

# **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: 06/04/2022**

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

### EPS1

Grade	NYA	D	C	B	A	A*	Learners	339
% of learners	0.59	28.92	32.15	32.74	5.60	0	Pass rate	99.41

### EPS2

Grade	NYA	D	C	B	A	A*	Learners	27
% of learners	3.70	33.33	37.04	25.93	0	0	Pass rate	96.30

## Administering the external assessment

The external assessment 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

- legacy assessment – the criteria and tutor guidance has remained unchanged
- no changes have been made to the marking guidelines since the previous assessment

### Use of word allocation

- learners need to consider the word allocation in relation to the escalating requirements of the criteria – in some cases, the D grades used more words than required, resulting in less words available for the higher grades – in some cases, there was considerable repetition in the lower grades
- many learners did not attempt the higher grades and did not use the full word allocation

### Criteria requirements and command verbs

- learners should ensure that they refer to the Information for learners and tutors document to ensure that they meet all components of the criteria
- most learners met the criteria for the grades D and C– attempts at higher grades were sometimes not achieved due to not meeting the requirements of the command words

## Referencing of external assessment tasks

- all work must be clearly referenced to meet the requirements of the assessment criteria
- in most cases referencing was identifiable and met the guidance in the Information for tutors and learners document – a few learners did not follow this guidance
- learners should avoid paraphrasing – two identifiable quotations are required for each criterion
- referencing was more accurate in this assessment window than previous ones
- in some cases, references were used to give information rather than to support understanding

## Assessment criteria

### D criteria

Most learners achieved the criterion for D1 and D2. A small percentage of learners did not achieve D3.

Many learners demonstrated good knowledge and understanding of these criteria with clear explanations and descriptions of play, the environment (EPS1), routines and health promotion (EPS 2).

A limited number of placement examples were used to support explanations.

### C criteria

Most learners attempted the C grade criteria. Responses included examples of practical application to practice. In a few cases, the full criteria were not achieved due to referencing omissions.

Explanations showed understanding of routines and health promotion for EPS1 and the environment and play for EPS2. For C2, learners need to focus on the 'how' aspect of the criteria.

### B criteria

Where learners attempted the B grade criteria most learners were able to discuss for B1 and reflect for B2. Good use was made of examples from practice and some learners made effective use of theory to support their answers,

### A criteria

A few attempts were made to evidence these criteria. Some learners did not achieve due to lack of application of the methods. Some learners briefly described lots of observation methods (EPS 1) and planning (EPS2) instead of two in detail.

For A2 some learners did not link to planning.

### A\*

A small number of learners attempted this criterion. It was not achieved due to lack of development and not showing evident of comparing and contrasting.

## 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:** 9 June 2022