

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

Assessment: CCLDNI EDEA

Submission date: 18 January 2024

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

CCLDNI EDEA 1

Children’s development.

Grade	NYA	D	C	B	A	A*	Learners	51
% of learners	25.49%	17.65%	35.29%	19.61%	1.96%	0%	Pass rate	74.51%

CCLDNI EDEA 2 – Children’s play and learning

Grade	NYA	D	C	B	A	A*	Learners	61
% of learners	13%	26%	46%	15%	0%	0%	Pass rate	86.89%

CCLDNI EDEA 3 – Safeguarding the health, safety and wellbeing of children

Grade	NYA	D	C	B	A	A*	Learners	44
% of learners	2.27%	11.36%	52.27%	29.55%	4.55%		Pass rate	97.73%

CCLDNI EDEA 4 – Working in partnership with (families; multi-agency; more than one team)

Grade	NYA	D	C	B	A	A*	Learners	0
% of learners	0%	0%	0%	0%	0%	0%	Pass rate	0%

CCLDNI EDEA 5 – Work to support children in change and transition.

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	0%	0%	100%	0%	0%	0%	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](#) document (QSID).

Standard of learner work

Assessment structure

- Centres should remind learners to clearly identify which assessment criteria they are providing a response to.
- Learners should be encouraged not to combine criteria.
- Criteria should flow in a logical order.
- For CCLDNI/EDEA Theme 3, there was a pattern with a few learners answering incorrect criteria for A2.

Use of word allocation

- Overall good use of word allocation.

Criteria requirements and command verbs

- Centres should remind learners to continue to refer to the assessment theme throughout.
- Ensuring responses link clearly to the chosen theme.
- Centres should support learners to encourage them to attempt higher criteria.

Referencing of external assessment tasks

- Most learners had used references appropriately to support their own ideas and opinions.
- References were included appropriately to show learners had carried out further reading and research.
- On occasion, some learners relied too much on other sources of information and were used in place of own knowledge and understanding, without appropriately referencing, this limited achievement of a grade.
- Learners should ensure sources of information are relevant to the country they are working in. Some instances of American websites being quoted.

CCLDNI/EDEA Theme 1

D Criteria

- Clear identification of key issues in the D grade.
- Evidence is provided to show how the issues identified link to the chosen theme.
- Some students did not clearly identify 'key issues' which meant the relevance of the key issues were often brief or not met.
- Some students did not identify issues and listed stages of development, which is a misinterpretation of the criteria and how it links to the theme of child development.

C Criteria

- Clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.
- Some examples given; these could be expanded on further to strengthen the response.
- In C2, sometimes the values were generic and did not underpin the chosen theme.

B Criteria

- B2 often a generic EDI and not linked to the title.
- B3 was often a summary than an analysis of what had been learnt and how it would inform future practice.

A Criteria

- A1 there was a lack of evaluation, particularly when linking it back to D1.
- A2 was very generic and more generalised as a description of 'good practice' as opposed to a focus on skills to support development.

A* Criteria

- Learners should recap on command verbs – Critically evaluate. Ensure evaluation goes into depth.

CCLDNI/EDEA Theme 2

D Criteria

- Clear identification of key issues in the D grade.
- Evidence is provided to show how the issues identified link to the chosen theme.
- D1, some students did not clearly identify 'key issues' which meant the relevance of the key issues were often brief or not met.

C Criteria

- Clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.
- Some examples given; these could be expanded on further to strengthen response.
- In C2, sometimes 'the values were generic and did not underpin the chosen theme.

B Criteria

- B2 responses were often a generic EDI and not linked to the title.
- B3 was often a summary rather than an analysis of what had been learnt and how it would inform future practice.

A Criteria

- In some cases, there were a lack of evaluation responses for A1, particularly when linking back to D1.
- A2 was very generic and more generalised as a description of 'good practice', as opposed to a focus on skills to support development.

A* Criteria

- Learners should recap on command verbs – Critically evaluate. Ensure evaluation goes into depth.

CCLDNI/EDEA Theme 3

D Criteria

- Clear identification of key issues in the D grade.
- Evidence is provided to show how the issues identified linked to the chosen theme.
- For D1, some students did not clearly identify 'key issues' which meant the relevance of the key issues were often brief or not met.

C Criteria

- Clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.
- Some examples given; these could be expanded on further to strengthen response.
- In C2, the values were often generic and did not underpin the chosen theme.

B Criteria

- B2 responses were often a generic EDI and not linked to the title.

A Criteria

- For A1, there were a lack of evaluation, particularly when linking it back to D1.
- Responses for A2 were very generic and more generalised as a description of 'good practice' as opposed to a focus on skills to support development.

A* Criteria

- Learners should recap on command verbs – Critically evaluate. Ensure evaluation goes into depth.

CCLDNI/EDEA Theme 4 – No entries

CCLDNI/EDEA Theme 5

D Criteria

- Identification of key issues in the D grade.
- Evidence is provided to show how the issues identified linked to the chosen theme.
- References were included to support work, but not always relevant.

C Criteria

- A heavy reliance on other sources to support answer, however, not used in replacement of learners' own work.

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: Katie Chapman

Date: 13 03 2024