



Senior Examining Standards Verifier Report/Feedback

2012-2013

NQF BTEC Level 3 Nationals in
Children's Play Learning and
Development

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Children's Play Learning and Development appeared to be well received by the sector with a number of centres embracing the Next Generation suite of courses. The CPLD programme has made rigorous demands with the learning aims being applied over individual criteria, the number of formative and summative feedback opportunities has also been problematic. Some centres have had difficulties with these concepts and much supportive work has been provided by Standards Verifiers.

External assessment

Unit 1 of the CPLD course was a set exam Numbers entering registered just over 900. Some centres would benefit from being better prepared for the teaching of the exam techniques needed by the learners and the paper was at times poorly applied to the Childcare scenario and case studies used within the exam. The teaching of the theorists was generally positive but application of theory to practice was limited. Consultation with the Lead Examiner's report has been strongly recommended for centres that struggled with the June 2013 paper. The subject team have put together an exemplar script for centres to access and support them for future examination series. There is also a pre-recorded network event that will be made available for centres to access on the Edexcel online subject page.

Following feedback from centres more lines will be given in the exam paper for the essay style questions so that learners can write longer answers if they wish. However, there is no advantage gained from writing very long answers and centres should really ensure that learners give concise comments that are within the allocated writing spaces. The CPLD exam is available again in January 2014, and June 2014.

Internal assessment

Many centres were running the smaller qualifications, and in several cases, over a two-year delivery period. This meant that centres were only partly sampled in this first year. Centres were disappointed to learn that the CPLD had not gained its "full and relevant" status and therefore they would need to deliver the CYPW alongside the level 3 Diploma in CPLD to gain the necessary sector competencies. This has caused concerns for centres as they have had to adapt to two different types of quality assurance methods. Co-delivery/assessment materials have been developed and made available for centres to use. These have been modified and adjusted over the year to try and support the centre with the needs of both courses. 2013-14 will be the first academic year we will see these support documents being used by centres.

It is important that centres undertake the OSCA training materials and verify that these materials have been shared with the team. OSCA training should be undertaken by centres, before any internal assessment decisions are made. The OSCA training materials look at some of the fundamental principles of the course. They look at the assignment brief details, layout and allocation of time and dates.

A new concept is the introduction of an interim formative assessment date for learners to present work and have written feedback to enable them to complete the task to a high standard. Previously (on the CCLD course), formative feedback was given by most centres to their learners but was not formalised. This is a fundamental change included in the CPLD course (the formalisation of formative feedback).

The targeting of a whole learning aim rather than single criterion has also been a major change for this suite of qualifications. Materials within OSCA also look at the internal verification processes and the decisions of the learners work looking at the depth and quality of work to criteria. These materials are to act as a standardisation and discussion process for the teaching team and are designed to highlight best practice and acceptable practice. They have been well received by centres that managed to complete the team tasks last year.

Support forms and templates are available on the Pearson website. Assessment plans and authorised assignment briefs have been produced for all CPLD units. The completion of the assessment plan is crucial to the organisation of the centre in the running of the course and is a document that is requested by the SV to plan their sampling for that academic year. The student declaration form and the NQF internal verification forms for assignment briefs and assessment decisions are also available via Edexcel Online. Additional support can be found in the centre quality handbook and through the Assignment Checking Service and the Ask the Expert services, again found online.

The free assignment checking service, provided by Edexcel, shows that a small amount of assignment briefs were checked for the CPLD course in 2012-13, the first year of delivery. This is not surprising as the course has available Edexcel set assignment briefs that can be used by the centre with little or no adaptation. If centres wish to produce their own, they should be encouraged to use the checking service.

Much of the paperwork available for the Next Generation course has had to be adapted for the CPLD course as this is the only current level 3 course in delivery. The SV report form does not allow space for the skills for practice log, an integral part of the level 3 Certificate and Diploma course. This feedback will be in the additional comments box of the report form.

Sampling for L3 does not follow the conventions of the other Next Generation L2 courses and so additional training was given to support the SV's. The quality assurance handbook was also adjusted to reflect these differences.

The number of units that will need to be sampled when both Level 2 and Level 3 course are being delivered by a single centre is detailed in the Quality Assurance Handbook. It is advisable for centres to monitor the time needed to complete the units for this constantly throughout the year.

This academic year will include the first sampling of both unit 11 and unit 12 set-assignments for the Level 3 Certificate (unit 11 only) and Diploma (both unit 11 and unit 12) course. These units will be sampled by visit in greater sample sizes than other units e.g. 8 or 16. Again, support to centres will need to be given as well as the SV's team during this busy sampling process.

CPLD has had a positive first year of development with centres generally enjoying the standards. Issues around the formative and summative feedback forms have generally been well managed. The assessing of learning aims rather than individual criteria as also been addressed. The OSCA training materials have been highlighted as important to centres to ensure that information is shared with the whole team. This

again is a change from the QCF system which required a single member of the team accessing OSCA materials.

CPLD is in its infancy and there have been some initial setup and delivery issues but these have been, in the main, rectified. Following the review of Nutbrown and the Government announcement of the EYE qualification, some centres that had previously expressed interest in the CPLD, have decided to stay with their current delivery programme until the EYE specifications have been released. The EYE course will also contain an external exam and externally set assessments. The EYE could be a further development of the CPLD course. The EYE qualification is to take the place of CYPW, CCLD and CPLD courses. The first teaching date proposed is September 2014. The sector will need to make sure all information is available to centres once proposals are made concrete and definite.

Feedback on this report

We are constantly trying to improve the support information available to centres running our qualifications. We've not previously published a report like this about our BTEC qualifications so we'd like to know if you found the information presented in the report useful or if there's something you'd like to see included.

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