



Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Childcare
and Education
QN: 601/3999/7**

**NCFE CACHE Level 3 Diploma in Childcare and
Education (Early Years Educator)
QN: 601/4000/8**

Assessment code: EYE/ EPS

Paper number: P003164

Submission date: 8th January 2026

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

EYE EPS – Theme 1

Grade	NYA	D	C	B	A	A*	Learners	13
% of learners	7.70	0.00	15.38	76.92	0.00	0.00	Pass rate	92.30

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

- Most learners gave examples from placement experience, which supported their understanding of the questions.
- All learners completed theme 1 and showed good knowledge and understanding of most criteria attempted.
- Most learners had good knowledge and understanding of the subject content when attempting higher grades, however, greater application of the requirements of the command words would support achievement of these criteria.
- Many learners applied their knowledge and understanding to placement and real-life situations and were able to develop their responses which demonstrated increased understanding of the criteria.
- Clear, identifiable, and traceable references are key to the achievement of the whole grade. In most case this was applied to the required criteria.
- Some learners did not attempt the higher grades or use the full word allocation

Assessment structure

- The structure of this assessment remains the same as in previous assessments.
- The assessment criteria (AC) remain the same as previous assessments.
- Guidance for tutors and learners remains the same as in previous assessments.
- Learners must clearly signpost where each assessment criterion has been met, for example by using appropriate headings.
- All criteria should be responded to independently.

Use of word allocation

- Centres should encourage learners to make full use of the word count so that they are able to access the higher grades.
- Many learners used a high number of words when responding to the lower grades which impacted on the potential development of their responses for the higher grades.

Criteria requirements and command verbs

- Learners are required to refer to the command verb explanations for this assessment to ensure understanding of the expectations for each criterion.
- Examiners reported that learners must fully meet the requirements of the command word for A2, as the level of analysis was often minimal.
- Learners are required to closely examine the key words of each criterion to ensure that the evidence provided meets all aspects of the requirements.
- Evaluation is required for the A* criteria. To meet this expectation learners are required to demonstrate understanding of the question from more than one perspective.
- Learners should refer to the guidance.

Referencing of external assessment tasks

- Learners must follow the tutor guidance and understand that referencing must be clearly identifiable and traceable.
- Referencing should support the knowledge and understanding of the criteria requirements.
- All responses must be referenced to meet the assessment guidelines.
- References should be easily identified as separate from the learner's own work.

- Referencing must be incorporated into the main body of the work and not a separate criterion.
- To achieve the A* criterion learners must show evidence of wider background reading used selectively to support the evidence.

Assessment criteria (AC)

EYE/EPS– Theme 1

The Early Years Educator promotes and supports children's play, learning, development and wellbeing.

D criteria

- Learners demonstrated a good understanding of play and an enabling environment.
- References to placement experiences supported responses and demonstrated deeper understanding.
- In some cases, very detailed responses were given for D1 and D2, which impacted on the words available for the development of the higher grades.
- The minimum of two identifiable and referenced quotations which support the explanation were included in most responses.

C criteria

- Most learners who attempted the C criteria showed a good understanding of the importance of promoting independence and the importance of health promotion.
- Learners referred clearly to care routines for C1
- Learners must ensure they include at least two clearly identifiable and referenced quotations to support their explanations

B criteria

- Learners who attempted and achieved the B1 criteria discussed more than one approach to planning and were able to discuss how the approaches supports play, learning and development.
- Most learners who attempted B2 were able to reflect on the need for practitioners to be compliant with safeguarding policy.

A criteria

- In many cases, learners needed to provide greater depth and development in their responses to fully meet the requirements of the command words.
- Learners must ensure that they focus on assessment for A1 and planning for A2.
- Feedback from examiners showed that for the A2 criteria, students needed to address the command words in the question as analysis was minimal.
- Where learners combine A1 and A2, they must still meet the full requirements of the command words. A2 requires a detailed level of examination, and in some cases this was not sufficiently developed.

A* criteria

- Learners who attempted the A* criteria did not develop their responses to meet the requirements of the command words.

- Learners are required to evaluate for A*1 and compare and contrast for A*2.
- Responses were mainly descriptive with some analysis.

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 AI misuse) 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: Shirley Jackson-Hulme
Date: 11th March 2026