



Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Childcare
and Education**

QN: 601/3999/7

Assessment code: EYE/EPS Theme 1

Paper number: P003152

Submission date: 26 September 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

EYE/EPS Theme 1

Grade	NYA	D	C	B	A	A*	Learners	34
% of learners	0.00	11.76%	47.06%	32.35%	8.82%	0.00	Pass rate	100.00%

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

- Many learners demonstrated clear knowledge and understanding of the main concepts of the assessment
- Many learners showed good understanding of the lower grade criteria and the importance of play and an enabling environment.
- Higher grades attempted were often underdeveloped. Learners need to focus on the command verbs.
- Learners need to be supported to ensure that they meet the referencing requirements of the assessment
- Learners who used examples from placement were able to demonstrate deeper understanding of the criteria requirements.

Assessment structure

- The criteria and guidance for learners remain the same.
- Learners should identify where each criteria has been met.
- Where learners wrote holistically the identification of the requirements was not evident.
- The assessment and guidance for learners remain the same as for the previous window.

Use of word allocation

- Learners should be encouraged to make use of the full word count when attempting higher grades.
- Learners should consider the allocation of words for each criteria to enable them to meet the escalating requirements of the higher grades.

Criteria requirements and command verbs

- Learners need to refer to the guidance given relating to the explanation of the command verbs to understand the requirements of each criteria.
- Learners should be encouraged to refer to the explanation of each criteria to increase understanding of the requirements

Referencing of external assessment tasks

- Learners should refer to the guidance on referencing and ensure that they are clearly identifiable and appropriately referenced.
- D3 C3 B3 A3 and A*3 should be incorporated into each appropriate criteria to support knowledge and understanding and not stand alone as a separate criteria.

Assessment criteria (AC)**EYE/EPS Theme 1****D Criteria**

- Learners were able to give clear explanation of the importance of play, and they gave more than one reason as required by the criteria.
- Learners showed a broad knowledge of the characteristics of an enabling environment and used examples from practice to support their response.

C Criteria

- Most learners were able to explain the importance of promoting children's independence and were able to show this through the explanation of care routines. A few learners did not focus on the importance of promoting independence to show an explanation.
- Most learners were able to explain how health promotion supports wellbeing. A few discussed health promotions but links to wellbeing were tenuous.

B Criteria

- Most learners who attempted this criteria were able to discuss more than one approach to planning and the use of relevant placement experience supported this.
- Most learners showed understanding of the legal requirements for compliance with safeguarding policy and procedure. In some cases, reflection of the need to comply was weak.

A Criteria

- Some learners who attempted this criteria were able to discuss how observation methods can be used to assess children's development were able to do so. In some cases, stronger links to assessment would have improved the answer.
- A few learners who attempted this were able to achieve it. Many learners did not follow the command verb of 'Analyse'. Others needed to discuss how the methods informed planning.

A* Criteria

- A few learners attempted this criteria. They were not achieved mainly due to lack of development and reference to the use of the command verbs.
- Learners must follow the guidance provided to meet the full requirements of each criteria. For A*1 theory must be embedded into the response and not addressed independently.

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) 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: 21 November 2025