

Council for Awards in Children's Care and Education

Chief Examiner's Annual Report: Pre-school Practice

September 2008 – August 2009

CACHE Level 1 Award in Getting Started in a Pre-school Setting QCA – 100/5928/3

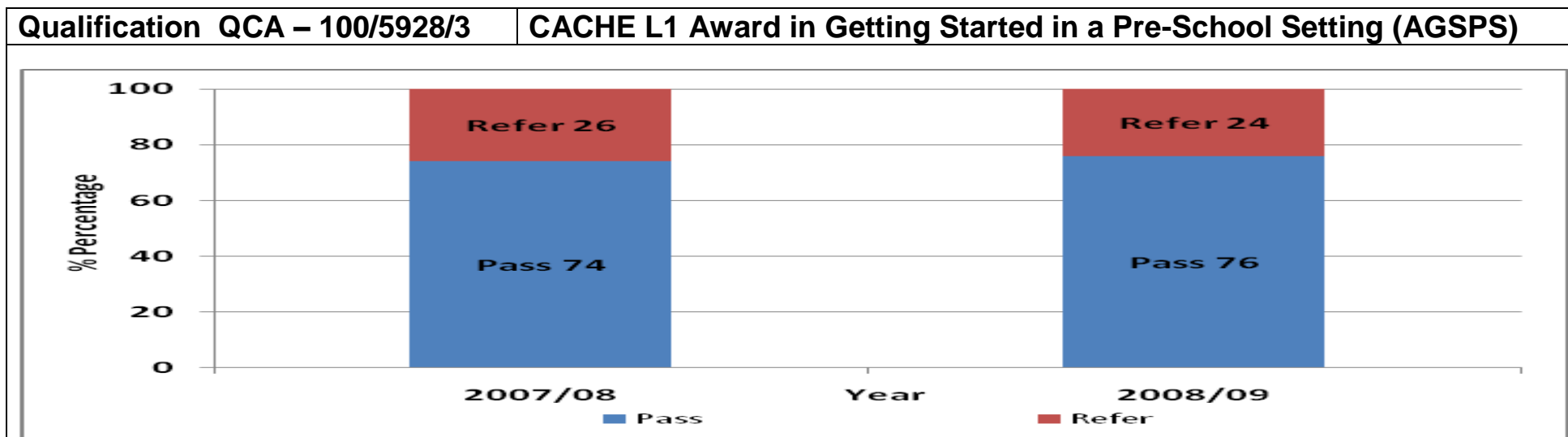
CACHE Level 2 Certificate in Pre-school Practice (06) QCA – 100/5926/X

CACHE Level 3 Diploma in Pre-school Practice (06) QCA – 100/5927/1

Note:

The report relates to the externally assessed component of qualifications.
The data included is examination entries and not qualification achievement rates.

External Assessment by MCQ test



Academic Year	No of candidate entries	% pass rate	No of grade		% percentage grade	
			Pass	Refer	Pass	Refer
07/08	2,094	74	1,550	544	74	26
08/09	1,795	76	1,361	434	76	24

