



Chief Examiner Report

**NCFE CACHE Technical Level 3 Certificate in
Childcare and Education
QN: 601/8436/X
NCFE CACHE Technical Level 3 Diploma in
Childcare and Education (Early Years Educator)
QN: 601/8437/1**

Assessment code: CCE1

Paper number: P002641

Submission window: 2 May – 21 May 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	266
% of learners	9.77%	22.93%	53.01%	11.28%	3.01%	0.00%	Pass rate	90.23%

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

- The theme for this assessment was 'Outdoor play opportunities support children's learning and development'.
- The total number of learners who submitted for this assessment was 266.
For 215 of these learners, this was their first attempt and 198 of these achieved a D grade.
- Most learners demonstrated accurate knowledge and understanding of this theme and were able to apply this to their responses.
- The majority of learners kept focus on the title of outdoor play supporting learning and development particularly within D and C grades.
- Many learners gave good examples linked to their own experiences in the setting, which linked clearly to the criteria and assessment title, this enhanced their responses and enabled them to demonstrate their knowledge and understanding.
- The majority of learners referenced effectively, however in a minority of cases learners would benefit from support to ensure if using citation, references are clear as to where specifically in the work they are used, and when attempting citation that they support rather than replace the learner's own ideas.

Assessment structure

- The External Assessment task document should be read carefully by the learners so that they remain focussed on the associated grading criteria, related explanations and assessment title when responding.
- Some learners submitted work which included a general introduction and summary to their work which was not necessary and therefore used up valuable word count.
- There were occasions where learners submitted work written in a holistic manner which did not correspond to the order of the required criteria. It is important that learners do not combine criteria as the assessment task is not marked holistically. Please note therefore that learners should accurately identify each criterion to which they are responding and present their information in direct relation to the identified criteria; scripts are marked in escalating criteria order from D to A*.

Use of word allocation

- Some learners used a substantial amount of their word count in the D and C grades and did not attempt any higher grades
- Many learners used a good proportion of their word count, although for some it may have been better to focus on the lower criteria fully before moving on to higher bands.

Criteria requirements and command verbs

- Most learners stayed focussed on the requirements of the criteria and command verbs, however, some learners were referred, where command verbs were not applied correctly, and/or the response did not link to the title of the assessment.
- Where the A criteria, was attempted this was achieved when clear focus on the higher-level command verbs was evident within a clear and sustained outdoor play and learning focussed analysis.

Referencing of external assessment tasks

- Most learners produced well researched work which supported their responses with identifiable referenced quotations which related to the corresponding criteria.
- Some learners submitted references as a separate criterion which resulted in a refer. All references need to support responses given in each grade.
- Some learners did not clearly identify their quotations, and it was therefore not possible to determine whether work should be attributed to the learner or the quotation. It is important that all quotations are clearly identified to avoid a refer.
- Some learners were over reliant on quotations rather than use their own words to demonstrate knowledge and understanding.

Assessment criteria (AC)

D Criteria

It was pleasing to see that the majority of learners achieved the D grade criteria.

D1 / D2

- Most learners were able to apply their knowledge and understanding of outdoor play opportunities which support children learning and development to these criteria. Where learners did not achieve, they lost focus on the assessment title and / or did not include the correct number of ways or reasons.

C Criteria

A high percentage of learners achieved these criteria, where learners did not achieve, they lost focus on the requirements of the criteria.

C1

- Most learners included two policies or procedures, and many used their experiences at placement which enriched their responses.

C2

- Most learners used some clear examples of activities and/or routines making clear links to the assessment title using examples from their placements.

B Criteria

Fewer learners achieved these criteria with the majority not achieving or did not respond to the criteria.

B1

- Learners who achieved this criterion were able to apply their chosen theory or approach to how it informs practice in relation to the title. At times learners had knowledge of their theory or approach however, had then not discussed the impact on practice.

- Most learner discussed one piece of theory or legislation and applied this clearly to the title of the assessment. Some learners used more than one piece of legislation or theory and as a result did not develop their response sufficiently to gain an award for this criterion.

B2

- Where learners achieved this criterion, they explained two clear ways that inclusive practice is implemented in outdoor play opportunities supporting children's learning and development.
- Some learners only explained one way or multiple ways and therefore lost focus in the requirements of the criterion.

A Criteria

Only a small percentage of learners achieved these criteria with the majority not attempting.

A1

- Learners were required to analyse two or more characteristics of an enabling environment. Some learners included a descriptive narrative and did not include two characteristics.

A2

- Learners were required to analyse partnership working with families and other professionals. Many learners concentrated on their own partnership work and either emitted or included limited reference to working with other professionals.

A* Criteria

The majority of learners did not attempt these criteria.

A*1

- Where learners achieved this criterion, they kept a clear focus on the assessment title and the requirements of the question.
- Learners were required to evaluate the impact of the framework or legislation relating to the title. Many learners did not develop their responses and omitted strengths and or limitations in relation to the title.

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: Kathy Hurt

Date: 3 July 2025