

Council for Awards in Children's Care and Education

Chief Examiner's Annual Report: Technical certificates

September 2008 – August 2009

CACHE Level 2 Certificate in Child Care Learning and Development (CCCLD-L2) QCA – 100/5616/6

CACHE Level 3 Certificate in Child Care Learning and Development (CCCLD-L3) QCA – 100/5617/8

Note:

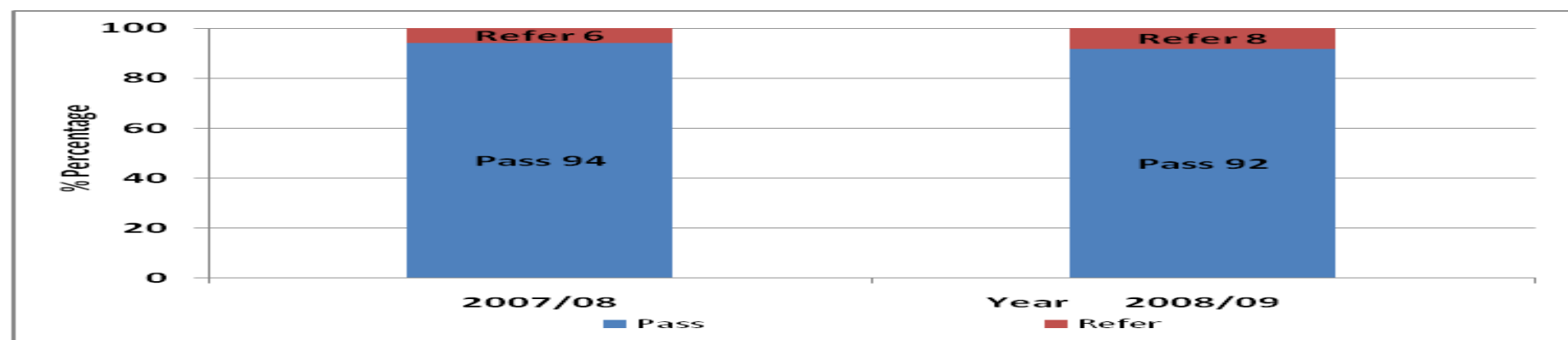
The report relates to the externally assessed component of qualifications.
The data included is examination entries and not qualification achievement rates.

External Assessment by MCQ test

Qualification QCA – 100/5616/6		CACHE Level 2 Certificate in Child Care Learning and Development (CCCLD-L2)				
<p>The chart displays the percentage of candidates who passed or were referred in the external assessment for the qualification QCA – 100/5616/6 (CACHE Level 2 Certificate in Child Care Learning and Development) for the years 2007/08 and 2008/09. The y-axis represents the percentage from 0 to 100. The x-axis shows the years. For 2007/08, 85% passed and 15% were referred. For 2008/09, 83% passed and 17% were referred.</p>						
Academic Year	No of candidate entries	% pass rate	No of grade		% percentage grade	
			Pass	Refer	Pass	Refer
07/08	2,793	85	2,379	414	85	15
08/09	2,660	83	2,213	447	83	17
<p>This qualification provides the underpinning knowledge for learners who mainly are in a working role which requires competence across a range of responsibilities whilst in a supervised capacity. The external assessment covers the practitioner's role in working to support children's health and safety, providing a high quality environment, caring for children's physical needs and dealing with accidents, illnesses and emergencies.</p> <p>Two key issues have continued to affect candidates in the test. Candidates who spend a considerable amount of time in a working role inevitably are influenced quite significantly by what they see in practice. There was evidence from candidates' responses that this has led them to incorrect answers and to overcome this likelihood, they needed to have sufficiently secure underpinning knowledge to link to practice in order to decide, in a test situation, whether the correct answer was based on what they knew or what they may have seen or, at best, what they had seen supported by their knowledge. This could be seen clearly in candidates' responses to managing children's behaviour and particularly in enabling children to make choices or contribute to decisions e.g. in response to '<i>What should the practitioner do FIRST?</i>' many candidates selected an option that involved taking an immediate adult action which did not involve the children, rather than asking children what could be done, helping children find a solution or involving the children in the action.</p> <p>This may have been related to the issue of candidates' readiness for the assessment. If candidates are entered for the test at a point too early in their learning, they will be less able to use their knowledge to support their judgement in selecting some of the correct answers.</p> <p>Throughout all tests candidates showed a good understanding of basic and sometimes currently topical issues such as ways to prevent cross-infection, safety in outdoor areas, legislation, policies and procedures, nutrition, types of abuse and safeguarding children, all of which are crucial in day to day working practice.</p>						

External Assessment by MCQ test

Qualification QCA – 100/5617/8 CACHE Level 3 Certificate in Child Care Learning and Development (CCCLD-L3)



Academic Year	No of candidate entries	% pass rate	No of grade		% percentage grade	
			Pass	Refer	Pass	Refer
07/08	1,398	94	1,316	82	94	6
08/09	1,369	92	1,255	114	92	8

This qualification provides the underpinning knowledge for learners who mainly are in a working role which requires competence across a range of responsibilities and who will be able to work independently or supervise others. The external assessment covers the practitioner's role in working to provide and maintain a healthy, safe and secure environment and to respond to accidents, illnesses and emergencies

Generally, candidates continued to be influenced by aspects of practice seen in their work situations and the reasons for their incorrect responses seemed to be that they had often responded on basis of what they had seen without applying knowledge and understanding. This frequently led candidates into making errors in selecting the correct answers. This occurred, for example, in questions relating to encouraging, helping and allowing children to assess and manage risk for themselves in relation to their stage of development, where it would seem that some candidates may have lacked experience of this in practice or under-estimated the ability of very young children, with appropriate help, to begin to cope with risk in their play. In a similar way, candidates tended to reflect settings' practices for arrival and departure of children rather than applying their knowledge of the key issue of children's security at these times e.g. a story at departure time was often given as the correct answer and whilst this practice will keep children in one place within the setting, candidates needed to show that they understood that children may only leave the setting with a known adult.

Throughout all tests candidates showed a good understanding of risk assessment and other health and safety issues including legislation and working within policies, together with appropriate responses to accidents, and emergencies which are the main focus of learning within the unit.