

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Technical Level 3 Diploma in
Childcare and Education (Early Years Educator)
QN: 601/8437/1**

Assessment code: DCE2

Paper number: P002643

**Submission window: 22 May 2025 to 18 June
2025**

Introduction

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 performed 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 (AC)
- 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

Grade	NYA	D	C	B	A	A*	Learners	142
% of learners	5.63	23.94	38.73	30.28	1.41	0.00	Pass rate	94.36

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. 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

- For this submission the title of the assessment was 'Professional partnerships working in early years to support children's individual needs'.
- The total number of learners who submitted for this assessment was 142 and most of these learners achieved a D grade or above.

- The standard of work was generally good. Learners were able to link to the title successfully for most of the criteria.
- Excellent responses were seen where learners kept focussed on the assessment title and developed their responses accordingly.
- Many learners gave clear examples from their placement experiences which demonstrated their knowledge and understanding and enhanced their responses.
- In a few cases links to the title were weak; this was evident particularly for the higher grades.

Assessment structure

- The External Assessment task document should be read carefully by the learners, so that they remain focussed on the associated grading criteria, and related explanation when responding.
- Learners should accurately identify each criterion to which they are responding and present their information in direct relation to the identified criterion; scripts are marked in escalating criterion order from D-A*.
- Centres should ensure that learners are aware of the importance of reading, and applying the 'Information for Learners' set out within the External Assessment task document.
- Learners should check their responses to ensure that all quotations are identifiable and traceable before submitting their work.

Use of word allocation

- The word allocation was not always used to consider escalating requirements of the criteria being addressed.
- Most learners used most of their word count on the D & C grade criteria.

Criteria requirements and command verb

- Centres could provide learners with verb explanations to ensure understanding of the expectations for the command verbs.
- It was apparent that command words were not always understood especially for the higher grades.
- Some learners omitted to apply the title when responding to the criteria which resulted in a refer.

Referencing of external assessment tasks

- Referencing was generally good and supported the learners work clearly and appropriately.
- In some cases, references were presented as a separate criterion and were not therefore supporting the discussion, which led to a refer.
- Learners should not include D4, C4, B3, A3 and A*2 as a separate criterion, references should be included within the text of the associated criteria to support the learner's response.

Assessment criteria (AC)

D criteria

D1/D2

- These criteria were mostly achieved by all who attempted them, often, using up considerable work count, while a small proportion of learners wrote very briefly with little evidence to support their response.
- Where learner wrote detailed responses, they showed a comprehensive understanding of 'professional partnerships working in early years to support children's individual needs'.

C criteria

- Many learners who attempted this criterion achieved this. There were a small number of learners that did not attempt this criterion.
- C1 – Most learners discussed the requirements of the current framework in relation to the title. Some learners included examples from placement experience which enhanced their responses.
- C2 / C3 – Most learners demonstrated knowledge and understanding of planning and reflection often giving clear examples from placement in relation to the title of the assessment.

B criteria

- Some learners achieved this criterion, while many did not attempt it.
- B1 – Some learners described two theories or approaches and made simplistic comparisons which were not developed. Others made clear comparisons demonstrating similarities and differences and successfully linked to the title.
- B2 – Many learners who attempts this criterion achieved this while some learners did not link to the title or develop analysis which resulted in a refer.

A criteria

- Very few learners achieved this criterion, while the majority did not attempt it. Although many learners did not attempt these criteria, those who did attempt them found the command verb 'evaluate' challenging.
- A1 – Learners were required to evaluate strategies that may be implemented to support the holistic development of children in relation to the title. Some learners did not link their response to the title and/ or did not develop their responses sufficiently to enable them to evaluate the strategies effectively.
- A2 – Learners were required to evaluate how professional practice may impact on own practice when working with children and families in relation to the title. Most learners did not evaluate 'own practice' and only included reference to professional practice generally.

A* criteria

- Very few learners attempted this criterion, and none of those who tried were successful. However, most learners did not attempt this criterion at all.

- A*1 - Where this criterion was attempted it was not developed to show critical analysis. This was mainly due to learners using a large amount of their word count in the lower grades and not keeping focussed on the requirements of the question, and the title of the assessment.

Regulations for the conduct of external assessment

Malpractice

There were zero 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 or the misuse of AI) will affect the outcome on the assessment.

Maladministration

There were zero instances of maladministration 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: Kathy Hurt

Date: 05 August 2025