

CACHE-L3 Diploma in Child Care and Education (DCCE-L3)

Research Task Guidance

Part A: Completing the Research Task: information for tutors and learners

Part B: Research Task Criteria Guidance/How marks are awarded

September 2010

Part A: Completing the Research Task: Information for tutors and learners

This information is to help tutors to provide advice and support to learners and to provide guidance for learners to complete the Research Task. **It is essential that learners refer to and use this information.**

The Research Task is the external assessment for the Diploma. It brings together and uses knowledge which learners will have gained throughout the Award, Certificate and Diploma levels of study and focuses on the learning outcomes for Diploma Units 6 to 9.

The Research Task title is

‘It is important to plan to meet the care and learning needs of all children’

This title is important. Early discussion of the key words in the title and criteria and on-going reminders about the title may help learners to stay focussed on the task and submit a final piece of work that is relevant throughout.

Plan is a key word in the title and learners should ensure that this is addressed throughout the task and not just in Criterion 2.

Remember that **care** and **learning** are of equal importance in the Research Task and both aspects must be given careful consideration.

Preparing for the Research Task - *It is never too early to start working towards the Research Task.*

Learners need to

- develop skills of analysis and evaluation and use these higher order skills from the start and in all their internal assignments;
- understand all the ways in which all their learning can contribute to the requirements of the Research Task; for example, their learning in Unit 2 which involves understanding of development and how this can influence practice.

Learners will benefit from

- using their observations of children and from being involved in planning care routines and learning activities. This will give learners the practical skills needed to identify children's care and learning needs and how they can plan to meet them.
- early familiarity with a small range of relevant theorists, research and initiatives which they can learn to use effectively to support both internal assignments and external assessments;
- becoming familiar with '***Finding the Level***' which will help them to understand what to do to respond accurately to the command words in each of the criteria such as 'demonstrate', 'explain', 'analyse', 'evaluate'.
- using taught study skills to make sure they understand how to
 - reference in an appropriate way
 - use information selectively to make sure it is relevant and suitable, think about why information should be included and avoid including everything about a subject, theorist or initiative;

Tutors could consider how the units they deliver can contribute to the Research Task so that key information can be introduced to learners at an early stage.

Starting the Research Task

Learners will find the Research Task more approachable if they gradually accumulate their knowledge and understanding over a period of time.

Learners can

- research current issues in suitable journals or websites; these can be used to encourage debate;
- undertake some background reading into different approaches to planning, linked to current frameworks;
- gather detailed information about the planning processes in their placement settings;
- develop an understanding of enabling indoor and outdoor environments for young children.

With help from tutors, learners can understand

- what **secondary research** is;
- sources of appropriate literature, that a literature review requires them to read widely and how to use the findings from their reading as their secondary research to develop and support their response to the task;
- how to discuss their findings accurately in their own words;
- how to make the links between their secondary research, theory and practice
- current theoretical material, current initiatives and up-to-date research alongside more classic theory and research
- the difference between care theorists/theories and learning theorists/theories;
- the differences between theorists and writers or authors who are not theorists
- how to relate current issues to their work;
- professional terms used in practice, in legislation and in current initiatives;

Learners should begin by reading the entire task. This means becoming familiar with it by discussing the criteria, asking for meanings and checking their own understanding. Referring to the **Research Task Criteria Guidance** from page 9 onwards will help learners to check their understanding of each criterion.

Learners should take an individual approach to presenting their information but this must relate to the title of the Research Task and the purpose of each criterion. They should use their own words to demonstrate their knowledge and understanding, to show their application, analysis and evaluation and to use their secondary research to best advantage.

The Research Task should not have an appendix.

Working to complete the Research Task

1. Putting the task together:

- Read the **Research Task Criteria Guidance** and identify the key words and the purpose of each criterion; it is important to focus on the key words ensuring a thorough understanding of the subject of the criterion in context; For example in criterion 4, the subject is theoretical knowledge about play, learning and education and the context is application of this theoretical knowledge to meet children's identified leaning needs;
- Understand each criterion correctly to avoid including irrelevant material; for example, criterion 7 refers to the role of play **not** role play;
- If using the criteria as section headings, keep to the exact words used in the criteria so that the key words are not lost and the focus remains the same;
- Decide whether to identify and complete each criterion individually (signpost the work) or link criteria to present several aspects together (a holistic approach).