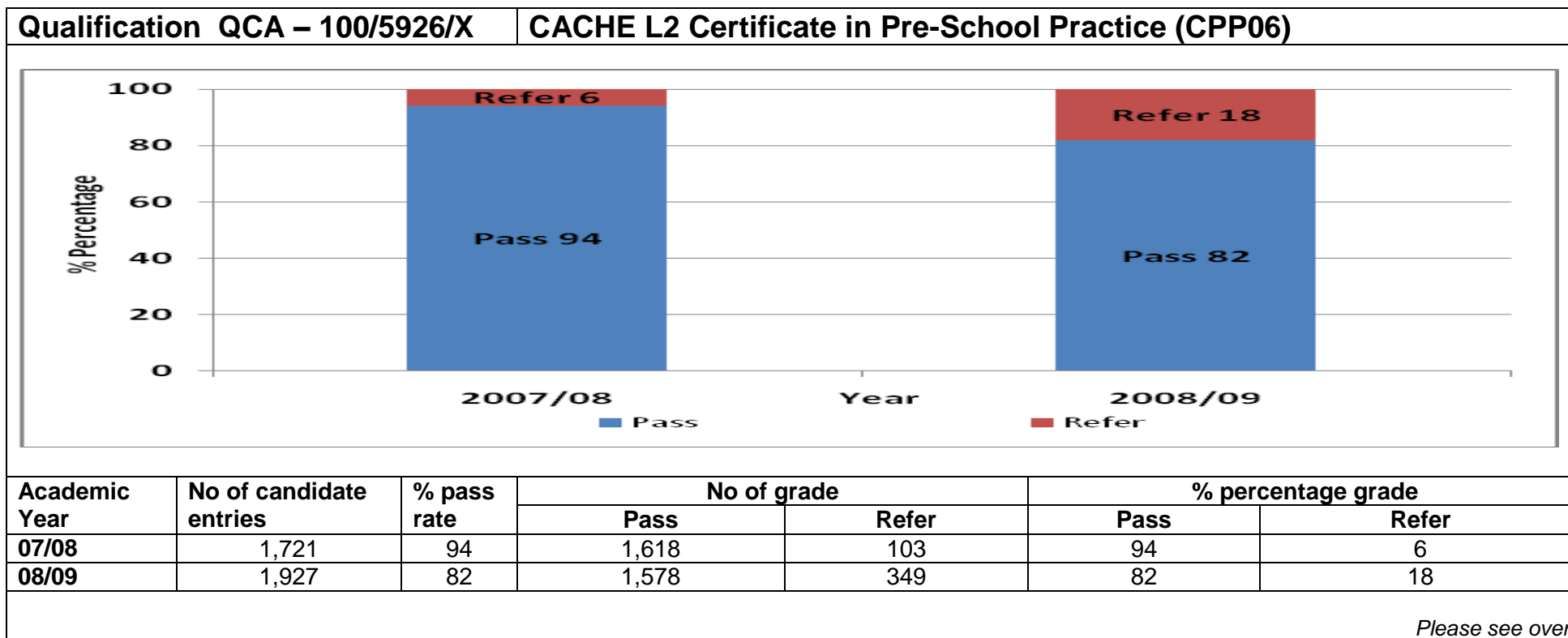
This short award, which provides an introduction to work in pre-school settings, enables candidates to gain the basic knowledge to participate effectively in a pre-school setting. It is important that candidates have every opportunity to be successful and therefore learners need to be secure in all aspects of knowledge before entering for the test. They need to be familiar with the most commonly used language and terms that are likely to occur in practice as these will also appear in the MCQ test. Evidence from responses to questions throughout the year suggests that candidates would also benefit from sufficient practice in identifying correct answers from a range of options as preparation for the test and working through the exemplar papers will assist them to do this.

Candidates generally responded well where they recalled basic knowledge, e.g. identifying policies, what pre-schools aim to provide for children or referring to managers. They responded well to simple aspects of development e.g. children taking turns as social development and helping children to feel secure.

Candidates needed to be more able to use and apply their knowledge to actions and activities, such as why an adult should be involved in children’s play or what the practitioner should do to help a child with an activity. Frequently the chosen response involved telling children what to do or completing an action for children rather than helping children to develop their own skills. This may have related to situations which learners see in pre-school settings but their preparation for achieving this award should equip them to use and apply their taught knowledge.

Learners who begin to apply their knowledge in this way will be gaining skills that will support their progression to a Level 2 qualification.

External Assessment by Assignment



This qualification enables candidates to work in a supervised role in pre-school settings. The external assignment require

The majority of candidates submitted assignments which were, in general, of an appropriate standard for the level of the qualification and some assignments showed a very sound understanding of all the key issues relating to the pre-school environment, but a significant number of candidates would have benefitted from guidance in focusing their work on the specific requirements of the assignment criteria. This has been the main reason for the decline in the pass rate over the year,

Candidates tended to lose their focus or misinterpret the criteria in relation to the emotional security of children under 3 years, the procedures of the setting for reporting suspected abuse and how to develop own practice in providing a stimulating environment:-

Supporting the emotional security of children under 3 years in a pre-school setting

Candidates often suggested strategies for supporting the emotional care needs of children but omitted to relate these specifically to children under 3 years.

The procedures of the setting for reporting suspected abuse

The importance of complying with the setting's procedures for reporting suspected abuse

