

Chief moderator report

**T Level Technical Qualification
in Education and Childcare
603/5829/4**

**Summer 2022 series – Early Years
Educator occupational specialism**

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Early Years Educator summer series 2022 – occupational specialism

Assessment Dates: **01 February 2022 – 27 May 2022**

Assessment number: **P000215**

This report contains information in relation to assignment 2, the moderated assessment of the occupational specialism and is provided by the chief moderator, with an emphasis on the standard of student performance and the quality of the provider assessment documentation within this assessment.

It should be noted that for the Early Years Educator occupational specialism, assignment 2 has 2 parts: EYEP1 and EYEP2. This report focuses on EYEP2, the marked component of assignment 2.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance which may be required to support preparation for future opportunities.

Key points:

- grade boundaries
- standard of student performance
- quality of assessment evidence
- responses to the structured observations
- administering the structured observations

It is important to note that students should not undertake these assessments until they have had sufficient opportunity to develop their practice within the industry placement accordingly.

Grade boundaries

Scaled mark grade boundaries for the series are:

	Overall
Max	640
Distinction	398
Merit	297
Pass	197

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are scaled and the aggregation of the occupational specialist element, please refer to the qualification specification.

Standard of student performance

Assignment 2 is internally assessed within the industry placement by provider appointed assessors and externally moderated by NCFE appointed moderators. There were some challenges faced due to the nature of the assessment, specifically that assessment takes place within early years settings rather than a simulated assessment. However, most students were well prepared for the assessment and subsequent moderation process.

It should be noted that the sector has faced extraordinary challenge during the pandemic, which has had a significant impact on practice and process of individual early years settings. In some instances, access restrictions or limitations on external visitors to settings have resulted in cancelled assessments.

The 2020 cohort have performed well. It is evident that the majority of students have benefited from extended time in placement, developing their practice through EYEP1. This extended time has had a positive impact on the outcome for EYEP2. This was particularly evident with students who were able to demonstrate flexibility during planned activities to incorporate unplanned opportunities and recognise these as an opportunity to extend learning and development holistically. In these examples, students scored higher during the marking of structured observations. Students achieving lower marks lacked consistency within their practice and did not apply a holistic approach to the assessment.

Assignment 2 is a known assignment, in that the assessment materials have been available for tutors from the beginning of delivery, therefore providing an opportunity to ensure that students were well prepared for the assessment window.

A range of scenarios were provided for each of the structured observations, each of which enabled the student to plan sufficiently to ensure that the specified criteria could be assessed. Students made effective use of planning, in the majority of cases, to show how each of the criterion would be covered. In the best examples of planning, the students took full responsibility for the assessment planning and was able to link this to the relevant work products, detailing how this would be met, such as, how the criteria would be assessed and why this would meet the criteria.

Additionally, where there was a change to the planned activity due to the sometimes unpredictable nature of the sector, the assessor was able to use the plan to ensure that all criteria were covered and referenced by the skilful application of the planned professional discussion.

Evidence creation

Assignment 2 relies on the assessment records of the provider appointed assessors. Assessment records are generated throughout the observation of assessment and include the observation of skills recording form and records of professional discussion.

Templates have been provided for assessors to capture the structured observations. In most instances, these templates have been used. In the best examples, assessors have referenced the assessment plan created by the student and have reviewed this at the start of the observation to establish if there are any known changes to the plan that should be considered. This might be where a specific child is no longer involved in the planned activity, ensuring that the student is not disadvantaged in this instance.

The observation of skills recording form is used to record the observed activity. Assessors provide a detailed written narrative of the assessment and in the best examples, the detail re-creates the assessment,

including specific examples of performance that will support the assessment decision or justify the outcome. For example, rather than say 'the student has good communication skills' the assessor included examples of the language used and the context in which it was used; the record might also include responses from the children and, how this in turn influenced the practice of the student.

Some of the assessment can be supported by planned professional discussion. Each structured observation shows the criteria that can be assessed using this method. This is where we saw the most variance in practice, highlighting the need for assessors to develop assessment practice so that professional discussions can be conducted more effectively. In the best examples, students took the lead in the discussions that were evidently planned. Discussions flowed naturally as the student confidently reflected on the observed activity and other examples from their own practice. The content of the discussion was contextualised and relevant to the observed assessment, whilst ensuring that the scope of the criteria was covered as applicable, providing supplementary evidence accordingly.

In examples where students did not perform as well, the discussion was overtly led by the assessor with limited responses to posed questions and over reliance on notes rather than being able to refer to their own practice, specifically maintaining relevance to the structured observation rather than isolated assessment.

