



Non-Exam Assessment (NEA)

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

Learner version

October 2024 release

v1.0

Past paper

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires you to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **50%** towards the overall qualification grade; therefore, it is important that you produce work to the highest standard that you can. You must not start the NEA until you have been taught the full course, to ensure that you are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows you have achieved a holistic understanding of the sector. It also shows that you can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives (AOs) in an integrated way. The Department for Education (DfE) has consulted with awarding organisations and agreed the following definition for synoptic assessment:

‘A form of assessment which requires a candidate to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.’

Synoptic assessment enables you to show that you can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages you to make links between elements of the course and to demonstrate how you have integrated and applied your increasing knowledge and skills.

As you progress through the course, you will use and build upon knowledge and skills learnt across units. The NEA will test your ability to respond to a real-world situation.

Information for learners

Introduction

The NEA will be assessed holistically using a levels of response marking grid and against five integrated AOs. These AOs and their weightings are shown below.

Assessment objectives (AOs)
AO1: Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 20 marks (21.75%)
AO2: Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 20 marks (21.75%)
AO3: Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 16 marks (17.39%)
AO4: Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation. 28 marks (30.44%)
AO5: Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector. 8 marks (8.67%)

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this NEA is **92**.
- The maximum completion time for this NEA is **14 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the NEA:
 - Appendix 1 – (written narrative observations) – required for Task 2.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name

Centre name

Centre number

Learner number

Learner signature

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this NEA, you are permitted to spend a maximum of **2 hours** to undertake research and develop a research pack that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own research pack, and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each of the task instructions).

All research and data used in your final NEA **must** be referenced appropriately. As a minimum this **must** include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed (websites only)
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed), to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal non-exam assessment (NEA)

Maximum completion time

You have been provided with a total of **14 hours** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Project brief

Isaac is 12 months old and lives with his mum and dad. They were living with his nan but have recently moved out.

Isaac started the weaning process at 6 months old, when he was able to sit without support. During mealtimes, he often watches his mum and dad eat and stares at the food on their plates.

Isaac's parents have been giving him pureed and mashed foods. He enjoys foods that are smooth or slightly lumpy such as yoghurt and mashed fruits and vegetables. When trying finger foods, Isaac has showed signs of gagging and this has scared his mum. When his mum is feeding him, she is now reluctant to give Isaac finger foods.

Isaac spends 2 days a week at the childminder's home while his mum is at college. There are two other children who attend the childminders with him aged 18 months (child B) and 3 years (child C). Isaac is always happy to see his childminder. He engages in a range of activities, but the childminder has noticed that he does not often communicate with the other children or her and prefers to watch his favourite television programme.

He uses various tones, facial expressions and body language using his arms and legs to show how he is feeling.

Isaac has been observed during routines and play activities and these findings have been recorded using a learning journal observation method. The findings can be found in appendix 1.

You have been asked to work alongside the childminder and Isaac's parents to help him transition from liquid to solid foods. You will be assessing aspects of Isaac's holistic development against expected milestones and planning play activities to support his development.

As you work through the tasks, you **must** refer back to the above project brief in addition to:

- **learning journal:** observations completed by the childminder (2 days have been included) (appendix 1).

Assessment tasks

Task 1

Support strategies: transitions	
Maximum time	3 hours
Content areas assessed	2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
The childminder has been asked by Isaac's parents for support through his weaning process and the transition from liquid to solid foods. You are required to: Consider strategies that the childminder could use to support Isaac through his weaning process that will involve his parents: • create a leaflet that provides strategies on how the childminder could support Isaac and his parents through his weaning stage • write a report that includes an analysis and evaluation to justify how the strategies you suggested in your leaflet will support Isaac and his parents during the weaning process. Your written report must contain: • analysis and evaluation of the strategies suggested in your leaflet • justification of why these strategies would be suitable for Isaac and his parents during the weaning process. Please note: you are being assessed on the advice you give in your leaflet and report, not on the quality and presentation. [12 marks]	
Evidence	• Leaflet • Written report. Your leaflet and written report can be either word processed or handwritten.

