

Section 1: Centre Details and Our Contact Details

| Centre Details | |
|-----------------------|--|
| Centre Number: | 03037000 |
| Centre Name: | The Aunties' Training centre limited |
| Centre Address: | 33 Littleworth Road Wheatley OXFORD Oxfordshire OX33 1NW |
| Head of Centre | |
| Name: | Ahlexi Enjily |
| Email: | ahlexi@theauntiestrainingcentre.co.uk |
| Telephone: | 01865 872606 |
| Qualification Number: | GROUP |
| Qualification Name: | Health, Childcare and Education |
| Review Date: | 26 April 2023 (Remote) |
| Review Duration: | 1.0 day |
| Session: | 2022/2023 |
| Centre Risk Status | |
| Status: | Low |
| Date Awarded: | 27 February 2023 |

| Our Contact Details | |
|--------------------------|-----------------------------|
| External Quality Assurer | |
| Name: | Maureen Arnold |
| Email: | maureenarnold@ncfe.org.uk |
| Mobile: | 07766514689 |
| NCFE Contact Details | |
| Email: | customersupport@ncfe.org.uk |
| Telephone: | 0191 239 8000 |
| Website: | ncfe.org.uk |

| Qualification Number | Qualification Name | Qualification Contact | DCS |
|----------------------|--|--|------------------|
| 601/8424/3 | NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner | Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215 | Did Not Meet DCS |
| 603/3723/0 | NCFE CACHE Level 2 Diploma for the Early Years Practitioner | Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215 | Achieved |
| 603/3907/X | NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner | Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215 | Did Not Meet DCS |
| 603/5216/4 | NCFE CACHE Level 2 Award in an Introduction to Neuroscience in Early Years | Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215 | Did Not Meet DCS |
| 610/1707/3 | NCFE CACHE Level 4 Award in Early Years Emotional Wellbeing | Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215 | Did Not Meet DCS |

Section 2: Previous Action Plan

Has the centre carried out the actions agreed with the External Quality Assurer regarding:

| | Actions complete | Actions outstanding | No action taken | No action required |
|----------------------------|------------------|---------------------|-----------------|--------------------|
| Assessment | | | | ✓ |
| Internal Quality Assurance | | | | ✓ |

Feedback to centre

There were no actions from the previous report dated 3/5/2022.

Section 3: Assessment

Assessors: Heidi Sharpe, Jennie Eels, Laura Allen

For information: Sections 3 and 4 are to be graded using the 5-point scale described below. The statements identify the systems/evidence centres have in place for the assessment and internal quality assurance of qualifications covered as part of this report. Any actions identified will be highlighted in Section 7 of the report.

1 = Excellent (no action required)

2 = Meets requirements (recommendation identified)

3 = Discrepancies within tolerance (action required)

4 = Requirements Not Met (significant action required)

5 = Unsatisfactory (immediate action required)

N/A = Not Applicable

| | | 1 | 2 | 3 | 4 | 5 | N/A |
|------|---|---|---|---|---|---|-----|
| 3.1 | The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = via blended learning | | | ✓ | | | |
| 3.2 | Assessors have full and up to date information | ✓ | | | | | |
| 3.3 | There is a planned program of delivery in line with recommended TQT/GLH and appropriate assessment methods are in place | ✓ | | | | | |
| 3.4 | Any achievement of recognition of prior learning (RPL) has been recorded, and checked for appropriateness (where applicable) | | | | | | ✓ |
| 3.5 | Assessment methods, equipment and resources used, are appropriate and are consistent with the Qualification Specification | ✓ | | | | | |
| 3.6 | Assessment including any grading decisions have been applied as outlined in the Qualification Specification | ✓ | | | | | |
| 3.7 | Learners receive regular feedback after assessment | ✓ | | | | | |
| 3.8 | Each unit of assessed evidence is named, authenticated, and dated by the Assessor and the learner | ✓ | | | | | |
| 3.9 | Assessment records show accurate tracking, progress, and achievement | ✓ | | | | | |
| 3.10 | Registrations and/or withdrawals have been completed in a timely fashion to allow for external quality assurance to take place | ✓ | | | | | |

