

NCFE

CACHE

Internal Assessment Sample Tasks

**NCFE CACHE Level 5 Diploma for the Early
Years Senior Practitioner
QN: 610/4163/4**

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Introduction

We have created some sample tasks for the internally assessed EYE L5 SP 3 Model positive behaviour in the early years (H/651/1402) unit which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes (LOs) for EYE L5 SP 3 and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful, with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for the creation of internal assessment tasks on the NCFE website.

The units can be found in section 2 of the Qualification Specification.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process, to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

EYE L5 SP 3 Model positive behaviour in the early years (H/651/1402)

Assessment tasks
<p>This is a holistic assessment combining knowledge and skills assessment arranged as two tasks. The assessment focuses on the evaluation of a policy for behaviour in an early years setting and must be completed with reference to your own experience in a real work environment.</p>
<p>Task 1 – learning outcome (LO) 1, assessment criteria (AC) 1.1 and LO3, AC3.1</p> <p>Reflect on two theories underpinning behaviour to show an appreciation of early brain development and how adverse childhood experiences (ACEs) impact on healthy development in young children to analyse current practice. In your placement, work with others to evaluate the behaviour policy, making recommendations for improvement based on the findings of your theoretical analysis.</p>
<p>Task 2 – LO2, AC2.1 to 2.5</p> <p>In this task you are required to prepare for an observation from your assessor. To help you prepare, think about how you lead others by example by modelling and promoting positive behaviours expected of children. To support the observation by your assessor, prepare for a professional discussion where you will be asked to explain your own role, responsibilities and expected behaviours, as well as the roles of colleagues in the setting and team. The professional discussion must include the significance of co-regulation for self-regulation, and you must identify and discuss ways to engage with parents/carers and others to appreciate when a child is in need of support.</p> <p>A series of direct observations may be required in order to demonstrate competence in the following areas:</p> <ul style="list-style-type: none"> • lead intervention strategies for person-centred practice in relation to behaviour • use co-regulation to support children to manage their own behaviour in relation to others when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation • support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries

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