



Non-Exam Assessment

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

Learner version

September 2023 release

V1.0

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **50%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course of study, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **50%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief set in a real-world situation.

The NEA will be assessed holistically, using the levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment Objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 20 marks (21.75%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 20 marks (21.75%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 16 marks (17.39%)
AO4 – Demonstrate the application of relevant vocational skills, processes, working practices and documentation. The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes working practices and documentation. 28 marks (30.44%)
AO5 – Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation. The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector. 8 marks (8.67%)

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each session.

Learner information

- This non-exam assessment (NEA) will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **92**.
- The maximum completion time for this NEA is **14 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following document to use during the assessment:
 - Written narrative observations (Appendix 1)

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Learner number

Centre number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions).

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time:

You have been provided with a total of **14 hours** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until your assessor tells you to do so.

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Do not turn over until your assessor tells you to do so.

Project Brief - Case Study

Lily is 3 years old. Lily lives at home with her mum and dad and her new baby brother, Jacob, who is two months old.

Lily attends a school nursery class five mornings a week. Lily's mum used to take her and pick her up from nursery but since Jacob has been born, Lily's dad has been doing this instead. Lily's dad now also reads Lily a story at bedtime while her mum feeds and settles Jacob.

Lily's key person has noticed that Lily is tearful in the mornings when her dad takes her to nursery. Some mornings he mentions that Lily has not had breakfast. The key person has also noticed that some mornings Lily does not appear to be hungry and at other times Lily appears to be really hungry. Lily is offered a range of healthy foods at snack time but often refuses the fruit and asks for a biscuit instead. Lily is spending a lot of time in the home corner where she reads stories to the dolls as she puts them to bed. Lily is showing increased independence in routines and insists that she does not need help with tasks such as putting on her coat or managing buttons and zips, though she sometimes struggles with these.

Lily has been observed during routines and play activities and these findings have been recorded using a free description observation method. The findings can be found in **Appendix 1**.

Use the case study and the written narrative observations in Appendix 1 in the completion of the tasks.

Assessment tasks

Task 1

Support strategies – Transitions	
Maximum time	3 hours
Content areas assessed	2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Think about strategies that could support Lily's transition following the birth of a sibling and carry out the following: • create a factsheet to share with Lily's parents. The factsheet should give advice on how the parents and the key person could support Lily's transition following the birth of a sibling • create a written report to justify how the strategies given in your factsheet will support Lily's transition. Please note: You are not being assessed on the quality and presentation of your resource, but the advice provided. [12 marks]	
Evidence	• Factsheet. • Written report. Your factsheet and written report can be either word processed or handwritten.

Task 2

Planning cycle – Observe and assess	
Maximum time	3 hours
Content areas assessed	1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 7. Roles and responsibilities within early years settings 8. The importance of observations in early years childcare 9. planning in early years childcare
Assessment objectives	AO1 – 4 marks AO2 – 8 marks AO3 – 4 marks AO4 – 4 marks
You are required to: Read the written narrative observation document (Appendix 1). Use the appendix to assess aspects of Lily's holistic development. Write a report of your findings. Aspects of Lily's holistic development should include: • Lily's progress against expected key milestones • how aspects of Lily's holistic development might be interconnected • justifications for the support needed to further her development. [20 marks]	
Evidence	• Written report: ○ word processed or ○ handwritten.

Task 3

The planning cycle – Plan for identified support needs	
Maximum time	3 hours
Content areas assessed	1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 7. Roles and responsibilities within early years settings 9. Planning in early years childcare
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 12 marks
You are required to: a) identify Lily's support needs and holistic development b) write a plan to show what the key person at the nursery could do to support Lily during care routines and how the care routines will promote: • Lily's identified care needs and holistic development • independence • transition of the birth of a sibling • adherence to relevant legislation, policies, and procedures. You should use your completed written report from Task 2 to help you complete this task. [24 marks]	
Evidence	• Written plan: ○ word processed or ○ handwritten.

Task 4

Planning play activities	
Maximum time	3 hours
Content areas assessed	1. Child development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 6. Expectations of the early years practitioner 7. Roles and responsibilities within early years settings
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 8 marks
You are required to: Create an activity plan for two different types of play activities that the key person could do to promote one area of Lily's development. The activity plan should include: • description of the activities • how long the activities will take (timings) • how each activity will support Lily's development • expectations and role of the key person during each activity • adherence to relevant legislation, policies, and procedures • resources required. [20 marks]	
Evidence	• Activity plan: ○ word processed or ○ handwritten.

Task 5

Health and Safety procedures – Arrival and departure of children procedure	
Maximum time	1 hour
Content areas assessed	5. Legislation, policies and procedures in the early years
Assessment objectives	AO1 – 4 marks AO4 – 4 marks
You are required to: • create an arrival and departure procedure for all of the children in the nursery. [8 marks]	
Evidence	• Completed arrival and departure procedure: ○ word processed or ○ handwritten.

Please turn over for the final task.

Task 6

Evaluation of planning	
Maximum time	1 hour
Content areas assessed	9. Planning in early years childcare
Assessment objectives	AO5 – 8 marks
You are required to: Complete an evaluation of the plan you created in Task 3. Your evaluation should include: • how well your plan records and outlines the individualised care needs of Lily and supports her holistic development • how well your plan meets Lily's care needs and supports her holistic development • examples of how your plan could be improved. [8 marks]	
Evidence	• An evaluation: ○ word processed or ○ hand-written.