Observations and feedback regarding assessment

Today's remote visit was facilitated by Jennie Eels and Heidi Sharpe joint Head of Training & Development

The visit has taken place today to sample a range of learners across the centre to support certification. Samples have been provided by the centre where learners have completed qualifications and now require certification. The centre has small numbers of learners across a range of qualifications and is often not able to work towards gaining DCS because of this. Where they have sufficient numbers of learners on programme a sample of three learners has been provided where they have completed to enable the centre to work towards DCS.

3.2 - Assessment at the centre continues to be of a high standard. The policy and procedure are updated on a regular basis to meet the changing needs as the centre grows. A new staff member has been appointed her CV and CPD were made available today ,she is suitably qualified and experienced to deliver and assess/IQA our qualifications.Assessors are using up to date qualification specifications. Plagiarism checks are carried out on learner work together with the integrity unit which identifies the learner's mode of writing.

Learners that undertake training with the centre are self-funded or receive a bursary from Buckinghamshire Council.

Learners apply for their programme through the centre's website or through recommendation. All learners complete an integrity unit to ascertain their level and identify a suitable programme of learning. Learners have an ILP which contains details including personal information, career aims, work/training details, English and Maths levels, Units pertaining to their qualification and support sessions. This document provides the learner with their progress as the units are signed off on completion.

3.3 - A programme of learning is provided for each learner and our guided learning hours are being met.

Assessors have up to date qualification specifications, and these have been evidenced correctly together with dates and signatures.

3.5 - A variety of evidence methods are used by the centre with the learners being given the choice of which they prefer to use, this is GOOD PRACTICE.

Holistic observations are carried out of learner practice, these are well written, correctly referenced and provide an excellent means of evidence for the learner's portfolio.

Planning is individualised for each learner and colour coded for ease of use, for example items in red are urgent/important. Further reading or resources are colour coded the same as the task so easy to follow the link.

3.6,3.7,3.8,3.9 - Feedback from the assessor to learner is given in a variety of ways, annotation at the side of the work, at the end of unit, on the ILP. The feedback is constructive and positive with smart targets. What Went Well and moving forward are used as feedback headings. Unit standard sheets are correctly referenced, signed and dated.

Learner's work across the programmes is good, referencing is being used and the source is recorded.

Discussion was held today regarding encouraging the learners to reference in the Harvard style to prepare them for Higher Education.

Command verbs are being met by learners and reflection is encouraged across the programmes good examples of reflection were seen today in the following learner work BLY Unit 1 of the 610/1707/3 NCFE CACHE Level 4 Award in Early Years Emotional Wellbeing. Learner JL unit 2.3 of 601/2629/2 NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator).

3.10 - There have no issues with registration or certification.

Section 4: Internal Quality Assurance

Internal Quality Assurers: Heidi Sharpe, Jennie Eels, Laura Allen

| | | 1 | 2 | 3 | 4 | 5 | N/A |
|------|--|---|---|---|---|---|-----|
| 4.1 | The Internal Quality Assurer(s) are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based. | | | ✓ | | | |
| 4.2 | An appropriate internal quality assurance strategy and sampling plan is in place which is reviewed regularly | ✓ | | | | | |
| 4.3 | Suitable arrangements are in place to ensure effective meetings and standardisation takes place across qualifications and all sites | ✓ | | | | | |
| 4.4 | Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors and development is available continuously to support these responsibilities | ✓ | | | | | |
| 4.5 | Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable) | | | | | | ✓ |
| 4.6 | Assessors have been assisted in resolving disputes, appeals or fitness to practise concerns (where applicable) | | | | | | ✓ |
| 4.7 | Internal quality assurance of assessment decisions have been applied as outlined in the Qualification Specification | ✓ | | | | | |
| 4.8 | Assessors are provided with clear and constructive feedback on the use of different types of assessment methods and assessment decisions | ✓ | | | | | |
| 4.9 | Assessment is internally quality assured, and each unit of internally quality assured evidence is named, authenticated, and dated by the Internal Quality Assurer(s) | ✓ | | | | | |
| 4.10 | Sample dates are consistent with dates in the Internal Quality Assurer(s) sampling plans | ✓ | | | | | |

