



**NCFE CACHE Level 3 Diploma in Childcare and Education  
(Early Years Educator) (601/3999/7)**

**Effective Practice Study 2 (EPS 2)**

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

**Information for Tutors and Learners:**

**Requirements for completing the Effective Practice Study**

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## Information about the Effective Practice Study (EPS 2)

**To achieve the NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) at grade D to A\*, learners must complete this assessment.**

The Effective Practice Study relates to Units 1, 2, 3, 4, 5, 6, and 7 of the qualification.

The Effective Practice Study is graded D-A\*.

The title of the Effective Practice Study 2 (EPS2) is:

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

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**Learners must complete the Effective Practice Study independently. There must be no assessment of learners' work prior to submission.**

**Guidance to learners: Tutors must not give any guidance to learners about the content of their assessments. Tutors should make sure that learners read this information and follow the requirements.**

### Word limit

The completed Effective Practice Study should not exceed 5,000 words. Work that is more than 10% above this limit **will not be marked**.

There is no lower word limit. It is recommended that learners make effective use of the full word limit.

### Quotations

Quotations are a requirement of this assessment. Two (2) quotations within each grade must be clearly identified through the use of quotation marks, italic or emboldened text. The sources of all quotations must be shown within the assessment at the point where the quotations have been used. Any quotations from websites must be shown in full, stating date of access.

The following are for illustrative purposes only and should not be quoted in learner assessments:

"A healthy diet is about making food choices that contain the full range of macro and micro nutrients required by the body to support growth and repair." (Barker, S. 2017 Being Healthy. Education Publications. London)

"It is the responsibility of all practitioners within a setting to ensure safeguarding policies and procedures are understood and followed." (Ward, J. 2017. A Guide to Professional Practice. Safely publications. Leeds)

According to the EYFS "Some schools may choose to mix their reception classes with groups of younger children." (EYFS 2017 3.39)

Learners should avoid paraphrasing the work of others and over-reliance on quotations. Quotations should be used to support own knowledge and understanding rather than be used in place of learners' own words.

## **Plagiarism**

**Any instance of plagiarism will result in the Effective Practice Study being awarded a Not Yet Achieved grade.** For further guidance, refer to the Learner Handbook – Plagiarism in external assessment and the Plagiarism Policy located on our website.

# How to complete the Effective Practice Study:

## Introduction

Consider these important points:

**Think about the title.** All content within the assessment must focus on the exact title.

**EPS 2: *Effective Practice supports children's play, learning, and development and well-being***

Learners must work independently and respond to criteria according to their personal experiences in settings and through knowledge gained in the taught environment.

## Planning the Effective Practice Study

Learners are advised to plan their Effective Practice Study and organise their information logically to develop breadth and depth of content

Learners should respond as an early years practitioner.

Learners should take note of the key words within each criterion to make sure that all essential points are covered, for example in B2:

- **Reflect** on the **role** of the **key person** when supporting **children's transitions**

Learners must follow the command verbs in each criterion e.g. 'reflect' 'analyse'.

The Effective Practice Study requires learners to find and select relevant information from a range of sources to support their understanding or to justify their comments. **All information must be in learners' own words.**

Learners should identify clearly the criterion being responded to and complete the assessment task in criterion order D-A\* focusing on the key command verb.

Learners should focus on each of the criteria and demonstrate higher level skills of analysis and evaluation such as:

- analysing why the points made are relevant;
- considering strengths and weaknesses of the information provided;
- making judgements in relation to the subject based on the information that has been presented.

Learners should provide evidence that demonstrates their ability to:

- make links between theory and practice;
- develop reasoned judgements relating to the key issues of the subject;

Learners should use enough of the **word limit** (5,000 words) to give sufficient information to meet the requirements of the criteria and the assessment.

Appendices should not be included and will not be marked.

Before submitting this external assessment learners are advised to proof-read their Effective Practice Study and make sure that:

- all information is relevant to each criteria and meets the requirements of the command verbs;
- information has not been repeated;
- all quotations have been identified clearly and referenced at the point at which they are used.

Follow these verb explanations:

<b>Analyse</b>	Break the topic down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Compare and contrast</b>	Examine the subjects in detail, identify similarities and differences, consider these from different perspectives.
<b>Describe</b>	Write about the topic or activity giving detailed information in a logical way.
<b>Discuss</b>	Give a detailed account giving a range of views or opinions.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Reflect (on)</b>	Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.

### Can learners attempt the Effective Practice Study again?

There is a maximum of two opportunities for learners to submit an Effective Practice Study in order to achieve a pass grade or to improve a grade.

A learner who intends to submit the Effective Practice Study for another attempt will be required to make a new submission of the Effective Practice Study Task **(EPS1)**.

The higher of the grades achieved for the Effective Practice Study will be the final result. This result will contribute towards the learner's final grade for the qualification.

**Note for tutors:**

Learners must be provided with a copy of the **Effective Practice Study External Assessment Cover Sheet** to attach to the front of their assessment. The Effective Practice Study External Assessment Cover Sheet

- is available on the **QualHub** under the Level 3 Diploma in Child Care and Education (EYE) Additional Materials;
- includes information that learners must follow when submitting their assessments;
- must be signed by the learner as a declaration that the work is their own and that they understand that work that is plagiarised will result in their assessment being returned unmarked and a Refer grade issued. A tutor/examination officer signature on behalf of the learner will not be accepted for any reason.

