



CCEA Entry Level Qualification in Learning for Life and Work

Summer Series 2017 (Legacy)

Chief Examiner's Report and Principal Moderator's Report

learning
for life and work

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Qualification (ELQ) in Learning for Life and Work for this series.

CCEA hopes that the Principal Moderator's report will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk

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ENTRY LEVEL LEARNING FOR LIFE AND WORK

Principal Moderator's Report

Compared to last year there was a slight increase in the number of candidates submitting portfolios of work for moderation.

The compilation of evidence in the portfolios was mostly good and reflected the Levels claimed for the candidates. There was a variety of evidence used such as video, photographic, witness statements, support material from the Learning for Life and Work microsite.

Most centres were submitting sufficient units for a cash in to produce a final award. It should be noted that units can be submitted and their outcomes banked one year, and then the additional units added for cash in the following year. This approach would provide candidates with opportunities to improve their overall award.

Areas for Attention

It should be noted that there are two types resources which can be downloaded from the LLW Microsite and used in teaching and assessing. There are stimulus materials which can be used to provide evidence of attainment at a range of levels and there are worksheets which are level specific. The use of the stimulus material often resulted in work unnecessarily being included at one or two levels below the level being claimed.

When photographic evidence was being used it often required a commentary from the teacher to highlight what was happening to satisfy the assessment criterion. This commentary can be on the work, in a witness statement or in the Portfolio Progress Tracking Record.

For some candidates, there were gaps in the evidence for a level being claimed. This usually meant that an adjustment to the level below or no level was made.

Administration

Many centres used the Portfolio Progress Tracking Records and the notes and page numbers on them greatly assisted the moderation of the Portfolios. The use of them also helped to ensure that there were no gaps in the evidence when building portfolios.

Generally, the candidates' work was well annotated with the use of assessment criteria numbering the best practice observed.

Contact details

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