Observations and feedback regarding internal quality assurance

4.1 - The centre continues to carry out a high standard of IQA activity. The centre has an IQA policy and process in place which is fit for purpose. The sampling strategy is clear and concise. The sampling is determined by the experience of the assessor for example an IQA will sample 30% of an experienced assessor's work and an inexperienced or new to the qualification is sampled at 100%.

Regular observations of staff carrying out the assessment processes are carried out by Ahlexi Enjily (Director), a schedule is in place for these. Written records are made, and feedback/actions are set. Dates of observations seen today 20/10/2022, 23/11/2022. Peer observations are also carried out twice per year.

4.2, 4.7 - 4.10 - Sampling plan seen today contains planned and actual dates of the sampling, method of assessment sampled and the unit. The sampling plan dates match the IQA feedback dates.

4.8 - Feedback to assessor is constructive and supportive and contains sections for actions set, dates to be completed and a final box for completed and checked. The IQA signs the work in green to indicate that it has been sampled.

4.9 - Documents are signed and dated.

4.3 - 4.4 - Standardisation takes place on a monthly basis and dates are planned in advance with the activity being covered.

Minutes seen today of meetings held on

20/2/2023 looked at EYP Level 2 methods of assessment.

8/3/2023 discussed resources for NCFE Level 4 Award in the Early Years emotional Well-Being.

GOOD PRACTICE is seen with "Impromptu meetings/discussions" which take place being recorded with the date and outline of discussion held.

Section 5: Learners Sampled

| Batch No. | Qualification | Session | Status | Learner | CAG/TAG | Assessor | IQA | Assessment Method | Units sampled | Booking Declaration | Reliability of Assessment |
|-----------|--|-----------|--------|------------------|---------|--------------|--------------|-------------------|--|---------------------|---------------------------|
| 805651577 | 601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) | 2021/2022 | Final | CHARLOTTE HAWLEY | | Heidi Sharpe | Jennie Eels | 2, 8, 9, 11 | EYAP1 activity plans dated 10/1/2022 | | A |
| 805722637 | 601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) | 2022/2023 | Mid | GAYNOR ILSLEY | | Jennie Eels | Laura Allen | 2, 8 | Unit EYE 1.1 observation dated 5/10/2022 | | A |
| 805671352 | 601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) | 2021/2022 | Final | JASMINE LOVELL | | Heidi Sharpe | Jennie Eels | 8, 11 | Unit 2.3 | | A |
| 805730385 | 601/8424/3 - NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner | 2022/2023 | Final | CARLEY RUTLAND | | Jennie Eels | Heidi Sharpe | 3 | Unit EYAP1 2.3,2.4,3.4 | | A |
| 805738260 | 603/3723/0 - NCFE CACHE Level 2 Diploma for the Early Years Practitioner | 2022/2023 | Final | REEFAT BI | | Heidi Sharpe | Laura Allen | 8, 11 | Unit EYP.1 | | A |
| 805753575 | 603/3723/0 - NCFE CACHE Level 2 Diploma for the Early Years Practitioner | 2022/2023 | Final | ELLA LEWIS | | Laura Allen | Jennie Eels | 2 | Unit EYP.2,EYP.9,E observation dated 19/4/2023 | | A |
| 805731801 | 603/3723/0 - NCFE CACHE Level 2 Diploma for the Early Years Practitioner | 2022/2023 | Final | SHAY WARD | | Jennie Eels | Heidi Sharpe | 8, 11 | EYP.1 | | A |

