

# Technical L3 Certificate in Childcare and Education (601/8436/X)

## Technical L3 Diploma in Childcare and Education (EYE) (601/8437/1)

**Assessment: CCE1**

**Submission date: 4 May 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 boundary information
- 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
- 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 boundary information

Grade	NYA	D	C	B	A	A*	Learners	1510
% of learners	3.71	21.26	49.87	18.48	6.69	0.00	Pass rate	96.29

## 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

- Most learners showed accurate knowledge and understanding across the various centres.
- The use of technical language was mainly appropriate, clearly expressed and well structured by those achieving the higher grades.
- Excellent responses were seen where learners kept focussed on the assessment title and developed their responses accordingly.
- Where learners were able to utilise their placement experience, it enabled them to enhance their responses with relevant examples.

## Assessment structure

- Centres should ensure that learners are aware of the importance of reading and applying the 'Information for Learners' within the External Assessment Task document.
- The External Assessment Task document should be read carefully by the learners so that they remain focussed on the associated grading criteria, and related explanation when responding.
- Learners 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\*.

## Use of word allocation

- Centres should encourage learners to use the full word limit, and not to use excessive words in the lower grade as this can result in them being unable to develop responses successfully in the higher grades.
- Some learners did not make use of the full word allocation which therefore prevented them from accessing the higher grades.
- Centres should remind learners to include a word count before submitting their work.

## Criteria requirements and command verbs

- Learners should read and understand the requirements of each criterion, to keep focused on the title of the controlled assessment.
- Centres could provide learners with verb explanations to ensure understanding of the expectations for the command verbs.

- Some learners did not remain focussed on the title of the assessment which resulted in a referred criterion.

### Referencing of external assessment tasks

- Learners should not include D3, C3, B3, A3 and A\*2 as a separate criterion, references should be included within the text of the associated criteria in order to support the learners response.
- Centre should remind learners of the appropriate referencing techniques.
- Centres should ensure that learners are aware of the appropriateness of sources used when referencing.
- Some referred criteria were due to incorrect referencing.

### D1/D2

- Some learners did not focus on the title of the assessment when responding to these criteria.

### C1

- Some learners focused on describing legislation generally with no links to policies or procedures. Learners also on occasion, implied links to policies or procedures and/ or did not clearly identify two policies or procedures.

### C2

- Some learners described the general benefits of routines/ activities but omitted identifying an actual routine or activity. The 'how' element was sometimes unclear, and therefore there wasn't a link to how the routine/activity promoted safeguarding; the learners sometimes provided a description of the routine instead.

### B1

- Learners were required to discuss one piece of legislation or theory or a philosophical approach that informs practice which related to the title. Some learners who discussed more than one piece of legislation or theory or a philosophical approach, did not develop their responses sufficiently and lost focus on the title of the assessment.
- Sometimes responses were very descriptive and theoretical with no credible link between the legislation/theory and the early years setting or practice and how it informs practice

### B2

- Learners were required to explain two or more ways to ensure that inclusive practice is implemented in relation to the title. Generic descriptions of inclusivity were sometimes utilised, however it is important that the response should relate to the title of the assessment.
- Links between safeguarding and inclusivity were sometimes missed and there was little explanation of the 'ways' inclusive practice could be implemented. Statements were sometimes generalised and not accurately linked to safeguarding.

- It was clear that most learners understood inclusion and are aware of the general ways to promote this; however, some did struggle to link it to the title in a meaningful way.

#### A1

- Learners were required to analyse two or more characteristics of an enabling environment linking to the title. Some learners only included one characteristic and wrote a descriptive narrative, rather than one which included analyse.

#### A2

- Learners were required to analyse partnership working with families and other professionals. Some learners concentrated on their own partnership work and either omitted or included limited reference to working with other professionals. Links to the title were sometimes tenuous and not developed.

#### A\*1

- Learners were required to evaluate the impact of the framework or legislation relating to the title. Some learners did not develop their responses and omitted strengths and /or limitations and impact of this, in relation to the title.
- Some students tried to evaluate several pieces of legislation rather than looking at one in depth. This often led to a lack of focus on the requirement of the criterion.

### Regulations for the conduct of external assessment

#### Malpractice

There was 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:** 12 July 2022