Task 2

Planning cycle: observe and assess	
Maximum time	3 hours
Content areas assessed	1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 7. Roles and responsibilities within early years settings 8. The importance of observations in early years childcare 9. Planning in early years childcare
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 8 marks AO3 – 4 marks AO4 – 4 marks
The childminder has completed a learning journal covering aspects of Isaac's holistic development over 2 days. You are required to: Review the learning journal observation completed by the childminder (appendix 1): • assess aspects of Isaac's holistic development against expected milestones • write a report of your findings from the assessment of the observations that shows analysis and evaluation of Isaac's holistic development against the expected milestones. Your evidence must include: • Isaac's progress against expected key milestones • how aspects of Isaac's holistic development might be interconnected • justification of the support needed to further his development. [20 marks]	
Evidence	• Written report: ○ word processed or handwritten.

Task 3

Planning cycle: plan for identified support needs	
Maximum time	3 hours
Content areas assessed	1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 7. Roles and responsibilities within early years settings 9. Planning in early years childcare
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 12 marks
You are required to: Use your completed written report from Task 2 to help you complete the following task: • create a plan to show strategies the childminder could use when planning to support Isaac's care routines to meet his basic care needs that will support his holistic development • analyse and evaluate your plan to state how the strategies will support Isaac's basic care and holistic development needs. Your evidence must include: • Isaac's identified basic care routines, basic care needs and holistic development • reference to relevant legislation, policies and procedures • justification of how the strategies will support Isaac's basic care routines and progress in his holistic development. [24 marks]	
Evidence	• Written plan: ○ word processed or handwritten.

Task 4

Planning play activities	
Maximum time	3 hours
Content areas assessed	1. Child development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 6. Expectations of the early years practitioner 7. Roles and responsibilities within early years settings
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 8 marks
The childminder needs to ensure that appropriate activities and care routines have been planned around Isaac's care needs to promote aspects of his development. You are required to: Create an activity plan for two different types of play activities that the childminder could use to promote one area of Isaac's development. Your evidence must include: • description of the activities • how long the activities will take (timings) • how each activity will support Isaac's development • expectations and role of the childminder during each activity • adherence to relevant legislation, policies and procedures • resources required tailored to meet Isaac's specific needs. [20 marks]	
Evidence	• Activity plan (x2): ○ word processed or handwritten.

Task 5

Health and safety procedures: food hygiene procedure	
Maximum time	1 hour
Content area assessed	5. Legislation, policies and procedures in the early years
Assessment objectives (AOs)	AO1 – 4 marks AO4 – 4 marks
The childminder is required to follow appropriate health and safety policies and procedures to safeguard and protect children and others at the setting. She has decided to update her food hygiene procedure for when she is preparing breakfast, lunch and any snacks. You are required to: Create a procedure that shows how and why all adults in the setting need to maintain food hygiene. [8 marks]	
Evidence	- Completed food hygiene procedure: - word processed or handwritten.

Task 6

Evaluation of planning	
Maximum time	1 hour
Content area assessed	9. Planning in early years childcare
Assessment objective (AO)	AO5 – 8 marks
To make improvements to the planning cycle, the childminder needs to evaluate their plans to identify what went well and how improvements can be made. You are required to: Complete an evaluation of the plan you created in Task 3. Your evidence must include: • how well your plan records and outlines the individualised care needs of Isaac and supports his holistic development • how well your plan aims to meet Isaac's basic care needs and routines to support his holistic development • examples of how your plan created in Task 3 could be improved. [8 marks]	
Evidence	• Evaluation: ○ word processed or handwritten.

Appendix 1

Isaac's learning journal

Monday:

Arrival at 8.45 am – Mum says that Isaac has eaten half of a jar of baby breakfast and a 9oz bottle of milk. Isaac cries when mum leaves but is easily settled.

Activity – Painting. Isaac holds a paint brush using palmer grasp and rubs in the paint. He then puts his hands in the paint set out on trays. He squeezes the paint through his fingers and rubs his hands around the trays. Isaac rubs his hands on the paper. Child B holds up his painting. Isaac stops and looks at child B. Isaac points using his index finger to child B.

Snack – Rice cakes and water. Isaac puts rice cake in his mouth and sucks on it. He spits it out and wipes soggy rice cake on the highchair tray.

