

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

Assessment: EYE EPS

Submission date:

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	88
% of learners	0.00	24.14%	36.78%	35.63%	3.45%	0.00	Pass rate	100%

EYE EPS Theme 2

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

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	0.00	0.00	100%	0.00	0.00	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](#) document (QSID).

Standard of learner work

Assessment structure EPS 1

- A range of achievements for this assessment window, most learners achieving D, C and B grade A small percentage achieving The A grade
- The standard of work was good and matched the grades achieved.
- Further development was required to achieve the higher grades.
- The assessment has remained the same as the previous window with no changes to the criteria or mark scheme.

Assessment structure EPS 2

- One learner submitted for this assessment. C grades achieved

Use of word allocation

- Learners need to consider the escalating requirements of the criteria when attempting higher grades and the importance of considering the command verbs.
- Learners who attempt the D grade only should ensure that they use sufficient words to meet the requirements of the criteria.

Criteria requirements and command verbs

- Learners should consider all components and requirements of the criteria. For example, the criteria may require more than one way.
- Learners should refer to the verb explanations to ensure that the requirements of the command verbs are fully understood.

Referencing of external assessment tasks

- Learners should refer closely to the guidance for learners and refer closely to the grading criteria.
- References should not be added as a separate criterion but should be integrated into the work.
- All references must be traceable and identifiable.

EYE EPS Theme 1

D Criteria

- Most learners gave full and detailed answers to meet these criteria.
- Some learners used a significant percentage of their word count, which impacted on their achievement of higher grades.
- All learners referenced accurately for this grade in this assessment window.

C Criteria

- Most learners who attempted this achieved the criteria.
- Some good links were made to placement experience.
- Learners were able to focus on the importance of care routines.

B Criteria

- Many learners who attempted this achieved the criteria.
- Most learners were able to discuss approaches to planning.
- In a few instances learners did not apply the approaches to play learning and development.
- Most learners demonstrated a good understanding of the importance of safeguarding and were able to reflect through understanding of the impact of non-compliance.

A Criteria

- Some learners were able to give clear descriptions of observation methods but did not discuss how the methods were used to assess development or analyse how the methods inform planning.
- Many learners did not allocate sufficient words to enable them to meet the requirements of the command verbs

A* Criteria

- Most learners who attempted this criterion described the role of the key worker but did not evaluate it.
- Some knowledge and understanding of theories were described, however the requirements of the command verb were not met

EYE EPS Theme 2

One submission for EPS 2

- C grade met and achieved to a good standard
- Learners are required to indicate where each criterion has been met.

- Higher grades attempted. but not developed to meet the requirements of the criteria or command verbs.
- Full word allocation should be used when attempting higher grades.

Regulations for the Conduct of External Assessment

Malpractice

There were **XX** instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instance of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

XX 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: 07 03 24