

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Level 3 Extended Diploma for
Children's Care, Learning and Development
(Northern Ireland) QN: 603/7477/9**

Assessment code: CCLDNI/EDEA Theme 3

Paper number: P003161

Submission date: 02 October 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

CCLDNI/EDEA – Theme 3

Safeguarding the health, safety and wellbeing of children

Grade	NYA	D	C	B	A	A*	Learners	4
% of learners	0.00	0.00	50.00	50.00	0.00	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

Limited submissions on this occasion and learners had mostly attempted all grades with only one theme being completed.

In general, the lower grades were of a good standard and mostly achieved with the key theme relevant throughout.

When attempting the higher grades, specifically A and above, the relevance to the theme occasionally became obscured and adherence to the command verb was at times poor.

Assessment structure

Learners should separate each assessment criterion clearly, ensuring their work follows a logical order. This approach should be maintained in future submissions. Additionally, learners should allocate their time evenly across all grade requirements to ensure each one is addressed appropriately

Use of word allocation

Many learners made good use of the word count available. Those only attempting the lower grades fully used the word count to achieve these grades.

Centres to continue to encourage learners to utilise full word allocation to ensure criteria is covered in detail and good depth.

Criteria requirements and command verbs

When learners attempted the higher grades, the evaluation required for A1 was often too limited and did not clearly link back to the main theme. To achieve this grade, the focus needs to remain firmly on how the evaluation relates to the key theme. For A2, learners should provide a reflective account that explains the key professional skills they have used, rather than simply listing them.

Referencing of external assessment tasks

There has been some improvement in how learners used sources to support their knowledge and understanding. However, it was sometimes difficult to distinguish between what was cited from a source and what was the learner's own understanding.

Some references could not be traced, so learners should be encouraged to use quotation marks to clearly show when information has been taken directly from a source. All full references should also be included in a bibliography at the end of the script.

Assessment criteria (AC)

CCLDNI/EDEA – Theme 3

D criteria

Evidence was provided for more than one issue, along with an explanation of how each issue related to the chosen theme. However, learners aiming for the lower grades only described a range of safeguarding issues without linking them back to the theme.

C criteria

Learners demonstrated a strong understanding of how safeguarding characteristics relate to an enabling environment. However, incorporating specific examples would further strengthen their responses and provide better structure. Common principles and values linked to the theme were addressed effectively.

B criteria

Some learners were describing a recognised theory or philosophical approach rather than developing a discussion.

Additionally, learners occasionally discussed more than one theory which limited the discussion and the developed responses for a B grade.

In respect of B2 some learners missed the grade by not analysing consistently the actual ways and wrote mainly about safeguarding generically with limited links to equality, diversity and inclusion.

Some learners were able to analyse their own learning linking back to the previous grades but missed the influences for future practice which meant the grade was not achieved.

A criteria

A1 was achieved when learners developed their D-grade discussion further by exploring key aspects of the theme from more than one perspective. However, some learners did not provide the required evaluation of these issues, meaning they did not meet the command verb. For A2, learners identified some professional skills, but they often did not reflect on them or explain how they were used.

A* criteria

Very few learners attempted A* criteria. Learners could be encouraged by centres to attempt all criteria. Those that attempted this grade were limited with no critical evaluation therefore lacking the depth of understanding needed.

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: Julie Green

Date: 12 December 2025