



## Finding the level

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## Introduction

The aim of this document is to help tutors and trainers understand the assessment requirements at each level of CACHE qualifications and awards from Entry to Level 4.

This guide may be used to support learners in their study and preparation for internal and external assessments.

The guide contains explanations of the terminology used in assignment criteria and external assessments in addition to the expectations of CACHE at each level.

Learners are required to demonstrate a range of skills appropriate to the level of the qualification or award. These skills are:

- Recall of knowledge and understanding
- Application of knowledge and understanding
- Analysis
- Evaluation

This guide should be used in conjunction with the:

- Candidate handbooks
- Assessment criteria
- Assignment guidance for the qualification
- Guidance for awarding marks (compensatory marking) where appropriate.

## Levels of skills

<p><b>Recall of knowledge and understanding</b></p>	<p>Learners will</p> <ul style="list-style-type: none"> <li>• Show a basic level of understanding of all learning outcomes</li> <li>• Relate known solutions to situations which reflect the learning outcomes</li> <li>• Know common terms, specific facts, suitable procedures and basic principles</li> </ul>
<p><b>Application of knowledge and understanding</b></p>	<p>Learners will</p> <ul style="list-style-type: none"> <li>• Use understanding to apply the knowledge within each learning outcome</li> <li>• Apply knowledge and understanding to situations within the learning outcomes</li> <li>• Interpret information and relate this appropriately to areas of knowledge</li> <li>• Show understanding of the meaning of common terms, specific facts suitable procedures and basic principles</li> </ul>
<p><b>Analysis</b></p>	<p>Learners will</p> <ul style="list-style-type: none"> <li>• Analyse issues and situations to apply the appropriate knowledge and understanding</li> <li>• Make reasoned judgments</li> <li>• Apply knowledge and understanding to a range of complex situations</li> <li>• Show understanding of relevant theories and concepts</li> </ul>
<p><b>Evaluation</b></p>	<p>Learners will</p> <ul style="list-style-type: none"> <li>• Apply an in-depth understanding to a broad base of knowledge within a defined learning outcome</li> <li>• Evaluate well-defined and complex situations and respond using an in-depth understanding</li> <li>• Evaluate and apply detailed information</li> <li>• Analyse and apply theories and concepts</li> </ul>

## Entry Level

### Expectations of CACHE assessment at Entry Level

Learners must demonstrate:

- a basic knowledge and understanding of the learning gained on the qualification
- that they can apply their learning gained on the qualification to everyday situations
- that they are able to communicate simple ideas

The assessment is based on:

- 80% recall of knowledge and understanding
- 20% application of knowledge and understanding

### Explanation of terms when used at Entry Level

Contribute to	Give ideas or opinions about the subject.
Demonstrate	Show an understanding of the subject.
Describe	Provide some details about the subject or item.
Explain	Provide some details about the subject with simple reasons showing how or why.
Give (an example of...)	Provide a relevant example to support the subject.
Identify	List or name some of the main points.
Indicate	Point out or show.
Label	Give the correct name to identify the subject.
List	Make a list of words, sentences or comments.
Name	Give the correct words which identify the subject.
Order	Arrange in a logical way.
Plan	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
Respond to	Reply or answer in words
Show	Give some information that includes knowledge about the subject
State	Give some of the main points in brief, clear sentences.

## **Diversity and Inclusion at Entry Level**

Expectations are for brief simple statements which show learners understand that:

- Children have individual needs
- Children should be valued as individuals
- All children and families should be respected

## **References and Bibliography at Entry Level**

References and bibliography are not required at this level.

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## Level 1

### Expectations of CACHE assessment at Level 1

Learners must demonstrate:

- a basic knowledge and understanding of the learning gained on the qualification
- that they can begin to apply their knowledge and understanding to practice or to everyday situations
- that they are able to communicate simple ideas

The assessment is based on:

- 60% recall of knowledge and understanding
- 40% application of knowledge and understanding

### Explanation of terms used at Level 1

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>Locate</b>	Find or identify.
<b>List</b>	Make a list of words, sentences or comments.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task

## Diversity and Inclusion at Level 1

Expectations are for brief simple statements which show learners understand that:

- Children have individual needs
- Children should be valued as individuals
- All children and families should be respected

## References and Bibliography at Level 1

References and bibliography are not required at this level.

