



**NCFE CACHE Level 3 Extended Diploma in Children's Care  
Learning and Development (Northern Ireland) 603/7477/9)**

**Extended Diploma Assessment**



**Information for Tutors and Learners:**

**Requirements for completing the Extended Diploma Assessment**

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## Information about the Extended Assessment

To achieve the NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) (603/7477/9) at grade A\*- D, learners must complete **one** extended assessment.

The Extended Diploma Assessment is synoptic so relates to all units of the qualification and is graded A\*-D.

Learners must choose **one (1)** Extended Diploma Assessment theme from this list and use this as a base for their extended assessment:

- Theme 1 Children's development
- Theme 2 Children's play and learning
- Theme 3 Safeguarding the health, safety and wellbeing of children
- Theme 4 Working in partnership (families; multi-agency; more than one team)
- Theme 5 Work to support children in change and transition

**Learners must complete the Extended Diploma Assessment independently. There must be no assessment of learners' work prior to submission.**

**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 extended assessment should not exceed 5,000 words. **There is no lower word limit.** Work that is more than 10% above the word limit **will not be marked.**

References and quotations within the text are **not** included in the word limit but are a requirement of this assessment.

### Plagiarism

**If you plagiarise, you may be awarded a Not Yet Achieved (NYA) grade for the external assessment task.** For more guidance, refer to the Plagiarism Guidance document located at [www.qualhub.co.uk](http://www.qualhub.co.uk) and the JCQ Suspected Malpractice: Policies and Procedures located at [www.jcq.org.uk](http://www.jcq.org.uk).

# How to complete the Extended Diploma Assessment

## Introduction

Consider these important points:

- **Think about the theme.** All content within the assessment must focus on the exact theme.
- The term 'children' applies to the age range 0–5 years 11 months. Learners may refer to any age group within this range.
- The extended assessment should show breadth and depth of learning.
- The extended assessment is best approached as an **extended essay**. Learners should identify clearly the criterion being responded to and complete the assessment task in criterion order D to A\*, focusing on the key command verb.
- Learners must work independently and to interpret criteria according to their personal experiences in settings and in the taught environment.

## Planning the Extended Diploma Assessment

Learners are advised to plan the structure of their extended essay and organise their information logically to include and develop breadth and depth of discussion.

Learners should take note of the **key words** within each criterion and consider each aspect of an individual criterion to ensure that work is planned to cover the essential points, for example B3:

- **Analyse aspects of own learning from the chosen theme that could influence own future practice within early years.**

Learners must follow the command verbs in each criterion eg 'explain', 'analyse'.

References used to support learners' opinions or substantiate comments should be identified clearly and appropriately cited at the point at which they are used.

Each theme requires evidence of finding and selecting relevant information from a range of sources. Any references from websites should be shown in full, stating date of access. **All work must be in the learner's own words or suitably referenced and cited.**

Before submitting this external assessment, learners are advised to proofread their work to make sure that:

- all information is relevant to each criterion 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>Consider</b>	Ponder, contemplate or study in order to make a decision.
<b>Describe</b>	Write about the subject, giving detailed information in a logical way.
<b>Discuss</b>	Give a detailed account including a range of views or opinions.
<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>Critically evaluate</b>	A development of evaluate. Debate the validity of evidence from opposing views and produce a convincing argument to support the conclusion or judgement.
<b>Judgement</b>	Review evidence from different perspectives and come to a valid conclusion or reasoned opinion.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Reflect (on)</b>	Learners should consider their actions, experiences or learning and think about how this could inform future action, learning or practice.

## Resubmitting or upgrading an extended assessment

Submissions will be limited to **one** submission and **one** subsequent submission for their chosen extended assessment theme. Learners who refer or achieve a Pass grade can try for a higher grade by resubmitting or attempting to upgrade the submission of their extended assessment once only. Learners who do not achieve a pass grade **must** choose a new extended assessment theme. This new theme will be allowed **one** submission and **one** subsequent submission.

When re-submitting to achieve a Pass grade or when attempting to improve a grade, it is not the best action just to add a few more sentences or to insert additional information as this may not address the reasons why the original work was referred or why the original marks and grades were awarded.

The higher of the grades achieved for the Extended Diploma Assessment will be the final result. This result will contribute towards the learner's final grade for the qualification.

**A complete script is required for a resubmission attempt or an upgrade attempt. An incomplete script or the submission of improved or additional criteria only will not be marked.**

### Note for tutors:

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

The External Assessment Cover Sheet:

- is available on **QualHub** under the Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) 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 **Not Yet Achieved** 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 extended assessment criteria

For the extended assessment theme, learners should demonstrate

- evidence of relevant reading
- use of accurate referencing to support the work.

