoptic 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.

It is up to the marker during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

Example

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

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.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

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.

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Assessment objectives marking grid

For any category, 0 marks may be awarded where there is no evidence of worthy 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 <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or 	(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.
		Examples of types of knowledge expected: Factors for conducting observations within an Early Years setting (physical, ethical and legal), roles and responsibilities, use of terminology, types of observations and the rationale for their use, core principles for Early Years practice, child development from conception to 7 years, professional manner for recording observations		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p data-bbox="264 292 495 347">misunderstandings evident?</p> <ul data-bbox="219 368 495 467" style="list-style-type: none"> <li data-bbox="219 368 495 467">• How confident and secure does their knowledge seem? 	<p data-bbox="589 292 790 320">Bottom of band:</p> <p data-bbox="589 331 981 687">The candidate has shown a basic knowledge of key Early Years principles for using a limited variety of observations to assess development and monitor practice (eg some exploration of factors to take into account and recording of observation in line with data protection and confidentiality).</p> <p data-bbox="589 740 745 769">Top of band:</p> <p data-bbox="589 780 981 1134">The candidate has shown basic knowledge of how to use different observations, with some insecurity in some areas. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors such as legislation and regulation and links to practice are limited.</p>	<p data-bbox="1025 292 1227 320">Bottom of band:</p> <p data-bbox="1025 331 1417 467">The candidate has shown a good range of knowledge from across the qualification, which is sound and often detailed.</p> <p data-bbox="1025 520 1182 549">Top of band:</p> <p data-bbox="1025 560 1417 916">Candidate has shown a broad range of knowledge, making links to legislation and practice. Explanations are usually detailed. Choice of observations is more varied with complex methods chosen and rationale balanced well. Records of children’s development is detailed and in some cases holistic.</p>	<p data-bbox="1451 292 1653 320">Bottom of band:</p> <p data-bbox="1451 331 1843 507">The candidate has shown in-depth and detailed knowledge across the whole qualification range, showing a high degree of confidence and accuracy.</p> <p data-bbox="1451 560 1608 588">Top of band:</p> <p data-bbox="1451 600 1843 879">The knowledge is sound and strong links have been made between legislation, regulation and links to practice. Where relevant, the children and practice are evaluated well and best practice is evident in responses.</p>

%	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 <ul style="list-style-type: none"> • 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: Theories and models of child development, reflective practice, concepts of Early Years values and behaviours, principles of child centred observations, risk, application of legislation and policy to situations (eg data protection, safeguarding, partnership working, sharing information)				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	they illustrate the concept?	<p>Bottom of band: The candidate has shown a basic understanding of key Early Years principles and how these are related to quality of practice and theories for example links observations to relevant child development theory and own roles and responsibilities.</p> <p>Top of band: The candidate has shown basic understanding of Early Years principles and theories from across the qualification, with some insecurity in some areas. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors such as theories and models of reflective practice are limited.</p>	<p>Bottom of band: The candidate has shown a good range of understanding of Early Years principles and how these are related to quality of practice and theories from across the qualification that are sound and often detailed.</p> <p>Top of band: The candidate has shown a broad range of understanding of Early Years principles and how these are related to quality of practice and theories, making links to observed practice. Explanations are usually detailed. Understanding is consistent with reasoning coherent and well explained.</p>	<p>Bottom of band: The candidate has shown in-depth and detailed understanding of Early Years principles and how these relate to quality of practice and theories across the whole qualification range, showing a high degree of confidence and accuracy.</p> <p>Top of band: Understanding is clear and strong links have been made between principles and theories and links to practice. Where relevant, the child or practice is at the centre of consideration, and best practice is evident in responses. Recommendations for change and quality improvements are securely linked to observations. Concepts and understanding can be applied consistently and effectively in new contexts.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? 	(1-3 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.	(4-6 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.	(7-9 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.
		Examples of skills expected: Verbal and non-verbal communication, reflection, completing documentation, professional manner for recording observations, use of different observation methods, analyses include quantitative and qualitative data, recommendations link to observations		
		The candidate's reflections have shown minimal depth and evaluation. Raw data has been recorded but may be minimal and have little link to recommendations. The candidate has shown basic communication skills to convey responses with prompting during professional discussion.	The candidate has used reflection to evaluate situations and has been able to discuss some potential impact. Observations are more varied and show links to recommendations. The candidate has demonstrated a range of non-verbal and verbal communication methods. The candidate has demonstrated engagement and is able to widen discussions when prompted.	The candidate has used reflection to analyse and evaluate situations and has been able to discuss fully the impact. Strong evaluation of observations with links to recommendations. The candidate has used a wide range of non-verbal and verbal communication methods, has demonstrated full engagement and has been able to extend and widen discussions.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> • 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 	(1-2 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(3-4 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(5-6 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
Examples of bringing it all together: Application of knowledge and understanding to a particular situation, justification of decisions/approaches taken, contingencies, reflection and evaluation in professional discussion and longitudinal study				

