

NCFE

CACHE

Sample Assessment Materials (SAMs)

**NCFE CACHE Level 3 Extended Diploma for
Working in the Early Years Sector (Early Years
Educator)**

QN: 610/6133/5

Contents

Introduction	3
Task 1: evaluation and reflection for change	4
Task 2: theoretical models of reflection	5
Task 3: learner-led enquiry	6
Change history record	7

Introduction

EYE L3 WF 12 Learner-led enquiry in an early years setting (K/651/7200)

This unit considers the early years educator as an agent of change for improved outcomes. The learner will work collaboratively with colleagues at an early years setting to plan and discuss a change initiative at the setting. The unit does not require the learner to implement or evaluate the change.

Task 1: evaluation and reflection for change

For this task you will write an essay that will demonstrate your understanding of the role of evaluation and reflection to initiate change in an early years setting.

You can choose the title of this, but it must include:

- the significance of evaluation of practice in order to affect change in an early years setting
- theoretical models supporting change in an organisation. You must include Kübler-Ross, the change curve and Kurt Lewin three stage change theory
- benefits of collaborating with colleagues as part of a change process in an early years setting.

Within this essay you should explain the significance of reflecting on current practice, examining strengths and areas to build on, current trends and ways of thinking informed through evidence-based practice.

Think about how reflection allows us to learn from experience, as well as how evaluation highlights areas of growth and identifies opportunities for improvement.

You should also appreciate the impact of feedback when evaluating practice in order to bring about change and appreciate the impact of change for all stakeholders.

Please note, this unit does **not** require you to implement or evaluate the change.

Learning outcome and assessment criteria

LO1 AC1.1, AC1.2 and AC1.3

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of evaluation and reflection to initiate change in an early years setting	1.1 The significance of evaluation of practice in order to affect change in an early years setting	Outline the role of evaluation and reflection in an early years setting.	Explain the significance of evaluating practice to affect change in an early years setting.	Assess the significance of evaluating practice to affect change in an early years setting.
	1.2 Theoretical models supporting change in an early years setting	Outline theoretical models supporting change.	Compare theoretical models supporting change and relate this to the early years setting.	Evaluate theoretical models supporting change and relate this to the early years setting.

Task 2: theoretical models of reflection

For this task you will create a digital presentation that you could deliver to an early years organisation on the importance and benefits of collaboration with colleagues.

Think about how collaboration is sharing your knowledge and expertise, your skills and strategies, how you can identify strengths and limitations between you and your colleagues and support how to resolve conflicts.

You should demonstrate how you understand collaboration and your understanding of effective change management. This should also include the benefits of collaborating with colleagues as part of a change process in an early years setting.

You must include the complexities of collaboration too, so think about trust, time management, differences of opinions or goals, what limitations there could be.

Learning outcome and assessment criteria

LO2 AC2.1 and AC2.2

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand collaboration with colleagues for effective change management	2.1 Benefits of collaborating with colleagues as part of a change process in an early years setting	Outline the benefits of collaborating with colleagues.	Explain how collaborating with colleagues can benefit a change process.	Analyse how collaborating with colleagues can benefit a change process.
	2.2 Complexities of collaboration	Identify the complexities of collaboration.	Explain the complexities of collaboration and how these can be overcome.	Assess the complexities of collaboration and how these can be overcome.

Task 3: learner-led enquiry

For this task create a booklet that will be provided to new staff members in an early years setting. It should demonstrate your understanding of the stages in a learner-led enquiry and the benefits of this.

Please use detailed explanations of the steps involved in a learner-led enquiry and the importance of an evidence-based rationale for change.

Think about promoting curiosity and questioning, critical thinking and problem solving.

Learning outcome and assessment criteria

LO3 AC3.1 and AC3.2

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3 Understand stages in a learner-led enquiry	3.1 Steps involved in a learner-led enquiry	Identify the steps involved in a learner-led enquiry.	Explain the steps involved in a learner-led enquiry including the benefits of this.	Analyse the steps involved in learner-led enquiry including the benefits of this.
	3.2 The importance of an evidence-based rationale for change	Outline the importance of an evidence-based rationale for change.	Explain the importance of an evidence-based rationale for change.	Analyse the importance of an evidence-based rationale for change.

Change history record

Version	Description of change	Approval	Date of issue
1.0	First publication		October 2025