

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

Assessment: CCLDNI EDEA

Submission date: 5 October 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

CCLDNI EDEA 1

Children’s development.

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	0.0	0.00	100	0.00	0.00	0.00	Pass rate	100%

CCLDNI EDEA 2

Children's play and learning.

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

CCLDNI EDEA 3 – No entries

Safeguarding the health, safety and wellbeing of children.

Grade	NYA	D	C	B	A	A*	Learners	0
% of learners	0.00	0.00	0.00	0.00	0.00	0.00	Pass rate	

CCLDNI EDEA 4 – No entries

Working in partnership with (families; multi-agency; more than one team).

Grade	NYA	D	C	B	A	A*	Learners	0
% of learners	0.00	0.00	0.00	0.00	0.00	0.00	Pass rate	

CCLDNI EDEA 5

Work to support children in change and transition.

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

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

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

Use of word allocation

- Learners should be encouraged by the centre to make good use of the available word count.

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.

Referencing of external assessment tasks

- Most learners 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 and was used in place of their own knowledge and understanding, without appropriately referencing, this limited achievement of a grade.

Assessment criteria

CCLDN/EDEA Theme 1

D Criteria

- Clear identification of key issues in the 'D' grade
- Evidence is provided to show how the issues identified link to the chosen theme.

C Criteria

- 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

- No attempts at this criterion

A Criteria

- No attempts at this criterion

A* Criteria

- No attempts at this criterion

CCLDN/EDEA Theme 2

D Criteria

- Clear identification of key issues in the 'D' grade
- Evidence is provided to show how the issues identified link to the chosen theme.

C Criteria

- Clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.

B Criteria

- No attempts at this criterion

A Criteria

- No attempts at this criterion

A* Criteria

- No attempts at this criterion

CCLDN/EDEA Theme 3 – No entries

CCLDN/EDEA Theme 4 – No entries

CCLDN/EDEA Theme 5

D Criteria

- Key issues were identified, although this was very limited.
- No clear links between these issues and the chosen theme were given.
- Other sources of information were provided in place of learner's own knowledge.

C Criteria

- Definitions of an enabling environment provided however this was sourced from an external source. Learner missed opportunity to develop own response around this citation.
- Missed opportunity to discuss values and principles seen in practice. Information provided from external sources but not developed or used within context to support response.

B Criteria

- No attempts at this criterion

A Criteria

- No attempts at this criterion

A* Criteria

- No attempts at this criterion

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: 1 December 2023