Activity – Isaac plays with a selection of electronic toys. Pushing buttons and laughing when the animals pop up. Isaac stands at the activity centre and presses the music buttons. He bends his knees up and down to the music and smiles.

Lunch – Spaghetti bolognese. Isaac allows one spoon of food in his mouth and spits it out. Isaac refuses any more bolognese by refusing to open his mouth and turning his head. Isaac eats all of a fromage fraise. Isaac drinks 8oz of milk before falling asleep.

Activity – Isaac crawls to the toy kitchen where child C is playing. He grabs her legs to pull himself up. Child C tells Isaac 'no'. Isaac continues to pull on her leg and she moves his hands with hers. Isaac cries. The childminder gives Isaac a pushchair with a baby doll in it and helps him to his feet until steady. Isaac stands and cries loudly. Isaac is offered a range of toys and continues to cry until the childminder says 'book'. The childminder sits with Isaac and reads him an electronic book. Isaac laughs when the buttons are pressed.

Thursday:

Arrival 8.50 am – Dad says that Isaac had a good night's sleep but did not want food this morning. Isaac has had a 9oz bottle of milk instead. Isaac cries when dad leaves. Child C distracts Isaac with 'peek a boo'.

Activity – Child B is at the activity centre. Isaac is sitting down near the activity centre and raises his voice. He crawls over and pushes child B. Child B pushes back. Isaac shouts loudly. Child B tells Isaac 'no'. Isaac continues to shout. The childminder distracts Isaac with pop up toys.

Snack – Peeled and cut up banana with cut up strawberries. Isaac puts some banana in his mouth and chews gently. He spits it out and squashes the strawberry into the highchair tray and then puts his hands in his hair. The childminder mashes the remainder of the fruit until smooth and offers this to Isaac on a spoon. Isaac eats all of his snack. Isaac's hands, face and hair are cleaned. Isaac struggles to get away, waving his arms and cries.

Activity – Playdough. The childminder, Isaac, child B and child C all sit at the table with the playdough. Isaac squashes the dough and passes it from hand to hand. Isaac sticks plastic

letters and numbers into the dough. Child C is counting and needs number three, she takes it from Isaac. Isaac raises his voice and pushes the dough across the table.

Lunch – Mashed potato with fish and steamed vegetables. Isaac spits out the fish and vegetables but eats the mashed potatoes. Isaac eats all of his dessert of chocolate pudding and drinks 5oz of milk before falling asleep.

Activity – Walk to the park. Isaac babbles away tunefully in his pushchair. The childminder stops at the ducks on the pond. Isaac squeals and throws his arms in the air smiling. The ducks swim over. Child C throws duck food. Isaac leans forward in his pushchair and stretches his arms out and points at the ducks, he then opens and closes his fists. Child C asks Isaac if he wants to throw some duck food and puts some in his hands. Child C says 'throw it' to Isaac. Isaac moves his arms and drops the duck food. The childminder praises Isaac and Isaac smiles and clasps his hands together.

Documentation

Declaration of authenticity

The learner and assessor **must** complete the form at the end of the assessment and before any marking takes place. The assessor **must** check the number of tasks submitted by the learner is accurate.

The completed form **must** be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Tasks submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

Note: once completed, the declaration of authenticity **must** be stored securely within the centre, in line with NCFE Regulations for the Conduct of NEA – Non-Exam Assessment. A copy of this declaration form **must** be made available to NCFE upon request.

GDPR consent

Section A: this section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- You understand that this agreement may be terminated at any time through written request.
- For further details about how we process your data, please refer to the [legal information section on the NCFE website](#).

Please tick the option that applies, and sign and date the boxes below:

		Tick one only
I consent to my work being used in the manner detailed in section A		
I do not consent to my work being used in the manner detailed in section A		
Learner signature:		
Date:		

Section B: this section must be completed by any participants who feature in the work

Over 13 years old

- I am over 13 and I give my permission for my video and / or photographic image to be used as detailed in section A (above).

Under 13 years old

- I give my permission for my child's video and / or photographic image to be used as detailed in section A (above).

Name of participant (printed)	Participant / Parent / Carer signature	Date

If any of the participants have declined permission, please tick here: ☐