

NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) (603/7477/9)

Assessment: CCLDNI EDEA

Submission date: 15 May 2024

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 (AC)
- 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

CCLDNI EDEA 1 – Children's development.

Grade	NYA	D	C	B	A	A*	Learners	24
% of learners	20.83 %	37.50 %	20.83 %	12.50 %	8.33 %	0.00 %	Pass rate	79.16%

CCLDNI EDEA 2 – Children’s play and learning

Grade	NYA	D	C	B	A	A*	Learners	37
% of learners	18.92 %	27.03 %	37.84 %	13.51 %	2.70 %	0.00%	Pass rate	81.08%

CCLDNI EDEA 3 – Safeguarding the health, safety and wellbeing of children

Grade	NYA	D	C	B	A	A*	Learners	17
% of learners	11.76 %	11.76 %	35.29 %	41.18 %	0.00 %	0.00 %	Pass rate	88.23%

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](#) (QSID) document.

Standard of learner work

Assessment structure

- Centres should remind learners to clearly identify on their work which assessment criteria (AC) they are providing a response to.
- Learners should be encouraged not to combine criteria.

Use of word allocation

- A majority of learners made good use of the word count available. Centres to continue to encourage learners to utilise full word allocation to ensure criteria is covered in detail and good depth.

Criteria requirements and command verbs

- Centres should remind learners to continue to refer to the assessment theme throughout, ensuring responses link clearly to the chosen theme.
- Centres should support learners to encourage them to attempt higher criteria. Many learners did not attempt beyond B criteria.
- Centres should remind learners to acknowledge the key command verbs in the criteria.

Referencing of external assessment tasks

- Most learners had used references appropriately to support their own ideas and opinions. References were included appropriately to show learners had carried out further reading and research.
- On occasion, some learners relied too much on other sources of information, which were used in place of own knowledge and understanding, without appropriately referencing. This limited achievement of a grade.
- Some references were not traceable.

CCLDNI EDEA theme 1

D criteria

- Mostly clear identification of key issues in the 'D' grade.
- Evidence is provided to show how the issues identified link to the chosen theme.
- Some learners identified aspects and stages of child development rather than key issues.
- Some learners only included one traceable reference leading to a NYA grade.

C criteria

- Some clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.
- Some learners described the reasons why we create an enabling environment and missed information on what this is and how it is created.
- Some learners did not demonstrate their understanding of regulatory frameworks.
- Some values and principles identified are generic and do not always link to the chosen theme.

B criteria

- Some learners were describing a recognised theory or philosophical approach rather than developing a discussion.
- Centres are reminded that learners should not submit generic content for B2. Responses should be in relation to the chosen theme.

A criteria

- Where the discussion was effectively developed in the D grade to look at aspects of the theme / key issues from more than one perspective, A1 was achieved.
- Centres are advised to encourage learners to acknowledge the full criteria requirements and command word for A2, as underdeveloped discussion has prevented a number of learners from achieving an overall A grade.

A* criteria

- Very few learners attempted A* criteria. Learners could be encouraged by centres to attempt all criteria.
- A* criteria should not be attempted holistically within work or combined with lower-grade evidence.

CCLDNI EDEA theme 2

D criteria

- Mostly clear identification of key issues in the 'D' grade.
- On occasion links between key issues and chosen theme are not always clear.
- Some learners only included one traceable reference leading to a NYA grade.

C criteria

- Many learners were able to describe an enabling environment linked to the chosen theme.
- Some clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.
- Some examples given; these could be expanded on further to strengthen response.

B criteria

- Some learners were describing a recognised theory or philosophical approach rather than developing a discussion.
- Centres are reminded that learners should not submit generic content for B2. Responses should be in relation to the chosen theme.

A criteria

- Where the discussion was effectively developed in the D grade to look at aspects of the theme / key issues from more than one perspective, A1 was achieved.
- Centres are advised to encourage learners to acknowledge the full criteria requirements and command word for A2, as underdeveloped discussion has prevented a number of learners from achieving an overall A grade.

A* criteria

- Very few learners attempted A* criteria. Learners could be encouraged by centres to attempt all criteria.
- A* criteria should not be attempted holistically within work or combined with lower-grade evidence.

CCLDNI EDEA theme 3

D criteria

- Mostly clear identification of key issues in the 'D' grade

C criteria

- Effective use of examples from learners' own practice and experience has supported learners' discussion of sector relevant values and underpinning principles.
- Many learners were able to describe an enabling environment linked to the chosen theme.

B criteria

- Some learners were describing a recognised theory or philosophical approach rather than developing a discussion.
- Centres are reminded that learners should not submit generic content for B2. Responses should be in relation to the chosen theme.

A criteria

- Centres are advised to encourage learners to acknowledge the full criteria requirements and command word for A2, as underdeveloped discussion has prevented a number of learners from achieving an overall A grade.

A* criteria

- Very few learners attempted A* criteria. Learners could be encouraged by centres to attempt all criteria.
- A* criteria should not be attempted holistically within work or combined with lower-grade evidence.

Regulations for the Conduct of External Assessment

Malpractice

There were no instances 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 of 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: Katie Chapman

Date: 16 July 2024