

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: 11/01/2022

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 boundary information
- 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 boundary information

EPS 1

Grade	NYA	D	C	B	A	A*	Learners	199
% of learners	9.55	24.62	32.66	31.66	1.51	0.00	Pass rate	90.45%

EPS 2

Grade	NYA	D	C	B	A	A*	Learners	2
% of learners	0.00	100	0.00	0.00	0.00	0.00	Pass rate	100%

Administering the external assessment

This is an independent self-study assessment which must be conducted in line with our regulations for the conduct of external assessment. Learners may require additional pre-release material 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. These are highlighted within the [Qualification Specific Instructions for Delivery](#) document (QSID).

Standard of learner work for EYE EPS theme 1

- a range of achievements for this assessment.
- most learners achieved D C and B grades
- the standard of work was good for the grades achieved
- further development was required for the higher grades attempted
- some effective application of examples from practice to support evidence

Standard of learner work for EYE EPS theme 2

- two learners submitted for this assessment window
- higher grades were not attempted

Assessment structure

- a legacy assessment with no changes to the criteria
- guidance for learners remains the same as previous assessment

Use of word allocation

- learners need to consider the word allocation in relation to the escalating requirements of the criteria
- using similar amounts of words for all criteria may have an impact on the achievement of higher grades
- learners should allocate word use to consider the escalating requirements of the criteria
- learners who attempt the D grade only should ensure that they use enough words to meet the criteria requirements

Criteria requirements and command verbs

- learners need to closely examine the requirements of each criterion and to refer to the guidance provided
- learners must refer to the verb explanations to ensure understanding of the expectations for the command verbs

Referencing of external assessment tasks

- referencing requirements are clearly outlined in the guidelines for learners and should be followed to achieve this criterion for each grade
- referencing is integral to knowledge and understanding and should not be included as a separate criterion
- references should be traceable and identifiable to achieve the criterion

D criteria

D1/2 Most learners gave comprehensive answers. Some learners used a lot of their word count for these criteria which impacted on the word allocation for higher grades.

Other learners used very few words for these criteria

D3 Not all learners included identifiable and traceable quotations which impacted on their achievement.

C criteria

C1 Mostly well answered with some effective use of examples of care routines. Learners should focus on the importance of care routines in addition to describing the routine.

C2 Mostly well answered with some application to local initiatives.

B criteria

B1 Some learners discussed effective approaches to planning but did not demonstrate knowledge and understanding of how the approaches support play, learning and development.

B2 Most learners showed good knowledge and understanding of safeguarding and the consequences of non-compliance using case studies.

A criteria

Many learners combined A1 and A2 and did not use sufficient words to enable development.

Many gave clear descriptions of observation methods but did not discuss the use to assess development or analyse how the methods inform planning.

A* criteria

A*1 learners who attempted this criterion described the role of the key worker but did not evaluate it. Learners need to present evidence of a convincing argument from more than one perspective.

A*2 Knowledge and understanding of theories was shown. Discussion of similarities and differences required further development.

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 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: 11/03/2022