

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

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

**Assessment: EYE EPS Theme 1 and 2.**

**Submission date: 11 January 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.

<b>Grade</b>	<b>NYA</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>A*</b>	<b>Learners</b>	<b>104</b>
% of learners	0.96	18.27	29.81	47.12	3.85	0.00	<b>Pass rate</b>	99.04

## EYE EPS Theme 2

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

Grade	NYA	D	C	B	A	A*	Learners	10
% of learners	20.00	50.00	10.00	10.00	10.00	0.00	Pass rate	80.00

### 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

- No changes have been made to the assessment or criteria.
- Guidance for learners remains the same as in previous assessments.
- All criteria must be responded to separately to meet the requirements.
- Learners are required to clearly identify where each criterion has been met.

#### Use of word allocation

- Learners who attempt higher level criteria should consider the escalating requirements of the criteria and plan word allocation to meet this. Some learners used a high percentage of the word allocation for the D and C criteria which impacted on the achievement of higher grades.
- Words over the allocation will not be marked.
- Learners should be encouraged to use the full word allocation to meet the requirements of the command words for the higher grades.

#### Criteria requirements and command verbs

- Learners are required to closely examine the key words of each criterion to ensure that the evidence meets the requirements.
- Learners must refer carefully to the verb explanations to ensure that they are meeting the expectations required of the command verbs. This is particularly relevant for the higher-level criteria.
- Some learners attempted higher grades but did not achieve them. In most cases this was because of not responding fully to the requirements of the command verbs.

#### Referencing of external assessment tasks

- All work must be clearly referenced to meet the guidelines of the assessment.
- Learners must be aware that that work that is not their own must be identified as such.
- Referencing should be integral to the knowledge and understanding of the assessment and not be a separate criterion for example signposted under the heading of D3.
- To achieve A\* the learners must show evidence of wider background reading.
- References should be an appropriate length and should support learners' knowledge and understanding and be relevant to the criteria.

## Assessment criteria

### EYE EPS Theme 1

#### **D Criteria**

- Most learners achieved the requirements for the D criteria. Learners must be aware that in some cases more than one aspect is required to be described for example for D2 at least two characteristics of an enabling environment must be described.

#### **C Criteria**

- Many learners who attempted this criterion achieved it. Learners must be aware that understanding of more than one care routine is required for C2.
- More than one identifiable and referenced quotation must support the explanation to achieve C3.

#### **B Criteria**

- Most learners who attempted these criteria achieved them and discussed more than one approach to planning. In a few cases learners did not show understanding of how the approaches supported play learning and development.
- B2: Most learners were able to reflect on the need for practitioners to be compliant. In most cases the reflection was evident through understanding of the impact of noncompliance.

#### **A Criteria**

- Most learners who attempted the A grade achieved A1 and were able to discuss observations methods used to assess development.
- Some learners did not achieve the whole of the A grade through lack of analysis of the observation methods to inform planning.
- Learners must ensure that A2 relates to planning for children's development.

#### **A\* Criteria**

- A few learners attempted the A\* criteria. In most cases it was not achieved due to lack of development and insufficient words allocated to fully expand the evaluation and comparison.

### EYE EPS Theme 2

#### **D Criteria**

- Most learners demonstrated knowledge and understanding of the importance of care routines and how well being can be supported by health promotion.
- Referencing for D3 was mainly accurate.

#### **C Criteria**

- Learners must be aware that more than one type of play must be explained and must be linked to play learning and development to achieve C2.
- Learners who supported their answer with examples from placement were able to develop their responses to demonstrate further understanding.

### **B Criteria**

- Most learners who attempted B1 were able to discuss two different observation methods.
- In some cases, learners did not apply their understanding of the methods to the identification of children's individual needs.
- B2 requires reflection of the role of the key person when supporting children's transitions. Learners need to ensure that they respond to all aspects of the criteria.

### **A Criteria**

- Learners who attempted this were able to discuss different approaches to planning. In some cases, analysis of the effectiveness of the approaches was not evident.

### **A\* Criteria**

- Learners need to be aware that to achieve the A\* the responses need to be developed to meet the requirements of the command words and consider word allocation to achieve this.

## **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: 10 March 2023**