

Council for Awards in Children's Care and Education

Chief Examiner's Annual Report: Home-based Care

September 2008 – August 2009

CACHE L3 Diploma in Home-based Child Care QCA – 100/5697/X

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 – 100/5697/X CACHE L3 Diploma in Home-based Child Care (DHC-L3)				
<p>The chart displays the percentage of candidates who passed or were referred for the qualification in two consecutive years. The y-axis represents the percentage from 0 to 100. The x-axis shows the years 2007/08 and 2008/09. For 2007/08, the pass rate is 92% (blue bar) and the refer rate is 8% (red bar). For 2008/09, the pass rate is 93% (blue bar) and the refer rate is 7% (red bar).</p>						
Academic Year	No of candidate entries	% pass rate	No of grade		% percentage grade	
			Pass	Refer	Pass	Refer
07/08	11,476	92	10,579	897	92	8
08/09	8,620	93	7,981	639	93	7
<p>The first unit of this qualification is a stand-alone unit specifically for practitioners starting out in home-based child care. The syllabus covers a range of aspects which are essential for maintaining a safe environment, working with children and managing their behaviour, working with parents and setting up a child care service. In relation to these aspects it is possible to note the patterns of candidates' responses and the areas in which they have continued to be more or less successful.</p> <p>Candidates clearly were more accurate in aspects which are 'second nature' to them as hands-on child carers such as safe and healthy environments, everyday routines, taking children out, introducing children to settings, providing play and working with parents. Most candidates were also sound in their knowledge of the basic procedures for safeguarding children and themselves when alone with children.</p> <p>Candidates continued to respond less successfully in relation both to inclusion, which is not treating all children in the same way but is about valuing children's individuality and in their varied approaches to managing children's behaviour, where some candidates probably have firmly held opinions before they start their courses. In these areas a significant number of candidates would have benefitted from reading the questions carefully, considering what they were asked and responding on the basis of taught knowledge rather than their intuitive responses.</p> <p>As examples, some candidates selected options for managing behaviour that involved discipline or a directional/adult-led approach rather than involving children in discussing boundaries and managing their own behaviour, or they selected age-inappropriate expectations of children's behaviour, such as expecting a child aged 2 years having a tantrum or biting to respond to an explanation about the consequences of the behaviour. Often the age of the child, as shown in the question, can be a useful guide to the correct answer but candidates always need to have appropriate expectations of children. Other areas where candidates were less secure were bullying, individual provision for an older child and some aspects of running a home-based childcare service.</p> <p>Cohorts of candidates have varied considerably. Although a few cohorts have struggled throughout their tests and may have benefitted from more tuition or from help in managing MCQ questions, there have been many extremely successful cohorts who have shown that they are comfortable with the MCQ test and have sound knowledge throughout all the areas of learning.</p>						