| | | | | | | | | | | | |
|-----------|---|-----------|-------|-------------------------|--|--------------|--------------|-------|-------------------|--|---|
| 805632940 | 603/3907/X - NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner | 2021/2022 | Final | KELLY IDE | | Heidi Sharpe | Jennie Eels | 11 | EYPSP1 1.3 3.2 | | A |
| 805756681 | 603/5216/4 - NCFE CACHE Level 2 Award in an Introduction to Neuroscience in Early Years | 2022/2023 | Mid | ANA COELHO- COADY | | Jennie Eels | Heidi Sharpe | 8 | Unit 1 | | A |
| 805761916 | 610/1707/3 - NCFE CACHE Level 4 Award in Early Years Emotional Wellbeing | 2022/2023 | Mid | BIANCA LEE YENN | | Jennie Eels | Heidi Sharpe | 8, 11 | Unit 1 | | A |

| | |
|-----------------------------------|---|
| Reliability of Assessment: | <p>A = Assessment is as expected and fully consistent: No remedial action required by Centre</p> <p>B = Discrepancies are within tolerance: Remedial action to be put in place for next session</p> <p>C = Discrepancies are outside the tolerance: Centre must re-assess all portfolios and a new sample will be requested to ensure action has been taken</p> <p>D = Assessment is very inaccurate and/or inconsistent: Centre must carry out required remedial action, and pay for an extra review by the External Quality Assurer</p> |
| Assessment Method: | 1 - Observation of Assessment, 2 - Observation, 3 - Professional Discussion, 4 - Simulation, 5 - Project, 6 - Witness Statement, 7 - RPL, 8 - Assignment, 9 - Work Product, 10 - Question and Answer, 11 - Reflective Statement, 12 - Case Study, 13 - Controlled Assessment |

Section 6: Learner Feedback**Qualification Number and Name:**

EYE Level 3 601/2629/2

How many students have been spoken to as a part of the review?

1

Purpose – Has the qualification achieved its purpose for all learners interviewed?

Yes the learner said that she "thoroughly enjoyed" the programme.

Content – What did the learners interviewed think about the content of the qualification?

The learner enjoyed all of the content but her favourite units were the transition and special needs units. She would like to study these areas in more depth.

Support – Did all learners interviewed receive a reasonable and appropriate level of support?

Yes the learner said that her assessor was "amazing" the support was excellent, she could contact her and would receive a call /email back for help or advice. The resources the learners were given were really useful.

Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?

Yes the learner confirmed that she is putting the knowledge learned into practice.

Section 7: Action Plan For Centre

Assessment

| | |
|----------------|--|
| Action: | There are no actions required for this section |
|----------------|--|

Internal Quality Assurance

| | |
|----------------|--|
| Action: | There are no actions required for this section |
|----------------|--|

Section 8: Action by External Quality Assurer/Head Office

| Action For | Action Required | By when |
|--------------------------|-----------------|---------|
| External Quality Assurer | | |
| Head Office | | |

Section 9: Additional Information Sheet

Any additional comments regarding the review

Thank you to Heidi and Jennie for facilitating today's visit.
Next visit booked for 12/9/2023.

Below is some information that you may find useful.
Notifications to centres
<https://ncfe.org.uk/customer-and-learner-support/service-messages/>

Training and Support: NCFE can provide training sessions for assessors and internal quality assurers. Bespoke subject- specific training is also available. Further information on training and events can be found on the delivery and learner support page of the NCFE website, or alternatively, you can contact the quality assurance team. <https://www.qualhub.co.uk/delivery-and-learner-support/support-visits-training-and-events/>

NCFE General Webinars and videos to support CPD (Continued Professional Development): <https://www.youtube.com/c/NcfeOrgUk/featured> QualHub changes – how to find the information you need <https://www.ncfe.org.uk/qualhub>