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## Level 2

### Expectations of CACHE assessment at Level 2

Learners must demonstrate:

- a sound knowledge and understanding of the learning gained on the qualification
- that they can apply their knowledge and understanding gained on the qualification and link this to their own practice
- that they can work with others under general supervision and can take some responsibility for their own actions
- that they are able to communicate and record information accurately

The assessment is based on:

- 40% recall of knowledge and understanding
- 50% application of knowledge and understanding
- 10% analysis

## Explanation of terms used at Level 2

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points....)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires
<b>Provide</b>	Give relevant information about a subject
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

## Explanation of terms used at Level 2

<b>Select</b>	Choose for a specific purpose
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task

## Diversity and Inclusion at Level 2

Expectations are for learners to show an understanding that:

- Children have individual needs
- Children should be valued as individuals
- All children and families should be respected

AND

- Show how each of these expectations can be applied in practical ways
- There may be some reference to policy and/or legislation

## References and Bibliography at Level 2

- In each assessment task learners need to provide at least 2 relevant references and a bibliography.
- The references may come from the same source or different sources.
- References should be used in the main body of the assignment to support the learners' own work.
- Each reference should be clearly identified by the use of speech marks, bold writing or italics and should also indicate where the information has been taken from. If references are not clearly identified, this could be considered to be plagiarism.

"It is important to follow all the policies and procedures in order to keep children safe." (Bloggs, 2009, p26)

Or

According to Bloggs, 2009, p26 *It is important to*

- A bibliography is a list of books, websites, magazines articles, DVDs or other relevant sources may be used. The bibliography should contain the sources of the references together with any other background reading used when writing the assignment.
- The information in the bibliography should be sufficient to enable the reader to find the source.

## Level 2

For each book learners need to include:

- The name of the author(s)
- The year of publication
- The title
- The publisher:  
Bloggs J (2009) Planning for Children, Smith and Co.

For each website learners need to include:

- The full web address or URL
- The date you accessed the information:  
www.direct.gov.uk/en/parents 01/04/09

For each journal or magazine learners need to include:

- The name of the author of the article
- The title of the article
- The name of the journal or magazine
- The date of publication:  
Bloggs J. Planning for the under 5's, The New Nursery, 8th April 2009

- Where the compensatory marking system is used, marks will be awarded according to the breadth of reading and research and use of appropriate referencing.
- The majority of the assignment should be the learners' own work, therefore they should be discouraged from copying large extracts from any source.

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## Level 3

### Expectations of CACHE assessment at Level 3

Learners must demonstrate:

- a comprehensive knowledge and understanding of the learning gained on the qualification
- that they can apply their knowledge and understanding to familiar and unfamiliar situations, using relevant theories and research to support their written work
- that they are able to direct their own work and take responsibility for their actions
- that they can relate theory to practice, reflect on their own work and on the work of others
- that they can communicate and record information clearly and accurately, using appropriate terms and in a range of ways

The assessment is based on:

- 30% recall of knowledge and understanding
- 45% application of knowledge and understanding
- 20% analysis
- 5% evaluation

## Explanation of terms used at Level 3

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which....)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information
<b>Draw conclusions (which....)</b>	Make a final decision or judgment based on reasons.

### Explanation of terms used at Level 3

<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking)
<b>Implement</b>	Explain how to put an idea or plan into action
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Select</b>	Make an informed choice for a specific purpose
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs
<b>Summarise</b>	Give the main ideas or facts in a concise way.

## Diversity and Inclusion at Level 3

Expectations are for learners to show that:

- They understand that children have individual needs and how these individual needs can be met in practice
- They understand that children should be valued as individuals
- They understand that all children and families should be respected
- They understand about the rights of children, parents and carers
- They are able to apply their understanding of diversity and inclusion in practical situations such as:
  - challenging discrimination
  - resolving conflict
  - bullying
  - implementing legislation and policies
  - showing a positive attitude to all children and families.
  - providing an inclusive environment
- There may be reference to policy and/or legislation

## References and Bibliography at Level 3

- In each assessment task learners need to provide at least 2 relevant references and a bibliography.
- The references may come from the same source or different sources.
- References should be used in the main body of the assignment to support the candidates' own work.
- Each reference should be clearly identified by the use of speech marks, bold writing or italics and should also indicate where the information has been taken from. If references are not clearly identified, this could be considered to be plagiarism.

