

FET QA Document	DRAFT Policy on Assessments in the Early Learning and Care programmes
Approved by	
Version	V0.1
Due for review by	

1. Purpose

The purpose of this document is to outline Moate Business College's policy with respect to assessments (including repeat assessments) undertaken by learners engaged in the Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6).

2. Context

Dublin an Dún Laoghaire ETB have led on the development of the new Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6) programmes on behalf of the 16 ETBs. These new programmes have been developed in line with QQI's *Policies and criteria for the validation of programmes of education and training* (2016) and the [Professional Award Type Descriptors at NFQ Levels 5 -8: Annotated for QQI Early Learning and Care \(ELC\) Awards](#) (PATD for ELC) published by QQI in 2019.

The PATD for ELC outlines the standards that are to be achieved by learners in programmes leading to awards in Early Learning and Care at levels 6-8. The Advanced Certificate in Early Learning and Care consists of two stages, where stage 1 leads to the standards outlined at level 5 in the PATD for ELC, and stage 2 consists of the standards outlined at level 6. Learners targeting the Level 5 Certificate in Early Learning and Care are expected to achieve the standards outlined at level 5 in the PATD for ELC.

The Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care programmes developed on behalf of the 16 ETBs have identified Minimum Intended Programme Learning Outcomes (MIPLOs) for the whole programme which are consistent with the standards in the PATD for ELC. The MIPLOs have been mapped multiple times across the various

assessment tasks of the programme. Learners who successfully achieve all MIPLOs associated with each stage, will thus have achieved standards consistent with those standards in the corresponding stage in the PATD for ELC, as is required by QQI's *Policies and criteria for the validation of programmes of education and training*. They will thus have successfully completed the programme and may request certification.

3. Scope

- 3.1 This policy applies in the context of the delivery of the Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6) programmes in DDLETB.
- 3.2 A general policy on repeat assessments will be developed as part of the development of a DDLETB-wide Assessment Policy. At that time, this Early Learning and Care policy on repeat assessments will be incorporated into the ETB-wide Assessment Policy.
- 3.3 Pending the development of an ETB-wide assessment and repeats policy, this policy will only apply in the context of the delivery of the Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6) programmes.

4. Assessments in the Early Learning and Care programmes

- 4.1 All learners are expected to achieve all Minimum Intended Programme Learning Outcomes (MIPLOs) in order to successfully complete the Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6) programmes (known henceforth as ELC programmes).
- 4.2 To ensure that all MIPLOs have been successfully achieved in the ELC programmes, learners must complete each assessment task that they undertake as part of their studies.
- 4.3 Learners must achieve a cumulative minimum score of 50% in a given programme module in order to be deemed successful for the whole module.
- 4.4. All unsuccessful learners must be given an opportunity to repeat the assessments tasks in which they were unsuccessful, based on the criteria listed below.
- 4.7 All assessments will be authenticated in line with the ETB's Internal Verification policies and procedures, External Authentication policies and procedures, and approved by the relevant Results Approval Panel.
- 4.8 A provider must be satisfied that a learner has met all of the MIPLOs before requesting certification for them. This should be confirmed at the Results Approval Panel meeting.

5. Assessment and Professional Practice Placement

- 5.1 All learners will be expected to undertake a number of work-based assessments assessing their demonstration of professional competencies while on their professional practice placements. These are outlined in the relevant programme module descriptors and the [Professional Practice Placement Handbook](#).

- 5.2 The work-based assessment will be assessed as 'Competent' or 'Not yet competent'. Where the learner is deemed 'Competent', they receive the full allocated marks (40%). Where the learner is deemed 'Not yet competent', they receive no marks (0%). For full details on work-based assessments, and the procedures for marking those assessments, please see the [Professional Practice Placement Handbook](#).
- 5.3 **Note:** Learners who have **not** completed the required 150 hours professional practice placement per stage will not have fulfilled the special validation conditions of the PATD and thus cannot be submitted for certification. In this case, the assessor must complete the Amended Grade Form in order to bring the cumulative mark for the module to 49%.

6. Criteria for repeating assessments in the ELC programmes

- 5.1 All learners must be given the opportunity to repeat any assessment task in which they were unsuccessful, in any of the programme modules in which they have engaged.
- 5.2 Learners will be given the opportunity to repeat an assessment task twice (i.e. three (3) assessment opportunities in total).
- 5.3 Where possible, the repeat assessment opportunity should be made available as soon as possible to the learner. For example, where the unsuccessful assessment task took place early on during the course, or as part of continuous assessment, then the learner should be given the opportunity to repeat as soon as possible within the duration of that course.
- 5.4 Where the learner has been unsuccessful in an assessment task towards the end of the course, and there is not time for a repeat assessment task to be undertaken, then the learner must be given the opportunity to repeat the task at the next reasonable assessment opportunity.
- 5.5 Where a learner has been unsuccessful in an assessment task or tasks at stage 1/level 5 of the programme and is hoping to progress into stage 2/level 6 of the programme, then they must be given the opportunity to repeat that/those tasks before the start of stage 2, or as early as possible after the start of stage 2.

NOTE: A learner cannot successfully complete stage 2/level 6 of the programme until they have successfully achieved all MIPLOs associated with stage 1/level 5. That means in effect, that they must have achieved at least a cumulative grade of at least 50% for each module and thus passed all programme modules at stage 1/level 5 in order to engage with, and successfully complete stage 2/level 6 of the ELC programme. A provider must be satisfied that a learner has met all of the MIPLOs either before requesting certification for them at level 5, or allowing them to progress to stage 2 of the programme. A table is included at the end of each module to allow easy identification of the MIPLOs which have been met in the module, to facilitate a provider assuring themselves that the MIPLOs have been met.

- 5.6 Where the learner has repeated an assessment, their marks will not be capped.
- 5.7 Learners are NOT permitted to resit an assessment task or module when they have already passed, in order to improve their grade.

7. Duration of policy

This policy will be reviewed as part of the development of a common DDLETB Assessment Policy

Other relevant documentation:

[Programme Descriptor for the Advanced Certificate in Early Learning and Care and Level 5 Certificate in Early Learning and Care](#)

[Professional Award Type Descriptors at NFQ Levels 5 -8: Annotated for QQI Early Learning and Care \(ELC\) Awards](#) , QQI, 2019

[Policies and criteria for the validation of programmes of education and training](#) (2017), QQI

[Internal Verification Guidelines](#)

[DDLETB External Authentication Guidelines for Centres](#)

[Results Approval Process and Guidelines](#)

Moate Business College will apply the same Policy on Assessments in the Early Learning and Care programmes as set out by Dublin Dún Laoghaire ETB (DDLETB).