

Year 12	Curriculum Checkpoints: What do students know and what can they do?			Further guidance
Summative Comment	Developing (P)	Securing (M)	Mastering (D)	
<p>Knowledge-based learning outcomes: begin with 'Know', 'Understand' or 'Know how to'. These include: Year 12 Units 1,2,3,4,5,6,7 and in Year 13 Units ,9,10,11,12,13,14</p>	<p>The Level 3 Award in Childcare and Education prepares students to progress to the Technical Level 3 Certificate in Childcare and Education and then on to the Technical Level 3 Diploma in Childcare and Education (Early Years Educator). It provides students with knowledge of children from birth to 7 years. The Level 3 Award in Childcare and Education gives students an understanding of early years childcare of children from birth to 5 years and further knowledge of children aged 5 to 7 years. This is a knowledge only qualification. Experience in the real work environment is not required. In order to achieve the Level 3 Award in Childcare and Education learners must achieve a Pass grade D or above in the unit assessments for 2 mandatory units. However, we are working toward the level 3 diploma so as well as completing unit 1 and unit 2 to achieve a level 3 award the student will also begin their work placement, this enables them to have the required number of hours to achieve a full Diploma. Upon achievement of the Award the student will be able to progress onto the Technical Level 3 Certificate in Childcare and Education.(Early Years Educator). At the end of the award students will know about child development (Conception to 7 years) and childrens health and well being.</p>	<p>The Technical Level 3 Certificate in Childcare and Education prepares students for the Technical Level 3 Diploma in Childcare and Education (Early Years Educator). It provides students with knowledge of children from birth to 7 years and practical experience working with children from birth to 5 years. The Technical Level 3 Certificate in Childcare and Education prepares learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. A required number of 365 hours is required in the work placement..</p> <p>There is no requirement for students completing the Certificate to achieve skills-based outcomes (unit 16); however, placement experience is recommended at this stage to underpin theoretical application of knowledge, support students who progress to the Diploma and prepare students for the External Assessment CCE1. In order to achieve the Technical Level 3 Certificate in Childcare and Education learners must achieve a Pass grade D or above in all unit assessments for 7 mandatory units (units 3, 4, 5, 6 and 7) and achieve a Pass grade D or above for the externally set, externally assessed assessment CCE1. Upon achievement of this qualification it is intended that students will be able to progress onto the Technical Level 3 Diploma in Childcare and Education (Early Years Educator). At the end of the certificate students will know about, providing safe environments for children, child health, play and learning an understanding children's additional needs along with how to observe, to assess and to plan for children.</p>	<p>This qualification prepares students to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement of this qualification students will be able to enter the workforce as Early Years Educators or access Higher Education.</p> <p>The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) prepares students to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years or to access Higher Education. Work placement for the Diploma is 750 hours and is mandatory for the completion of the Technical Diploma. In order to achieve the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) students must achieve a pass grade D or above in all externally set, internally assessed unit assessments for 14 mandatory units. This means units 1,2,3,4,5,6,7 as well as units 9,10,11,12,13, and 14. Students must also achieve a pass grade D or above for the external assessments CCE1 and DCE2 (externally set, externally assessed). The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) prepares students to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. ASSESSMENT METHODS</p> <p>There are a range of assessment methods that will support your completion of this qualification. All will need to be signed off by the relevant qualified person; this could be your tutor, your assessor and your suitably qualified placement supervisor. All evidences need to be supported – in other words – cannot stand alone. Some knowledge learning outcomes and assessment criteria will be supported by work produced within sixth form – but may also be supported by work placement experiences. All skills learning outcomes and assessment criteria will be supported by the experiences and evidence you gain at your work placement.</p> <p>You will be able to use the following methods to pass the Diploma: observation of student by assessor, Professional discussion, Expert witness evidence, Students own work products, Student diary or reflective diary, Activity plan or planned activity, Observations of children or adults by the student, Reflection on own practice in real work environment,Written and pictorial information,Scenario or case study, Oral questions and answers. During the two years course you will learn about these methods and understand how to use them to enable you to achieve the Level 3 Diploma. You will also know about, how to support emergent literacy and numeracy, school readiness, international perspectives, reflective practice and professional partnerships.</p>	