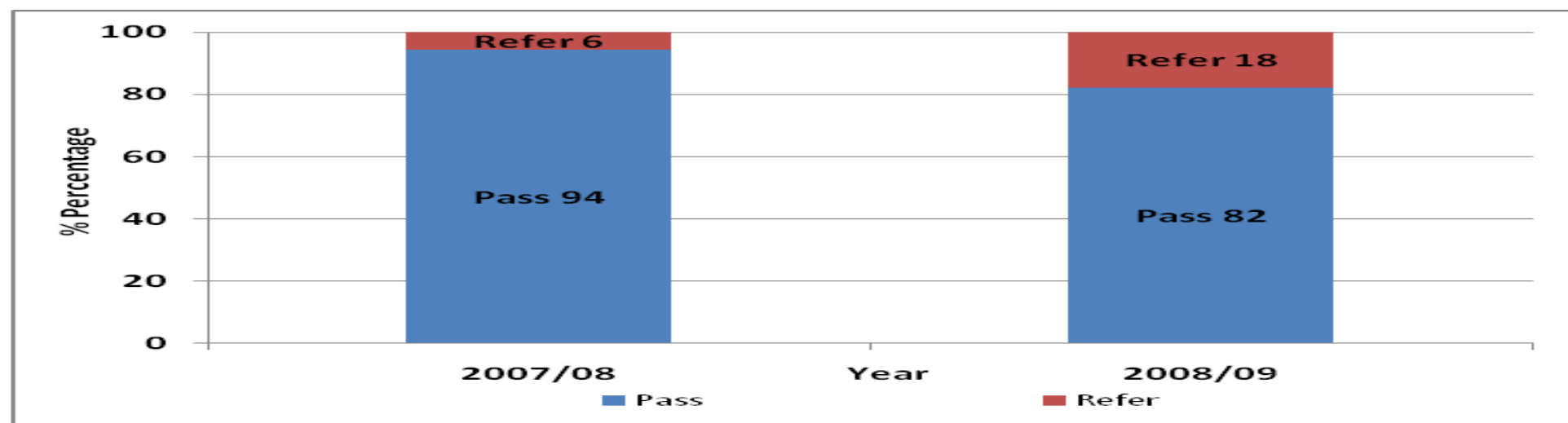
For both these criteria candidates frequently chose to display all they knew about types of abuse and related to significant reports but failed to link to the setting's procedures for reporting abuse and the importance of complying with these procedures.

How to develop your own practice in providing a stimulating environment

A common issue for candidates was that they had difficulty in moving from the practice in the setting to a basic level of reflection on their own practice. Many candidates described, quite often in detail, how their setting developed and provided a stimulating environment but they missed the opportunity to describe how they could develop their own practice. This could be a simple statement of what they did themselves to provide a stimulating environment and what they could do in the setting to develop how they do this. This is an early stage in reflective practice which candidates will develop if they progress to a Level 3 qualification.

External Assessment by Assignment

Qualification QCA – 100/5927/1	CACHE L3 Diploma in Pre-School Practice (DPP06)
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Academic Year	No of candidate entries	% pass rate	No of grade		% percentage grade	
			Pass	Refer	Pass	Refer
07/08	1,710	94	1,615	95	94	6
08/09	1,887	82	1,551	336	82	18

Candidates who achieve this qualification will be able to take a leading role in a variety of pre-school settings. Therefore they need to be able to demonstrate a depth of knowledge that they can apply to support their own practice and the practice of others in their setting. This is a useful context for candidates to use in considering how they demonstrate their knowledge within their assignments.

The key issue and the reason why the pass rate is lower than might be expected, is that there was a significant tendency by candidates to give the full extent of their knowledge about some aspects of the criteria rather than keeping a clear focus on the specific knowledge and information they were required to provide. In the extreme, this led to candidates giving substantial responses which contained mainly irrelevant information and which achieved only the minimum mark for the criteria.

Candidates responded well with information about policies and risk assessment. Some candidates clearly understood the concept of inclusive practice whereas other candidates related in a more limited way to aspects of anti-discriminatory practice. Candidates showed positive attitudes to and reasons for working with parents and most could describe the principles of effective team working. In all these areas many candidates supported their work with relevant references.

Please see over

However many candidates displayed significant weaknesses in their understanding of how to provide an environment to promote the emotional security of babies, often generally describing the overall basic needs of babies without focus on the specific issue of emotional needs. Candidates also presented a range of information which was outside of the requirements of the criteria in relation to legislation, helping children respect their bodies and protect themselves from abuse, the procedures of the setting to safeguard children and the effectiveness of own practice in making the pre-school setting a supportive environment:-

The legal requirements relevant to inclusive practice

Candidates identified relevant legislation and many gave an appropriate explanation but few candidates focused on the link to practice in the pre-school environment

Helping pre-school children respect their bodies and protect themselves from abuse

Candidates often suggested a wide range of techniques, games, and other strategies rather than focusing on key issues such as giving children the confidence and ability to express themselves, encouraging their independence in personal care and maintaining their own privacy – all of which are within everyday practice in settings.

The procedures of the pre-school setting for safeguarding children

Candidates were tempted to provide all they knew about the signs and symptoms of abuse and to safeguarding procedures, often referring to local safeguarding procedures, national issues and the roles of other professional involved in safeguarding, rather than procedures within settings.

The effectiveness of your own practice in making the pre-school setting a supportive environment

Many candidates focused on team practice or to the practice within the setting rather than their own practice. Other candidates showed understanding of the elements of a supportive environment but missed opportunities to identify their own effectiveness in providing this. This requires a level of reflective practice that is appropriate to practitioners who intend to take a leading role in pre-school settings.