2. Aiming to achieve marks:

- Refer to the **Information to show the award of marks** shown underneath the criteria guidance, to understand how marks will be awarded and what to do to achieve these marks;
- Take note of the marks available for each criterion. In a holistic approach it is essential that sufficient information is given for each criterion to gain the available marks. If linking any criteria, consider the total marks which are available and how to achieve these;
- Consider how to use the full word limit to show depth of understanding, application of knowledge, analysis and evaluation;
- Write a brief introduction which will be a focus for the task but remember this does not carry any marks. Include aims which can be referred to in the final evaluation (criterion 9);
- Use analytical and evaluative skills where required to gain higher marks

3. Including essential points:

- Show understanding of and discuss *care needs* as well as learning needs throughout the whole task;
- Demonstrate knowledge of a variety of approaches to planning and of the planning processes;
- Consider why planning is important, using identified theories related to care, play and learning;
- Find references, by using reading and other secondary research, which are clearly relevant and support understanding of the criteria. Explain theories and research in own words and then support work with the relevant references to show understanding and/or make links to practice that will show application of theory;
- Keep references to a suitable length to support work but not to provide the whole or a major part of responses to criteria; avoid using references to replace own words;
- Reinforce work with practical examples from placements where possible. This will show a clear understanding of the subject and how knowledge can be applied in practice in relation to planning for care and learning needs;
- In criteria 6, 7 and 8 always use analysis to refer to evidence from reading and remember to name the evidence. Show how ideas are related and why they are important. Make reference to current theory, research or information from initiatives to help to support the analysis;
- In criterion 6 understanding the link between **planning** and professional skills is crucial and this should also form the basis of the discussion in the analysis and evaluation in criteria 8 and 9;
- In criterion 9 refer to reading and secondary research to make an evaluation. For this criterion, consider evidence from different perspectives (strengths/weaknesses; arguments for/against; similarities/differences) and make valid conclusions or judgements.

What else is there to do?

- Include an accurate bibliography which will enable the examiner to find the authentic source of any material. Do not include copies of articles or extracts from materials.
- Provide any references from websites in full, as examiners cannot look up web links. For each website include the complete web address and the date that information was accessed.
- Check word counts – use the word limit wisely; it is important to use most of the available word limit in order to present sufficient depth and breadth of evidence. Make sure all work is relevant to the criteria. Work that is more than 10% above the word limit will not be marked. References within the text are not included in the word limit.
- All work must be in candidates' own words or suitably acknowledged and/or referenced to **avoid plagiarism**

Submitting the Research Task

- Follow the CACHE procedures carefully and use the external submission checklist;
- Refer to the submission dates for the Research Task (published on the External Assessment Timetable);
- **Copy scripts before submission** so that work on re-submissions, if required, can start immediately after results are issued, without waiting for scripts to be returned.

Re-submitting the Research Task

All learners have the opportunity to re-submit to achieve a pass grade or to improve a grade.

To re-submit to achieve a pass grade it is not the best action just to add a few more sentences or insert additional information as this may not address the reasons why the original work was referred.

First action – decide which criteria should be improved, how to do this and what is required. Think about the criteria which offer the higher marks as these criteria give the best opportunity to develop and improve work.

Second action – re-draft the sections of the original work that are to be improved, this may mean re-working a whole criterion; decide what to keep and what to remove, such as irrelevant material. In criteria 6, 7, 8 and 9 analysis or evaluation is required and this may require more detail and depth or application of knowledge.

Third action - re-write sections carefully, include appropriate original material and integrate new material to improve the evidence.
- clearly identify new work by the use of highlighting or a different font.

Re-submissions must be kept within the word limit

All original work must be included with a re-submission.

