

Technical Level 3 Diploma in Childcare and Education (601/8437/1)

Assessment: P001416 DCE2

Submission date: 23 May 2022 – 22 June 2022

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 perform well as well as any areas where further development may be required.

Key points:

- Grade achievements
- Administering the external assessment
- Standard of learner work for DCE2
- Assessment structure
- Use of word allocation
- Criteria requirements and command verbs
- Referencing of external assessment tasks
- Assessment criteria
- 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	657
% of learners	1.83	28.31	46.58	21.00	2.13	0.15	Pass rate	98.17%

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our regulations for the conduct of external assessment. 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](#) document (QSID).

Standard of learner work for DCE2

- Most learners showed accurate knowledge and understanding in relation to 'Supporting Children's School Readiness.'
- Where learners linked relevant examples from their placement, this often enhanced their responses in relation to the title of the assessment.
- Excellent responses were seen where learners kept focussed on the assessment title and developed their responses accordingly.
- Most learners used appropriate industry terminology and were able to respond to each question coherently.

Assessment structure

- The External Assessment Task document should be read carefully by the students, so that they remain focused on the associated grading criteria, and related explanation when responding.
- Students should accurately identify each criterion to which they are responding and present their information in direct relation to the identified criterion; scripts are marked in escalating criterion order from D-A*.
- Providers should ensure that students are aware of the importance of reading and applying the 'Information for Learners' set out within the External Assessment Task document.

Use of word allocation

- Providers should encourage students to use the full word limit, and not to use excessive words in the lower grades as this can result in them being unable to develop responses successfully in the higher grades.
- Some students did not make use of the full word allocation, which prevented them from accessing the higher grades.
- Some students when attempting the A and A* criteria, gave very brief responses to the lower grades, which did not always fulfil the requirements of those criterion.

Criteria requirements and command verbs

- Students should take time to read and understand the requirements of each criterion and keep a continuous focus on the title of the controlled assessment.
- Where students did not remain focused on the title of the assessment this resulted in referred criterion.

Referencing of external assessment tasks

- Referencing was clear in most of the work provided by the learners.
- Providers should ensure that students are aware of the appropriateness of sources used when referencing.
- Students should not include D4, C4, B3, A3 and A*2 as a separate criterion, references should be included within the text of the associated criteria to support the student's response.
- Some students did not use appropriate referencing techniques which resulted in references not being identifiable and/or traceable. In some case this led to referred criteria.
- A few students' work was heavily reliant on referencing, and this occasionally meant that their own knowledge and understanding of the criterion was not evident.
- Some students who attempted A* did not show evidence of wider reading using diverse sources to support their critical discussion when referencing; this resulted in a refer for A*2.

Assessment Criteria

D criteria

- Most D criteria was written with clear links to the title of the assessment
- Some responses did not include any traceable quotes in any of the D criterion which resulted in a refer

C criteria

- Most students responded clearly to this criterion by keeping focussed on the requirements of the questions
- C1 – Some students only included one requirement of the current framework, instead of two or more
- C2 – Some students discussed planning generally but omitted to explain how planning supports the practitioner to meet the individual needs of the child
- C3 – Some students referred to the reflection cycle but did not discuss how this contributes to effective practice
- Traceable quotes were not always included within the responses for the C criteria

B criteria

- B1 – Some students described two theorists or philosophical approaches but either, did not compare them to each other, or included a brief conclusion with little comparison. Some however included detailed comparisons of two theorists/ philosophical approaches with school readiness fully embedded
- B2 - Some students included details of equality and inclusion but either did not embed school readiness into the response or just tagged a reference to this at the end of their response. Also, some students wrote descriptively about an enabling environment rather than analysing how the environment supports inclusion and equality in relation to school readiness

A criteria

- A1 - Some students wrote descriptively rather than making an evaluation. In some cases the evaluation was one-sided rather than considering weaknesses and limitations. Also links to school readiness were not always apparent. Some students focussed on one area of development rather than looking at children's holistic development
- A2 – Most students did not link to own practice; often the responses centred around practitioners in general. In addition, there was often a lack of focus on the title of the assessment

A* criteria

- A*1 - Some learners did not focus on well-being in relation to school readiness but just analysed the theoretical viewpoint/ philosophy. Some responses did not include evidence of reasoned judgments in relation to the impact of children's developmental well-being

Regulations for the conduct of external assessment

Malpractice

There were one instance 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

No instances of maladministration were reported 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 Rush

Date: 27 July 2022