



Chief Examiner Report

**NCFE CACHE Technical Level 3 Certificate in
Childcare and Education
NCFE CACHE Technical Level 3 Diploma in
Childcare and Education (Early Years Educator)**

QN: 601/8436/X & 601/8437/1

Assessment code: CCE1

Paper number: P003059

**Assessment window: 14 January 2026 to 30
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 conducting examinations.

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	86
% of learners	3.45	17.24	37.93	27.59	13.79	0.00	Pass rate	98%

Administering the external assessment

The external assessment is invigilated and must be conducted in line JCQ [Instructions for Conducting Examinations \(ICE\)](#) 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

- The pass rate for this submission was good.
- Overall, the standard of learner work was high, and it was pleasing to see that many learners attempted up to the A criteria.
- The technical language used within responses was appropriate and generally at a high level.
- Many learners used examples from practice which enhanced their responses and demonstrated their knowledge and understanding of supporting children's play, learning, and development.

Assessment structure

- The learners should carefully read the external assessment task document so that they remain focussed on the associated grading criteria, and related explanation when responding.
- Centres should ensure that learners are aware of the importance of ensuring that their responses are linked to the external assessment task title.'

Use of word allocation

- Many learners used a high proportion of their word allocation to respond to the D, C and B criterion; however, more learners attempted the A criterion in this submission, demonstrating confidence in their knowledge and understanding of their practice.
- Some learners used their allocation wisely and attempted all criteria.
- Learners should ensure they address lower criteria fully before moving on to higher grades, and to use an appropriate amount of their word count.

Criteria requirements and command verbs

- Learners should read and understand the requirements of each criterion, to keep focused on the title of the controlled assessment.
- Some learners would benefit from verb explanations to ensure understanding of the expectations for the command verbs.

Referencing of external assessment tasks

- Most learners referenced appropriately in this submission.
- Some centres would however benefit from supporting learners to develop referencing skills through clearly showing sourced material as quotations with the source clearly shown. In addition, where learners attempt citation, they must clearly show where this starts and finishes so that the reader can establish what is sourced and what is their own work.

Assessment criteria (AC)

D Criteria

Most learners kept a clear focus on the assessment title and used their placement experience to enhance their response. The majority of learners gave detailed responses to the D criteria in general, and many used a high proportion of their word count.

C Criteria

Many learners gave two clear policies and procedures relating these to the title of the assessment. Where this was not met, the learners often only included one policy or procedure and/or did not link their responses the title.

For C2 learners often gave clear examples from practice, when responding to this criterion. Most learners stayed focussed on the requirements of the criterion.

B Criteria

Learners who achieved B1 had applied the theory, approach, or legislation to how it supports practice in relation to the title.

Some learners gave a detailed description of the legislation or philosophical approach with either limited or no links of how this informed practice.

Excellent responses threaded links to practice throughout their response or gave a well-developed detailed conclusion.

The majority of learners who attempted B2 successfully included some excellent examples from practice demonstrating their knowledge and understanding of inclusive practice keeping a clear focus on the title.

A Criteria

Many learners attempted the A1 criterion; learners who achieved showed a clear understanding of the command verb of analysis and had a clear focus on the title.

Learners who found this criterion challenging submitted underdeveloped work and/or did not apply the command verb and/or did not give two characteristics of an enabling environment.

Most learners who did not achieve the A2 criterion either failed to reference other professionals altogether or mentioned them only in broad, general terms, without specifying who they were or explaining how they worked in partnership.

A* Criteria

A small number of learners attempted A1*; however, none were able to meet the requirements of the criterion.

Learners often lost focus on the title of the assessment and/or omitted to include all aspects of the requirement of the criteria for example strengths, limitations, or impact.

For A2* learners are required to demonstrate evidence of wider background reading. However, some learners only used two quotations and/or included quotations from the same source.

Regulations for conducting examinations

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) 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 JCQ Instructions for Conducting Examinations (ICE) document in this respect.

Chief examiner: Kathy Hurt

Date: 18 March 2026

