

## **NCFE CACHE Level 3 Certificate in Childcare and Education (601/3999/7)**

## **NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) (601/4000/8)**

**Assessment: EYE EPS**

**Submission date: 06/04/2023**

This report contains information in relation to the external assessment from the chief examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

### **Key points:**

- Grade achievements
- Administering the external assessment
- Standard of learner work
- Assessment structure
- Use of word allocation
- Criteria requirements and command verbs
- Referencing of external assessment tasks
- Assessment criteria
- Regulations for the Conduct of External Assessment

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

## Grade achievements

### EYE EPS Theme 1

The Early Years Educator promotes and supports children's play, learning, development and wellbeing.

Grade	NYA	D	C	B	A	A*	Learners	277
% of learners	2.89	28.52	32.85	25.99	8.30	1.44	Pass rate	97.11

### EYE EPS Theme 2

Effective practice supports children's play, learning, development and well-being.

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	0.00	100	0.00	0.00	0.00	0.00	Pass rate	100

## Administering the external assessment

The external assessment is invigilated and must be conducted in line with our regulations for the conduct of external assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) document (QSID).

## Standard of learner work

### Assessment structure

- The structure of this assessment has not changed since previous assessment windows.
- No changes have been made to the assessment criteria or tutor and learner guidance.
- Learners need to clearly identify where the criteria have been met.

### Use of word allocation

- Learners need to be aware of the escalating requirements of the command words when planning word allocation for this assessment. Some learners used similar amounts of words for all criteria, limiting the development of higher-grade achievement.
- Centres need to advise learners that words used over the allocation will not be marked.

### Criteria requirements and command verbs

- Centres could advise learners to refer to the command verb explanations for this assessment to ensure understanding of the expectations for each criterion.
- Evaluation is required for the A\* criterion. To meet this expectation learners are required to demonstrate understanding of the question from more than one perspective.

### Referencing of external assessment tasks

- Learners must be aware that referencing must be clearly identified and not shown as their own work.

- Referencing should support the knowledge and understanding of the criteria.
- All work must be referenced to meet the assessment guidelines.
- Referencing must not be a separate criterion identified under the heading of D3, for example.

## **EYE EPS Theme 1**

### **D Criteria**

- Most learners achieved the requirements for the D criteria. In some cases, all components of the criteria were not met. Learners should refer to the guidance. D2 requires at least two characteristics of an enabling environment to be described.

### **C Criteria**

- Many learners who attempted these criteria achieved it. To achieve C1 learners must show understanding of more than one care routines and provide an explanation of the importance of promoting them
- Many learners used routines to promote health care. Initiatives and frameworks can also be used to support children's well-being.

### **B Criteria**

- Most learners who attempted these criteria achieved them. For B1 some learners were able to discuss more than one approach to planning but did not apply them to play, learning or development. Most learners were able to reflect on the need for practitioners to be compliant with safeguarding policies and procedures. This was often evidenced through discussion of case studies and the impact of non-compliance.

### **A Criteria**

- A few learners attempted the A grades and of those who did many were able to discuss more than one method and the use in settings to assess children's development. Fewer learners were able to analyse the effectiveness of the methods to inform planning. Learners must refer to the guidance explaining the command words and refer to planning.

### **A\* Criteria**

- A few learners attempted A\*. In some cases, this was not achieved due to lack of development to fully support the evaluation.

## **EYE EPS Theme 2**

One learner submitted for this assessment and only attempted the D grade criteria.

### **D Criteria**

- The learner demonstrated understanding of care routines and how well being can be supported by health promotion.
- Referencing was accurate.

## **Regulations for the Conduct of External Assessment**

### **Malpractice**

There was 1 instance of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

### **Maladministration**

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the regulations for the conduct of external assessment document in this respect.

**Chief Examiner:** Shirley Jackson-Hulme

**Date:** 09/06/2023