**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>	Consider the key issues that apply to the chosen theme.	The learner should identify issues that are central to the chosen theme. The learner should discuss appropriate reasons for identifying the key issues.
<b>D2</b>	Explain the relevance of the key issues to the chosen theme.	There is evidence of how the selected key issues are relevant to the chosen theme. An explanation of the importance of the key issues is given.
<b>D3</b>	Evidence of reading and use of sources.	Two relevant references; sources are traceable.

	<b>C grade</b>	<b>Guidance for tutors and learners</b>
<b>C1</b>	Describe an enabling environment that supports children in relation to the chosen theme.	The learner should demonstrate: <ul style="list-style-type: none"> <li>• an awareness of the significance of an enabling environment for holistic development and wellbeing</li> <li>• understanding of regulatory framework requirements relating to an enabling environment</li> <li>• application of theory to practice.</li> </ul>
<b>C2</b>	Explain the relevant values and principles which underpin the chosen theme.  Links to B2	The learner should explore relevant values and principles. This can be through use of examples from practice.  The learner should show how and why the values and principles support the theme. Use of words such as 'because' will help to provide this explanation.  C2 must be met in full before B2 can be achieved.
<b>C3</b>	Evidence of reading and referencing. Good use of vocabulary and grammar.	There is evidence of appropriate, relevant background reading.  There is effective use of relevant referencing.  Vocational terms are used in the context of the theme.  Use of vocabulary and grammar is acceptable.

	<b>B grade</b>	<b>Guidance for tutors and learners</b>
<b>B1</b>	Discuss the relevance of a recognised theory or philosophical approach in contributing to the chosen theme.	The learner should give a detailed account of the contribution of one relevant theory or philosophical approach to the chosen theme.  In the discussion the learner should present a range of views or opinions to demonstrate depth and breadth of understanding.
<b>B2</b>	Analyse ways the provision of equality, diversity and inclusive practice can be ensured in relation to the chosen theme.	C2 must be met in full before B2 can be achieved.  The learner should: <ul style="list-style-type: none"> <li>• examine a range of ways to ensure the provision of equality, diversity and inclusivity</li> <li>• examine the subject in detail to show the importance of equality, diversity and inclusivity in relation to the chosen theme</li> <li>• give relevant examples from practice.</li> </ul> Analysis <b>must</b> be in relation to the chosen theme.
<b>B3</b>	Analyse aspects of own learning from the chosen theme that could influence own future practice within early years.	The learner should identify and analyse their own personal learning within the chosen theme.  The learner should analyse ways that their own learning could influence their own future practice within early years.
<b>B4</b>	Good use of reading. Referencing supports views and analysis.	Evidence of relevant reading is shown through a range of relevant referencing.  Referencing supports views or analysis.  Vocational terms are used appropriately to develop discussion and support analysis.

	<b>A grade</b>	<b>Guidance for tutors and learners</b>
<b>A1</b>	Evaluate evidence which supports the belief that the key issues identified in D1 are relevant to working with children.	The learner should assess the information in D1, from different perspectives, to justify how the key issues are relevant to working with children <b>and</b> make a valid conclusion.
<b>A2</b>	Reflect on and explain the professional skills required to practise effectively in the areas of work covered by the chosen theme.	Through reflection the learner should: <ul style="list-style-type: none"> <li>• explain the range of professional skills required for effective practice – within the context of the chosen theme</li> <li>• explain why the identified professional skills are relevant to the chosen theme</li> <li>• think about their experiences in settings and what they have learned in order to explain the impact that these will have on their own future practice.</li> </ul>
<b>A3</b>	Wider background reading.  Referencing supports evaluation and reflection.	A wider range of source material is used.  Use of references supports evaluation and reflective discussion.



	<b>A* grade</b>	<b>Guidance for tutors and learners</b>
<b>A*1</b>	Critically evaluate how the influence of theories or regulatory frameworks in relation to the chosen theme can affect practice with children.	The learner should provide: <ul style="list-style-type: none"> <li>• in-depth evaluation which assesses the influence of the identified theories or regulatory frameworks</li> <li>• critical evaluation which includes judgements about the effectiveness of the theories or regulatory frameworks in influencing practice.</li> </ul>
<b>A*2</b>	Thoughtful ideas.  Evidence of a range of background reading used selectively.  Evidence of the relevance of key issues is consolidated.	Thoughtful ideas based on the evidence are communicated.  Extensive range of background reading is used selectively and cited appropriately.  The relevance of key issues is consolidated.