Part B: Research Task Criteria Guidance/How marks are awarded

	Criteria	Criteria Guidance
	<p>Introduction</p> <p>Include an introduction that states the aims and objectives of your research.</p>	<p>Write a short introduction which includes aims and objectives to set the tone and focus for this task.</p> <p>Keep this introduction brief as it does not carry any marks.</p>

1	<p>Provide a rationale for the identification of the care and learning needs of all children.</p> <p>5 marks</p>	<p>Give several different reasons which explain why it is important that practitioners identify both the care and learning needs of all children in a setting.</p> <p>Possible reasons could include: to promote development, to meet the requirements of current frameworks and legislation; to make appropriate provision; to share information, to meet individual needs, to meet parents' wishes</p>
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To achieve marks 0 - 1	To achieve marks 2 - 3	To achieve marks 4 - 5
<ul style="list-style-type: none"> 0 marks: no relevant information given. 1 mark: response simplistic and underdeveloped, limited ideas. 	<ul style="list-style-type: none"> 2 marks: knowledge of relevant points, little development of ideas, some understanding of professional terms. 3 marks: sound knowledge of subject, some development of ideas; may use some references and/or examples. 	<ul style="list-style-type: none"> 4–5 marks: detailed/clear knowledge, understanding of rationale expressed logically, professional terms used correctly; may use relevant references, examples, research or theory may be introduced

2	<p>Demonstrate knowledge and understanding of different approaches to planning for children’s care and learning.</p> <p>10 marks</p>	<p>Learners need to demonstrate their knowledge of a variety of different ways to approach planning to meet both care and learning needs of all children.</p> <p>Approaches could include: the planning cycle, long, medium and short term plans, and routines, learning journeys, PLODs or similar approaches.</p> <p>Information can be given on how practitioners carry out planning in practice;</p> <p>Refer to practical examples from placements if possible:</p> <p>Make reference to theory or current research to support evidence of knowledge and understanding of different approaches to planning.</p>
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To achieve marks 0 - 3	To achieve marks 4 - 7	To achieve marks 8 - 10
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 2 marks: limited understanding shown; simple statements. • 3 marks: basic knowledge shown in relation to the subject 	<ul style="list-style-type: none"> • 4 – 5 marks: some knowledge and understanding, mainly correct but without depth; may use common vocational terms; limited ability to develop ideas. • 6 – 7 marks: mainly accurate with some development of ideas; may give relevant examples of practical situations or include theory. 	<ul style="list-style-type: none"> • 8 marks: detailed response showing clear knowledge and understanding of the subject; relevant ideas expressed; may include relevant practical examples; relates appropriately to theory or current research to support work. • 9 – 10 marks: greater understanding demonstrated; shows breadth and depth of response; ideas well expressed. <p>Candidates must refer to both care needs and learning needs to achieve marks in this band.</p>

3	<p>Demonstrate knowledge and understanding of child development theory that supports children's identified care needs.</p> <p>10 marks</p>	<p>The response should discuss how child development theory is used in current practice to meet children's identified care needs.</p> <p>Learners can</p> <ul style="list-style-type: none"> • include practical examples of current practice; • explain the value of routines; • consider meeting children's basic physical needs and emotional needs; • make reference to theorists, research and relevant current frameworks to support their work. <p>Learners should draw on experience of working with other professionals where appropriate.</p>
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To achieve marks 0 - 3	To achieve marks 4 - 7	To achieve marks 8 - 10
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 2 marks: limited understanding shown; simple statements. • 3 marks: basic knowledge shown in relation to the subject. 	<ul style="list-style-type: none"> • 4 – 5 marks: some knowledge and understanding, mainly correct but without depth; may use common vocational terms; limited ability to develop ideas. • 6 – 7 marks: mainly accurate with some development of ideas; may give relevant examples of practical situations or include theory. 	<ul style="list-style-type: none"> • 8 marks: detailed response showing clear knowledge and understanding of the subject; relevant ideas expressed; may include relevant practical examples; relates appropriately to theory, current research or frameworks to support work. • 9 – 10 marks: greater understanding; shows breadth and depth of response; ideas well expressed