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	contexts/ problems on their own?	<p>Bottom of band: The candidate has shown evidence of using their knowledge and understanding to makes straightforward links between limited topics across the qualification.</p> <p>Top of band: The candidate has shown evidence of using their knowledge and understanding to make key links between limited topics across the qualification.</p>	<p>Bottom of band: The candidate has consistently brought together their knowledge, understanding and skills when analysing and solving problems and reflecting on Early Years practice. The candidate has made key links between a range of topics across the qualification.</p> <p>Top of band: The candidate has utilised a range of knowledge from across the qualification to analyse and problem solve. The candidate has integrated the knowledge, understanding and skills, which inform basic appreciation of the context of Early Years practice and its impact on children’s learning and development, and setting quality.</p>	<p>Bottom of band: The candidate has used a wide range of knowledge from across the qualification to analyse and problem solve. The candidate has integrated the knowledge, understanding and skills, which inform an appreciation of the wider context of Early Years practice and its impact on children’s learning and development and setting quality.</p> <p>Top of band: The candidate has utilised a wide range of knowledge from across the qualification to analyse and problem solve creatively and holistically. The candidate has integrated the knowledge, understanding and skills, which inform a full understanding of the wider context of Early Years practice and its impact on children’s learning and development and setting quality.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO5 Attending to detail/perfecting <ul style="list-style-type: none"> 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 perfectionist and wholly engaged in the subject? 	(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 in longitudinal study and discussion, professional discussion plan				
		The candidate has shown limited attention to detail. Evidence provided has shown inaccuracies or gaps in assessment tasks. The candidate has shown limited planning for the professional discussion.	The candidate has shown consistent attention to detail. Evidence provided has generally been accurate and related to specific tasks. The candidate has evidenced planning for the professional discussion to cover most elements of the task.	The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident. The candidate has evidenced detailed planning for the professional discussion to cover all required elements of the task.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> • 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 information used? 	(1-3 marks) Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal. Limited, uncritical, unfocused, no clear purpose, cut and paste.	(4-6 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.	(7-9 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: Use of a range of sources (eg internet, books, journals, relevant non-confidential workplace policies and procedures), reference list, standard referencing framework, selection of research material and sources				
		The candidate has shown little evidence of background reading with some basic referencing to sources. Limited range of sources have been used, eg internet only. Referenced sources are not always evidenced in assignment work but there has been an attempt to use standard referencing framework.	The candidate has shown good 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 has demonstrated depth and breadth of research sources including books, web based research, journals and more. Use of a standard referencing framework is accurate.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	A07 Originality and creativity <ul style="list-style-type: none"> 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 to meet a challenge? 	N/A	N/A	N/A
<i>Examples of creativity:</i> N/A				
10	A08 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> 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 	(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.
<i>Examples of communication:</i> Use of accurate presentation, assignment and report writing skills, layout and presentation aid effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar				

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	<p>coherent and easy to follow?</p> <ul style="list-style-type: none"> How appropriate and well presented are the chosen communication methods and formats? 	<p>The candidate has provided basic responses to assessment tasks. Work contains grammatical and spelling errors. Written and verbal explanation sometimes enables the candidate to address discussion topics.</p> <p>Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p>	<p>The candidate has provided generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address discussion topics.</p> <p>Responses to assessment tasks are structured. Language and terminology are appropriate to assessment task with insecurities in some areas.</p>	<p>The candidate has provided clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanations have enabled the candidate to show depth and breadth of discussion topics.</p> <p>Responses to assessment tasks have clear and cohesive structure. Language and terminology are always appropriate to assessment task.</p>

Declaration of authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used and I have not included any reference to confidential information relating to my work placement.

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

Candidate assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback
	SAMPLE

Tutor signature and date:

Appendix 1 Pro-forma

SAMPLE

Professional discussion recording form

Candidate name

Candidate number

Tutor name

Date of assessment

Topic	Tutor notes	Time on Audio / Video (where applicable)

Topic	Tutor notes	Time on Audio / Video (where applicable)

SAMPLE