## **This guidance is to assist learners to respond accurately to the Effective Practice Study 2 criteria**

**All criteria within a grade must be achieved for the grade to be awarded.**

**Learners should provide evidence to address the following criteria:**

	<b>D grade</b>	<b>Guidance for tutors and learners</b>
<b>D1</b>	Explain the importance of care routines for children's health and well-being	Learners must give different reasons to explain why care routines are important for children's health and well-being.  Learners should include explanations about care routines that contribute to children's health and well-being  Learners may refer to their experience in placement.
<b>D2</b>	Describe how children's well-being can be supported by health promotion in the childcare setting	Learners must describe how health is promoted in childcare settings. Learners must describe how health promotion supports children's well-being. Learners may include examples from placement of ways that health is promoted to support children's well-being in settings.
<b>D3</b>	Show evidence of reading and use of sources	To achieve the D grade learners must include two (2) identifiable and referenced quotations which support the explanation and/or description.

	<b>C grade</b>	<b>Guidance for tutors and learners</b>
<b>C1</b>	Explain the importance of an enabling environment that supports children's play, learning and development	<p>Learners must show understanding of an enabling environment that supports children's play, learning and development.</p> <p>Learners may include explanations about the importance of different enabling environments such as the:</p> <ul style="list-style-type: none"> <li>• physical environment</li> <li>• social/emotional environment</li> <li>• cultural environment</li> <li>• indoor/outdoor environments.</li> </ul> <p>Learners may refer to their experience in placement.</p>
<b>C2</b>	Explain how different types of play can support children's learning and development	<p>Learners must show their understanding of more than one type of play.</p> <p>Learners should explain how each type of play supports children's learning and development. Different types of play may include:</p> <ul style="list-style-type: none"> <li>• child-initiated/adult-led play</li> <li>• physical play</li> <li>• creative play</li> <li>• imaginative play</li> <li>• sensory play.</li> </ul> <p>Learners may use relevant placement experience.</p>
<b>C3</b>	<p>Show evidence of reading with referencing relevant to the explanations</p> <p>Good use of vocabulary and grammar</p>	<p>To achieve the C grade learners must include two (2) identifiable and referenced quotations which support the explanation.</p>



	<b>B grade</b>	<b>Guidance for tutors and learners</b>
<b>B1</b>	Discuss how different observation methods can be used to identify children's individual needs	<p>Learners must show understanding of more than one observation method.</p> <p>Discussion must demonstrate how the observation methods contribute to identification of children's individual needs.</p> <p>Learners may use evidence from observations that have been carried out in placement.</p>
<b>B2</b>	Reflect on the role of the key person when supporting children's transitions	<p>Learners must show understanding of the role of the key person when children are experiencing transition.</p> <p>Learners should reflect on their understanding or experience to consider:</p> <ul style="list-style-type: none"> <li>• the support that children may require when experiencing transitions</li> <li>• the role of the key person in promoting positive outcomes for children.</li> </ul> <p>Learners may use relevant placement experiences.</p>
<b>B3</b>	<p>Show effective use of reading</p> <p>Referencing supports discussion or reflection</p>	<p>To achieve the B grade learners must include two (2) identifiable and referenced quotations which support the discussion and/or reflection.</p>

	A grade	Guidance for tutors and learners
<b>A1</b>	Discuss how different approaches to planning support children's learning and development	<p>Learners must show their understanding of more than one current approach to planning.</p> <p>Learners should discuss:</p> <ul style="list-style-type: none"> <li>• the use and purpose of the approaches to planning</li> <li>• how the approaches to planning support children's learning and development</li> </ul> <p>Discussion must include a detailed explanation of how the approaches to planning support children's learning and development.</p> <p>Learners may use relevant placement experience.</p>
<b>A2</b>	Analyse the effectiveness of the approaches to planning discussed in A1 to meet children's individual needs	<p>Learners must refer to the approaches to planning discussed in A1.</p> <p>Learners must examine the approaches to planning discussed</p> <p>Detailed examination of the effectiveness of the approaches to meet children's individual needs must be presented.</p> <p>Learners may refer to their own placement experience.</p>
<b>A3</b>	<p>Show evidence of wider background reading</p> <p>Referencing supports discussion or analysis</p>	<p>To achieve the A grade learners must include a minimum of two (2) identifiable and referenced quotations from different sources which support the discussion and/or analysis.</p>

	<b>A* grade</b>	<b>Guidance for tutors and learners</b>
<b>A*1</b>	<p>Evaluate the role of the practitioner when implementing safeguarding policies in the setting</p> <p><b>Learners must refer to relevant legislation</b></p>	<p>Learners should provide evidence of a convincing argument from more than one perspective that shows accurate understanding of the role of the practitioner in relation to safeguarding and protecting children.</p> <p>Learners must link to at least one relevant piece of legislation in context of the role of the practitioner when safeguarding children.</p> <p>Learners may refer to their own experience and/or policies and procedures in the setting.</p>
<b>A*2</b>	<p>Compare and contrast <b>two (2)</b> theories or philosophical approaches which influence current play provision</p>	<p>More than one theory or philosophical approach must be examined.</p> <p>The two theories or approaches must be directly compared to demonstrate the similarities and differences in relation to current play provision.</p>
<b>A*3</b>	<p>Show evidence of a range of background reading used selectively</p>	<p>To achieve the A* grade wider background reading must be demonstrated through different sources used appropriately to support the critical discussion.</p>