4	<p>Demonstrate the application of relevant theoretical knowledge to play, learning and education to meet children's identified learning needs.</p> <p>15 marks</p>	<p>Include current thinking and research relevant to play, learning and education and also refer to traditional philosophical approaches;</p> <p>Discuss how different theoretical approaches to play, learning and education are currently applied in practice in settings. .</p> <p>Show in detail how children's identified learning needs can be met when settings use these different approaches.</p> <p>Give examples of best practice and include references to show the influence of relevant theorists and research.</p>
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To achieve marks 0 - 5	To achieve marks 6 - 10	To achieve marks 11 - 15
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 3 marks: some evidence of knowledge shown, simple statements or judgements. • 4 – 5 marks: basic explanation relevant to the subject; some points given in detail. 	<ul style="list-style-type: none"> • 6 – 8 marks: some ideas developed; mainly accurate; relevant referencing and/or use of examples. • 9 – 10 marks: increased depth and breadth of knowledge; application of knowledge clear and focussed; research evident and clearly referenced. 	<ul style="list-style-type: none"> • 11 – 13 marks: aspects of the subject examined in detail from more than one perspective; relevant examples included that apply knowledge and understanding to different situations; clear evidence of understanding of relevant theories and research. • 14 – 15 marks: response is excellent overall, relevant and coherent: greater breadth and depth of research or theory with reasoned judgements; well presented, clear and precise.

5	<p>Provide evidence of why it is important to establish an environment that meets the care and learning needs of all children.</p> <p>15 marks</p>	<p>Learners need to demonstrate their understanding of evidence to explain the importance of an environment that meets children’s care needs and enables them to learn.</p> <p>Evidence should refer to philosophies and current initiatives which justify the main reasons for establishing an enabling environment.</p> <p>Include discussion of reasons such as</p> <ul style="list-style-type: none"> • how the indoor and outdoor environment can support and promote development and learning • ways enabling environments can extend children’s learning and development • the value of exploration and challenge • the consideration of relevant aspects of safety <p>Examples of best practice and reference to theories and research can demonstrate understanding of evidence.</p>
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To achieve marks 0 - 5	To achieve marks 6 - 10	To achieve marks 11 - 15
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 3 marks: some evidence of knowledge shown, simple statements or judgements. • 4 – 5 marks: basic explanation relevant to the subject; some points given in detail. 	<ul style="list-style-type: none"> • 6 – 8 marks: some ideas developed; mainly accurate; relevant referencing and/or use of examples. • 9 – 10 marks: increased depth and breadth of knowledge; application of knowledge clear and focussed; research evident and clearly referenced. 	<ul style="list-style-type: none"> • 11 – 13 marks: aspects of the subject examined in detail from more than one perspective; relevant examples included that apply knowledge and understanding to different situations; clear evidence of understanding current initiatives and philosophies • 14 – 15 marks: response is excellent overall, relevant and coherent: greater breadth and depth of understanding with reasoned judgements; well presented, clear and precise.

6	<p>Analyse evidence of the professional skills required when planning for children's care and learning (This is an extension of criterion 2)</p> <p>15 marks</p>	<p>Examine in detail the evidence of the professional skills which practitioners need when planning for children's, care and learning.</p> <p>The analysis of professional skills required must be in the context of planning.</p> <p>Evidence should be broken down and explored from more than one perspective to show the importance of the professional skills.</p> <p>Examples of how these professional skills contribute to planning may be taken from both practical experience and wider reading.</p> <p>Reference to current research or theory can support the analysis.</p> <p>*Be aware of the difference between professional skills and personal qualities to avoid including possible irrelevant material.</p>
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To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 3 marks: some evidence of knowledge shown, simple statements or judgements. • 4 – 5 marks: basic explanation relevant to the subject; some points given in detail. 	<ul style="list-style-type: none"> • 6 – 8 marks: some ideas developed; mainly accurate; some analysis of information; referencing and/or use of examples. • 9 – 10 marks: increased depth and breadth of knowledge and analysis; application of knowledge clear and focussed; research evident and clearly referenced. <p>Candidates must refer to professional skills in the context of planning to achieve marks in this band.</p>	<ul style="list-style-type: none"> • 11 – 13 marks: in depth analysis of the subject examined from more than one perspective; relevant examples included that apply knowledge and understanding to different situations; clear evidence of understanding current research and theories. • 14 – 15 marks: response is excellent overall, relevant and coherent; greater breadth and depth of research or theory with reasoned judgements; well presented, clear and precise.

