



Chief Examiner Report

**Qualification title: NCFE CACHE Level 3
Extended Diploma for Children's Care Learning
and Development (Northern Ireland)**

QN: 603/7477/9

Assessment code: CCLDNI/EDEA

**Paper number: P002675, P002676, P002677
P002678 & P002679**

Submission window: 16 January 2025

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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

Theme One - Children's development

Grade	NYA	D	C	B	A	A*	Learners	59
% of learners	8.47	3.39	37.29	20.34	27.12	3.39	Pass rate	91.53%

Theme two - Children's play and learning

Grade	NYA	D	C	B	A	A*	Learners	48
% of learners	2.08	22.92	54.17	14.58	6.25	0.00	Pass rate	97.92%

Theme three - Safeguarding the health, safety and wellbeing of children

Grade	NYA	D	C	B	A	A*	Learners	28
% of learners	0.00	3.57	71.43	21.43	3.57	0.00	Pass rate	100%

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Theme Four - Working in partnership (families; multi-agency; more than one team)

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	0.00	0.00	0.00	100	0.00	0.00	Pass rate	100%

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

Mixed responses dependent on the centre and many learners had only attempted the lower grades D and C.

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

When attempting the higher grades specifically A and above the relevance to the theme occasionally became obscured.

Assessment structure

Learners should be encouraged not to combine criteria.

Criteria should flow in a logical order.

Use of word allocation

The majority of 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

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Centres should support learners to encourage them to attempt higher criteria. Many learners did not attempt beyond B criteria.

When the higher grades were attempted specifically for A1 evaluation linked to the theme was quite limited and therefore should focus being the relevance of the key themes.

Referencing of external assessment tasks

On occasion, some learners relied too much on other sources of information, which were used in place of own knowledge and understanding, without appropriately referencing. This limited achievement of a grade.

Some references were not traceable and therefore learners should be advised to utilise the use of quotation marks to support identification of the references. The full reference should be identified within the bibliography at the end of the script.

Assessment criteria (AC)

CCLDNI EDEA – Theme 1

D Criteria

Evidence is provided to show how the issues identified link to the chosen theme.

Some learners identified aspects and stages of child development rather than key issues and placed focus on play and activities with limited links to the developmental areas.

Some learners did not include traceable references leading to a NYA grade.

C Criteria

Those that attempted the C grades were consistent in describing enabling environments but occasionally detailed play and learning rather than linking to the developmental milestones.

Explaining principles and values was also at times quite vague and the learners that achieved this assessment criteria (AC) were specific as to these concepts with direct links to development.

Sources should be clearly referenced for this grade.

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.

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Learners achieved B2 when specific ways were analysed and linked directly to development. It is important that learners include future practice suggestions that link directly to development.

A Criteria

Where the discussion was effectively developed in the D grade to look at aspects of the theme/key issues from more than one perspective, A1 was achieved.

A2 was very generic and more generalised as a description of 'good practice' as opposed to a focus on skills to support development.

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 available word count and therefore the responses were underdeveloped.

CCLDNI EDEA – Theme 2

D Criteria

Clear identification of key issues in the D grade.

Evidence is provided to show how the issues identified link to the chosen theme of play and learning.

A good use of examples from practice to support the explanation

C Criteria

Many learners were able to describe an enabling environment linked to the chosen theme of play and learning and good examples supporting the evidence.

Some clear links made to own experiences within practice to show understanding of an enabling environment and key values and principles.

B Criteria

Learners that attempted the higher grades were accurate in suggesting theory/ philosophical approach and linked directly to play and learning applying examples from practice. Responses for B2 were often generic and not specific to the theme.

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A Criteria

In some cases, there were a lack of evaluation responses for A1, particularly when linking back to D1.

A2 was very generic and more generalised as a description of 'good practice', as opposed to a focus on skills to support play and learning.

A* Criteria

When attempting this grade learners should be encouraged to critically evaluate and respond in depth with writing that is specific and concise.

CCLDNI EDEA – Theme 3

D Criteria

Evidence is focussed on the theme and the full concepts of health, safety and wellbeing were considered and written in depth.

Learners supported evidence with specific examples from practice.

C Criteria

Learners were able to link enabling environments to the theme well and supported with examples from practice.

Relevance to values and principles were linked directly to the theme.

References were not always clear and identifiable.

B Criteria

Learners that attempted the grade for this theme did not always select appropriate theory/ philosophical approach and therefore discussion was at times limited.

B2 responses were often generically focused on Equality, Diversity and Inclusion and not linked to the title.

B3 responses did not include future practice. Examples of future development could assist here.

A Criteria

Although the key issues from D1 were often further developed these were described rather than evaluated

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Centres are advised to encourage learners to acknowledge the full criteria requirements and command word for A2, as underdeveloped discussion has prevented a number of learners from achieving an overall A grade.

A* Criteria

Very few learners attempted A* criteria. Learners could be encouraged by centres to attempt all criteria. A* criteria should not be attempted holistically within work or combined with lower-grade evidence.

CCLDNI EDEA – Theme 4

D Criteria

Mostly clear identification of key issues in the 'D' grade.

C Criteria

Effective use of examples from learners' own practice and experience has supported learners' discussion of sector relevant values and underpinning principles.

B Criteria

Centres are reminded that learners should not submit generic content for B2. Responses should be in relation to the chosen theme.

Ensure that partnership working includes families; multi-agency; more than one team.

A Criteria

No responses

A* Criteria

No responses

CCLDNI/EDEA Theme 5 – No entries

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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: 08 March 2025