<p>Competence-/Skills-based learning outcomes: begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied. All evidence must be based on the learner's experience in a real work environment.</p>	<p>On joining the course the new student will possibly have limited knowledge or understanding of what will be expected when they start work placement. They will however be excited to begin their work placement and work with young children. They will have applied for their DBS and prepare to begin work placement by engaging with their Unit 16 teacher.</p> <p>A new student will begin to be able to use their own initiative when at work placements as they watch early Year's practitioners and accept constructive criticism and praise and then begin to reflect on their own performance. A new students will ask for clarification if they are unsure and they will do all tasks that they are asked to do willingly and see the task through to its end. At this point students will learn to manage their time effectively to begin to complete their 'be able to' criteria from unit 16. They will also begin to make links to the knowledge they are learning in sixth form. This knowledge will aid the student to plan and complete their 'be able to' criteria appropriately. A new student will be allocated an assessor who will monitor, record and assess their progress at their work placement.</p>	<p>The secure student has the ability to make links between school work and work experience and use this in their written work as well as improving their practice at work experience. They are developing the skills required to be a reflective practitioner. They use this new information to back up arguments with evidence from their practice and to see 'flaws' in alternative views. They have a precise use of childcare vocabulary and an awareness of how this should be used in real work experience. This student plans their activities and experiences and receives mostly good and positive feedback from supervisors at work experience. They are able to use their growing skills of being reflective to enable them to use their own initiative. They are able to work independently as they have a sound knowledge of the routines at work placement. They show that they can be an effective early years practitioner. Their assessor is now able to give suggestions and ideas for them to further improve their working practice, the student is able and willing to learn from this advice. This student is able to plan for their work placement assessment holistically and thus ensuring that each assessed visit from their assessor enables them to achieve and pass their unit 16criteria. This student is beginning to think about cross referencing criteria and making effective links between criteria.</p>	<p>This student has a thirst for new knowledge and a desire to be challenged. The student has a passion for individual research and is then able to put this into practice to support their own understanding both at work experience and at school. They are a truly reflective practitioner who is able to look at a situation from a variety of differing viewpoints. They have the ability to analyse and explain in a sophisticated way what they have seen and learnt both in work experience and at school. They demonstrate commitment, enthusiasm and pure joy and dedication at work placement. The ability to reflect on their learning and understanding and to then make reasoned judgements, accepting the views of others. At work experience, all feedback from staff is complimentary and shows a student who is able to use and develop their initiative effectively in the staff team. This student wants to become involved in extra curricular activities such as attending staff meeting and parental work shops. This student is ready to be a qualified and competent level 3 practitioner. They may choose to seek out part time job roles while they are still training, some student like to leave sixth form and then work in after school clubs. The student who now demonstrates commitment, enthusiasm and pure joy and dedication at work placement is a student who is ready to be 'occupationally competent' and ready to join the early years work force or go on to higher education.</p>	<p>https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-technical-level-3-diploma-in-childcare-and-education-early-years-educ-679</p>

<p>External Assessment</p>	<p>Students are introduced to the external assessments: CCE1 (year 12) and DCE2 (year 13). In year 12 they are shown how to reference and how to avoid plagiarism. They are shown how to find legitimate sites to use, what is reliable and what is unreliable. They have the opportunity to practice writing towards the criteria for CCE1 in year 12 and DCE2 in year 13, example titles are given to support this. Time is spent learning how to consider and write up 'real examples' and 'experiences' and to make links to the knowledge learnt.</p>	<p>Year 12: The student is able to use the knowledge and skills they have learnt in units 1,2,3,4,5,6,7 to take their first external assessment. They know how to make links between their work practice and their knowledge. They are developing skills in writing to a given word count and they are using the Harvard method of referencing.</p> <p>Year 13: Students are developing more critical skills in order to complete the DCE2. Students can reference appropriately and are able to use acceptable and reliable sources to complete their work. The student is preparing for their final external assessment. This greater understanding will enable the student to be successful.</p>	<p>This student can study independently using the skills they have learnt and practiced to enable them to become effective researchers. They can use their research to write academically towards achieving the higher grade for their external assessment. This student understands what they are being asked to do and are able to write concisely towards meeting the criterias using academic language and appropriate child care terminology. They can amke links between their experiences at work placement, the EYFS 2021 and the knowledge gained for the units they have been taught.</p>	
-----------------------------------	--	---	---	--