7	<p>Analyse the evidence of the role of play in children's learning. (This is an extension of criterion 4)</p> <p>10 marks</p>	<p>Learners should consider their research and explain in detail how important play is in children's learning.</p> <p>Consider some relevant ideas from philosophical approaches, international perspectives and practical experience, about how play supports children's learning. Examples can show links to practice.</p> <p>Use knowledge gained from theory, research and current initiatives in references to support the analysis.</p>
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To achieve marks 0 - 3	To achieve marks 4 - 7	To achieve marks 8 - 10
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 2 marks: limited understanding shown, simple statements. • 3 marks: basic understanding shown in relation to the subject. 	<ul style="list-style-type: none"> • 4 – 5 marks: mainly correct but without depth; some analysis of information. • 6 – 7 marks: mainly accurate with some development of ideas; clear analysis of subject; may give relevant examples of practical situations or include theory. 	<ul style="list-style-type: none"> • 8 marks: detailed response showing clear understanding of the subject; relevant ideas expressed with in depth analysis; may include relevant practical examples; relates appropriately to theory, research or current initiatives to support work. • 9 – 10 marks: greater understanding; shows breadth and depth of response; ideas well expressed.

8	<p>Analyse the evidence which supports the need for practitioners to plan effectively.</p> <p>10 marks</p>	<p>Examine in detail the reasons why it is important that practitioners plan effectively to meet the care and learning needs of all children.</p> <p>Consider evidence of the importance of effective planning found in secondary research which can be taken from a variety of sources and may include practical experience, current frameworks and working with other professionals.</p> <p>Knowledge gained from these different sources should be used to support the analysis which should discuss, from more than one perspective, the key ideas relating to the importance of the need for practitioners to plan effectively.</p> <p>Care and learning theories and research used for evidence in previous criteria should be included to support the analysis.</p>
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To achieve marks 0 - 3	To achieve marks 4 - 7	To achieve marks 8 - 10
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 2 marks: limited understanding shown, simple statements. • 3 marks: basic understanding shown in relation to the subject. 	<ul style="list-style-type: none"> • 4 – 5 marks: mainly correct but without depth; some analysis of information. • 6 – 7 marks: mainly accurate with some development of ideas; clear analysis of subject; may give relevant examples of practical situations or include theory. 	<ul style="list-style-type: none"> • 8 marks: detailed response showing clear understanding of the subject; relevant ideas expressed with in depth analysis; may include relevant practical examples; relates appropriately to theory or current research to support work. • 9 – 10 marks: greater understanding; shows breadth and depth of response; ideas well expressed.

9	<p>Use the evidence from the literature review to evaluate why it is important to plan to meet the care and learning needs of all children.</p> <p>10 marks</p>	<p>Learners should consider evidence from their research of literature to make valid conclusions which support the title statement - <i>'It is important to plan to meet the care and learning needs of all children'</i>.</p> <p>References to theories or research and/or examples of current practice that support the title statement should be used.</p> <p>In this evaluation:</p> <ul style="list-style-type: none"> • look, from different perspectives, at the reasons for planning; • discuss the strengths and/or weaknesses of these reasons; • provide arguments for and against and/or the similarities and differences of the different aspects of planning <p>Refer to the aims and objectives given in the introduction to present a balanced evaluation and conclusion.</p>
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To achieve marks 0 - 3	To achieve marks 4 - 7	To achieve marks 8 - 10
<ul style="list-style-type: none"> • 0 marks: no relevant information given. • 1 – 2 marks: limited understanding shown, simple statements. • 3 marks: basic understanding shown in relation to the subject. 	<ul style="list-style-type: none"> • 4 – 5 marks: mainly correct but without depth; some analysis of information. • 6 – 7 marks: mainly accurate with some development of ideas; clear analysis of subject; may give relevant examples of practical situations or include theory. 	<ul style="list-style-type: none"> • 8 marks: detailed response showing clear understanding of the subject; relevant ideas expressed with in depth analysis; may include relevant practical examples; relates appropriately to theory or current research to support work. • 9 – 10 marks: greater understanding; shows breadth and depth of response; ideas well expressed.

<p>References and Bibliography</p> <p>Provide references throughout and a detailed bibliography.</p>	<p>Learners should provide a range of appropriate references to support their own evidence throughout the text. References which are relevant contribute to evidence and support analysis and conclusions will contribute to marks awarded within the criteria.</p> <p>There should be a detailed bibliography showing a range of books, journals and websites</p>
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