Assessors have used the provided template to capture the professional discussion. Some of the best examples of professional discussion are recorded using digital voice recordings and time stamped reference to criteria being assessed captured on the professional discussion template.

Responses to the external assessment tasks

Structured observation 1 – Supporting children's learning and development

Students selected from a range of scenarios, typically those who performed better had selected '**plan a literacy session that requires the student to lead a story time session**'. When selecting this activity, students were able to plan more effectively to ensure that all the relevant criteria was able to be covered. In the best examples, assessment plans included details of child development theory and philosophical approaches that were relevant to their chosen activity and structured observation area of assessment. This was then confidently referred to during professional discussion, clearly demonstrating how knowledge was informing practice and how it had informed the observed activity.

Where some students scored lower, assessment records were not evident. S1.31 observation records should have been included for 2 marks or higher. They had not always been referred to in plans and were not referred to during professional discussion about how the observations of child development were used to inform planning and to continue the planning and assessment cycle.

S1.30 Demonstrate flexibility during planned activities by acting on unplanned opportunities to develop children's mathematical understanding. Many students achieved a low mark for this criterion as there were too many missed opportunities for extending learning, mathematical and spontaneous development.

Structured observation 2 – Contributing to an enabling environment.

There were 2 scenarios provided for this structured observation, both of which provided sufficient opportunity for the student to meet the relevant criteria. Each provided an opportunity for holistic assessment. Most students performed well within this structured observation and found the scenarios ideal to cover the relevant criteria. The criterion that students found most challenging was **S1.26 Promote equality of opportunity and anti-discriminatory practice**. Many students achieved lower marks for this criterion. They were able to demonstrate that they were confident with understanding and implementing the setting's policies and procedures either through observation or professional discussion and they were able to recognise discriminatory behaviour and explain how this would be addressed if not observed. However, the expectations of the higher marks were not always evident. This criterion needs careful consideration when planning for future assessments.

Structured observation 3 – Meeting the individual needs of children.

This is the largest of the structured observations covering 40% of assignment 2. Students who performed well with this observation had robust, detailed planning that maximised the opportunities presented within the given scenarios. Professional discussions were well planned and contextualised rather than isolated, supporting the holistic assessment of the student. Students who were in early years foundation stage (EYFS) settings rather than a school were able to meet the expectations of **S4.20/S4.21 Plan and carry out care routines for children** more fully and scored higher typically.

S5.9 Work collaboratively with other professionals to meet the needs of babies and children and enable them to progress. S5.10 Discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers. These need careful planning to ensure they are covered sufficiently. Not all students were able to evidence through performance and in many examples, the professional discussion was weak, therefore, scoring a low mark for this criterion. In the best examples, professional discussion was well planned and provided sufficient scope of evidence accordingly.

S4.13 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children was poorly planned in some examples, leading to isolated professional discussions that were disjointed at times and did not provide sufficient opportunity for the student to discuss or cover the scope of the criteria at the level and detail needed to achieve the higher mark.

Early Years Educator criteria featured across the 3 structured observations

Embedded into the structured observations are some EYEP1 criteria. For example:

K1.1 Understand the expected patterns of children's development from birth to 7 years. This criterion is in 2 of the structured observations and can be assessed by observation with supporting professional discussion. Students achieving the highest marks were able to clearly demonstrate how their knowledge of child development was informing their practice and were able to confidently lead professional discussions to provide contextualised examples to meet the requirements of the higher marks.

Students will have already demonstrated their competence of these criteria in EYEP1, this assessment provides an opportunity for students to demonstrate how far this practice has developed, enabling them to achieve a mark that contributes to the overall outcome of assignment 2.

These criteria require careful planning to ensure that the scope is sufficiently demonstrating whilst maintaining relevancy to the assessment rather than an isolated assessment.

Administering the structured observation

Assignment 2 part 2 consists of 3 separate structured observations. Each observation must be carried out once and observed by the provider appointed assessor. As the skills are real, and occupationally valid, they can only be observed on the industry placement.

The observations are one-off end assessments, therefore should not be carried out until the provider is confident the student will demonstrate their skills to the very best of their ability.

All three observations must be completed for all students during the specified 4-month window between February and May in the final year of that cohort's delivery.

Observations must be planned in advance to support moderation, and plans, including the date of the observation, the student's name, and the industry placement, must be shared with NCFE in advance of the structured observations taking place.

Each structured observation is designed to be completed within an hour. Therefore, providers should ensure that careful and effective planning takes place to support the timely completion of the assessment.