

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

NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) (601/4000/8)

Assessment: EYE EPS

Submission date: 22/09/2023

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.

Grade	NYA	D	C	B	A	A*	Learners	29
% of learners	3.45%	6.90%	41.38 %	37.93 %	10.34 %	0.00%	Pass rate	96.55%

EYE EPS Theme 2

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

Grade	NYA	D	C	B	A	A*	Learners	2
% of learners	50.00 %	0.00%	0.00%	50.00 %	0.00%	0.00%	Pass rate	50.00%

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](#) (QSID) document.

Standard of learner work

Assessment structure

- The structure of this assessment has not changed since previous assessment windows.
- Guidance for tutors and learners remains the same as in previous assessments.
- No changes have been made to the assessment criteria.
- Learners need to clearly identify where the criteria have been met.
- All criteria must be responded to separately.

Use of word allocation

- Learners need to be aware of the escalating requirements of the command words when planning word allocation for this assessment. Some learners used similar amounts of words for all criteria, limiting the development of higher-grade achievement.
- Centres need to advise learners that words used over the allocation will not be marked.
- Learners should be advised not to combine criteria

Criteria requirements and command verbs

- Learners are required to refer to the command verb explanations for this assessment to ensure understanding of the expectations for each criterion.
- Learners are required to closely examine the key words of each criterion to ensure that the evidence meets the criterion.
- Many learners gave examples from placement experience which emphasised clear understanding
- Evaluation is required for the A* criterion. To meet this expectation learners are required to demonstrate understanding of the question from more than one perspective.

Referencing of external assessment tasks

- Learners must be aware that referencing must be clearly identified and not shown as their own work.
- Referencing should support the knowledge and understanding of the criteria.
- All work must be referenced to meet the assessment guidelines.
- Referencing must not be a separate criterion identified under the heading of D3, for example.
- To achieve the A* learners must show evidence of wider background reading.

EYE EPS Theme 1

D Criteria

- Most learners achieved the full requirements of the D criteria. In a few cases D3 was not achieved. Learners need to be aware that a minimum of two identifiable and referenced quotations which support the explanation must be included.
- Most learners demonstrated a good understanding of play and an enabling environment.

C Criteria

- Many learners who attempted these criteria achieved it.
- Learners need to respond to all aspect of the criteria for C1.
- Where C3 was not achieved, learners need to be aware that a minimum of two identifiable and referenced quotations which support the explanation must be included.

B Criteria

- Most learners who attempted these criteria achieved them and discussed more than one approach to planning. Learners must discuss how effective approaches support play, learning and development.
- Most learners who attempted B2 were able to reflect on the need for practitioners to be compliant with safeguarding policy. In most cases reflection was evident through the impact of lack of compliance.

A Criteria

- Learners need to be advised not to combine criteria for the A grade. In many cases more depth and development need to be provided for these criteria. Learners must link to assessment for A1 and planning for A2

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 evaluate and compare.

EYE EPS Theme 2

D Criteria

- Learners need to be aware that a minimum of two identifiable and referenced quotations which support the explanation must be included.

C Criteria

- The learner who attempted this achieved

B Criteria

- The learner who attempted this achieved

A Criteria

- Learners should be advised not to combine criteria as the focus of the command words and the criteria requirements are less likely to be met.
- To achieve the A grade learners are required to show evidence of development and depth.

A* Criteria

- Learners should be advised not to combine criteria as the focus of the command words and the criteria requirements are less likely to be met.
- To achieve the A* criteria evaluation and comparison must be evident.

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: 12/11/2023