Changes to centre contact details <https://www.ncfe.org.uk/qualifications/prepaing-for-eqa/change-centre-contact-details/>

Fees and Pricing: The current fees and pricing guide is available on the policies and documents page on the NCFE website. <https://www.qualhub.co.uk/policies-documents/mandatory-policies-and-fees/>

Preparing for EQA <https://www.ncfe.org.uk/qualifications/preparing-for-eqa/>

Bright Surveys- how to improve customer engagement with these. You will receive an engagement survey following your review which will be sent to your Programme Contact. Can the Programme Contact, if different from the contact facilitating today's review, please forward this survey on to them. We really appreciate you taking the time to feedback. In the meantime, if you have any questions, or would like further support, advice, or guidance, please get in touch.

Kind Regards
Maureen

Section 10: Centre Feedback (optional)

We really value centre feedback and this is a great opportunity for you to tell us what you think of the qualification. All feedback will inform the qualification evaluation and help our Qualification Development team ensure the qualification is meeting its intended purpose.

| | |
|---------------------------------------|---------|
| Qualification Number and Name: | Various |
|---------------------------------------|---------|

Do you think the qualification meets its intended purpose? If so, what 2 specific features did you like most about the qualification and if no, what prevented it from meeting its intended purpose?

We feel all the qualifications we currently deliver meet their intended purpose, however we do feel the EYP L2 is wordy and can feel overwhelming to learners. Possibly condensing larger units into smaller units, and give a longer time frame.

Do you think the qualification meets the needs of you and your learner? Please explain how.

EYE L3, we enjoy delivering this qualification and it is the most popular in our centre. All units are relevant to an EYP role, and allows the use of updated legislation and frameworks.
The study is also beneficial to a learners training and their setting.

Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this qualification are appropriate? If not, please explain your reason.

Please see comment above for our feedback.
Neuroscience L2 & emotional wellbeing are meeting learners current interests and topics in the community. They are interesting courses to run.
EYP level 2 we feel can be very tight on the learning hours depending on the learner. Most of our learners fall into the 16 – 19 years old bracket and it is their first experience of childcare. Making that transition from school learning to work based learning takes time and can affect them meeting targets on time.

What are the typical progression routes for your learners after studying the qualification? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.

Most of our present learners have started on either the Level 2 EYP or Level 3 EYE. Some have then progressed onto the next level whether that is the level 3 or the level 4 & 5. (EYAP4 & EYSP5).
We have also had learner progress to the SEND qualifications, Neuroscience and emotional wellbeing.

What are your thoughts about the content and assessment of this qualification?

The Level 2 EYP is very intense and although it provides a solid grounding to all areas some units and outcomes are particularly long and not specific. Eg When it says activities to demonstrate with babies & young children should that be with both babies and young children or one or the other?
We have found some of our learners are overwhelmed by the wording and content.

Do you intend to keep running this qualification? Please state your reasons for and against.

The EYE Level 3 is mostly fit for purpose. We think the Longitudinal study is purposeful and helps EYP's develop their observational skills and planning as well as meeting a child's individual needs.
We feel that some of the outcomes are outdated and need reviewing. Eg Unit 4.1: Providing a CV. Most employers do not ask for a CV as they have to fill in an application form.
We are aware that the Level 3 is currently being reviewed.
We like the layout and content of both EYAP Level 4 & EYSP5.

Is there anything we could do to make the qualification better? If so please give examples.

We currently plan to keep offering and running the qualifications we have approval for. We also look at new courses coming out and apply for these if we feel it would be of interest to our learners.

EYP1 in the Level 2 EYP qualification is very long. We feel the CPD section would maybe fit better at the end of the qualification once a learner has had more time to build their skills and experiences. At the moment we leave these outcomes until later on depending on the learners age and experience. The use of specific requirements would be useful, as well as outcomes written in a simpler manner for learners to understand.