This is the end of the non-exam assessment.

Appendix 1

Written narrative observations:

1 – In home corner looking after babies and reading a bedtime story

Lily is in the home corner alone. She picks up a baby doll with her right hand and puts it over her left shoulder. With her right hand on the baby doll's back, Lily taps it gently and says 'there, there'.

Lily walks over to the book corner with the baby doll and asks which book she would like. Lily puts the baby doll on the floor and looks at the books in the bookcase. Lily shows the books to the baby doll, she shakes her head and puts them back. Lily finds 'The Very Hungry Caterpillar' and smiles. She shows the book to the baby doll and nods her head. Lily puts the book under her left arm and picks up the baby doll by its arm with her right hand and walks over to the home corner.

Lily sits on a chair and positions the baby doll on her lap with her left hand and holds the book in her right hand. Lily tries to hold the book so the baby doll can see, but the book falls so she sits the baby doll next to her and holds the book with both hands. Lily looks at each page in turn and tells the baby doll what is on each page. Lily holds each page in front of the baby doll, so that it can see. Lily talks to the baby doll; she asks if it likes the different foods. 'Do you like pears and strawberries? I don't either. You like ice cream and cake? Me too. I don't eat leaves either'. Lily goes to the basket of toy food and finds a piece of cake to feed to the baby doll.

When the book is finished, Lily walks over to the baby doll's pram and puts a blanket in it. She goes back to get the baby doll and carries it to the pram. She holds the baby doll in both arms and tells it to 'sleep well'. Lily kisses it on the forehead and then puts it to sleep in the pram.

Lily leaves the home corner and goes to the playdough table.

AB 15th June

2 – Outside play

Lily lines up to get her coat for outside play. She puts on her coat and tries to do up her zip. Lily can't do it and throws her arms down. Lily's key person says, 'let me help you', Lily replies 'I can do it'. Lily holds the bottom pieces of the zip together but lets go of the right corner to grab the zipper. The coat flaps open. Lily folds her arms and turns around. Lily's key person offers to just do the bottom bit and then Lily can finish it herself. Lily agrees. Lily's key person attaches the two sides of the zip and holds the bottom of the coat down so that Lily can pull the zip up. Lily smiles and says, 'I did it', Lily's key person praises Lily.

Lily is in the creative area with her friends drawing with chalks on the floor. She holds the pink chalk in her right hand and draws a large circular shape, she draws two circles in the shape and a curved line. She draws four lines sticking out of the sides of the shapes. She then repeats in yellow, making a slightly smaller circular shape and again with the green chalk making a smaller circular shape. Lily's key person comes over and tells Lily that she loves her drawing.

Lily points to the first shape and says, 'this is Daddy' She then points to the other two shapes and says, 'this is Mummy and Jacob'. Lily smiles at her key person. She rubs the chalk from her hands down her dress and runs over to the slide. Lily holds onto the rails on the steps of the slide and starts to walk up. She steps up with her right foot and then her left onto the same step. She slides both of her hands up the railings and steps up again, right foot first and then left onto the same step. Lily's friend calls her name. Lily holds onto the railings with both hands and turns around. She notices her friend and laughs. Lily lets go of the railing with her right hand and turns slowly reaching for the railing on the other side. She holds the railing with both hands and slowly turns her feet. Lily then steps down carefully to the step below, right foot first, followed by her left. Lily's friend shouts 'jump!'. Lily laughs. She looks at the step and at the floor. She slides her hands down the railings and steps down, rather than jumping, right foot first. Lily runs to meet her friend.

CE – 29th June

3 – Drop off in the morning

Lily arrives with dad. She holds dad's right hand with her left hand and walks very close to his legs, slightly behind. As Lily and dad walk in, Lily moves closer to and further behind dad. Lily's key person greets dad and Lily with a smile and puts her hand out to Lily. Lily holds onto dad's leg and becomes tearful. Dad tells the key person that the baby was unsettled in the night and he overslept so it's been a rushed morning and there wasn't time for breakfast. Dad takes Lily's hand and passes it to the key person who begins to tell Lily about the activities available today. Lily watches dad leave and cries. Lily's key person takes Lily over to the coat area where she hangs up her coat with her right hand, the coat falls to the floor and Lily quickly picks it up to hang it up again. Lily doesn't look at her key person.

Lily's key person asks if she would like to go to the book corner while she waits for her friends to arrive. Lily goes to the book corner with her key person and chooses a book for the key person to read, lifting it with both hands. Lily chooses 'The Wheels on the Bus and other Rhymes', she tells her key person that she sings songs with mummy in the car and Jacob goes to sleep. Lily yawns and holds her tummy. The key person says 'I heard that the baby was up all night, did he keep you awake? You must be tired'. Lily replies 'I'm hungry'.

CE – 14th July

Declaration of Authenticity

The learner and Assessor must complete the form at the end of the assessment, before any marking takes place. The Assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the Moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this non-exam assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

Tick one only	
I consent to my work being used in the manner detailed in Section A	
I do not consent to my work being used in the manner detailed in Section A	
Learner Signature:	
Date:	

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in section A (above).

Under 13

- I give my permission for my child's video and/or photographic image to be used as detailed in section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here: ☐