

NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

Assessment: DEYEC1

Assessment window: 3 May 2022 to 26 May 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

Assessment theme

Grade	NYA	D	C	B	A	A*	Learners	7
% of learners	0.00	0.00	57.14	28.57	14.29	0.00	Pass rate	100

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](#) (QSID) document.

Standard of learner work for DEYEC1

- all learners achieved this assessment in this window
- a small number of assessments were submitted with grades ranging from C to A
- in some cases, higher grades were attempted but were not developed or did not include all components of the criteria requirements
- some learners did not make links to the title in all criteria

Assessment structure

- a legacy assessment with no changes to the grading criteria or criteria explanation
- guidance for learners remains the same as for previous assessments
- a different title is required to be linked to for each new assessment window 'well planned activities promote children's cognitive development'

Use of word allocation

- in most cases learners made effective use of word allocation to meet the requirements of the criteria they were attempting
- learners who attempt higher grades must ensure that they use sufficient words to meet all the requirements of the criteria

Criteria requirements and command verbs

- learners must ensure that they meet the requirements of the command verbs, with reference to the higher grades for example evaluate and analyse
- learners should refer to the guidance for explanation of the requirements
- learners should ensure that the criteria links to the title

Referencing of external assessment tasks

- referencing requirements were clearly followed for this assessment

Assessment Criteria

D criteria

- most learners gave detailed responses showing good knowledge and understanding of how practitioners support children effectively and the characteristics of an enabling environment
- strong links were made between the criteria and the title relating well to children's cognitive development
- Clear and appropriate referencing was evident to support D1 and D2

C criteria

- most learners demonstrated a good knowledge and understanding of the importance of observation and the reasons to involve parents and carers
- effective use was made of examples to support learner's knowledge and understanding
- clear, accurate and traceable referencing

B criteria

- most learners who attempted this showed good understanding of the early years framework and good links were made to cognitive development
- most learners showed good understanding of differentiating provision to link to the requirements of the title

A criteria

- this required evaluation of a theory or philosophical approach and related well to current practice and evaluation of longitudinal study in support of children's progression
- evaluation requires the learner to examine the question from more than one perspective and in some cases, this was not developed

A* criteria

- where this had been attempted the response was not developed to meet the requirements of the A* criteria. Learners need to analyse their own practice in relation to professional 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: 10 June 2022