"It is important to follow all the policies and procedures in order to keep children safe." (Bloggs, 2009, p26)

Or

According to Bloggs, 2009, p26 *It is important to*

- A bibliography at Level 3 is a list of more than one book, website, magazine articles, DVDs or other relevant sources may be used. The bibliography should contain the sources of the references together with any other background reading used when writing the assignment.
- The information in the bibliography should be sufficient to enable the reader to find the source.

## Level 3

For each book learners need to include:

- The name of the author(s)
- The year of publication
- The title
- The publisher:  
Bloggs J (2009) Planning for Children, Smith and Co.

For each website learners need to include:

- The full web address or URL
- The date you accessed the information:  
www.direct.gov.uk/en/parents 01/04/09

For each journal or magazine learners need to include:

- The name of the author of the article
- The title of the article
- The name of the journal or magazine
- The date of publication:  
Bloggs J. Planning for the under 5's, The New Nursery, 8th April 2009

- Where the compensatory marking system is used, marks will be awarded according to the breadth of reading and research and use of appropriate referencing.
- The majority of the assignment should be the learners' own work therefore they should be discouraged from copying large extracts from any source.

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## Level 4

### Expectations of CACHE assessment at Level 4

Learners must demonstrate:

- a comprehensive knowledge and understanding of the learning gained on the qualification
- that they can apply their knowledge and understanding to a range of familiar and unfamiliar situations, using a range of relevant theories and research to support their written work
- that they can find solutions for a variety of unpredictable problems, some of which maybe innovative
- that they are able to direct their own work, take responsibility for their actions and the quality of their work
- that they can relate theory to practice, reflect on their own work and on the work of others
- that they are able to analyse and evaluate a broad range of information independently and use it to:
  - plan and develop strategies
  - make reasoned judgments and decisions
- that they can communicate and record information clearly and accurately, using appropriate terms and in a range of ways to meet the needs of the intended audience

The assessment is based on:

- 20% recall of knowledge and understanding
- 40% application of knowledge and understanding
- 30% analysis
- 10% evaluation

## Explanation of terms used at Level 4

<b>Analyse</b>	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Critically analyse</b>	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth of understanding.
<b>Classify</b>	Organise accurately according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order which is suitable for purpose.
<b>Compare</b>	Examine the subjects in detail, consider and contrast similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers and contrasts the positive aspects and limitations of the subject
<b>Consider</b>	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
<b>Demonstrate</b>	Show an in-depth understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Provide a broad range of detailed information about the subject or item in a logical way.
<b>Discuss</b>	Write a detailed account which includes contrasting perspectives.
<b>Draw conclusions (which....)</b>	Make a final decision or judgment based on reasons.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply current research or theories to support the evaluation.

## Explanation of terms used at Level 4

<b>Critically evaluate</b>	This is a development of 'evaluate' where the candidate debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.
<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
<b>Identify</b>	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking).
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions.
<b>Review and revise</b>	Look back over the subject and make corrections or changes based on additional knowledge or experience.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
<b>Summarise</b>	Give the main ideas or facts in a concise way to develop key issues.

## Diversity and Inclusion at Level 4

Expectations are for learners to show:

- They understand that children have individual needs and how these needs can be met in their practice
- They understand that children should be valued as individuals
- They understand that all children and families should be respected
- They understand about the rights of children, parents and carers
- They have a sound understanding of policy and practice and of the principles and concepts that underpin diversity and inclusion
- They are able to apply their understanding of diversity and inclusion to their own practice throughout their assessments
- They understand legislative frameworks and government initiatives and can incorporate these into their practice

## References and Bibliography at Level 4

- In each assessment task learners need to provide a range of appropriate references and a comprehensive bibliography.
- References should be used in the main body of the assessment task to support the learners' own work.
- A recognised system of referencing must be used (e.g. Harvard method)
- If references are not clearly identified, this could be considered to be plagiarism.
- The information in the bibliography should be sufficient to enable the reader to find the source.
- Where the compensatory marking system is used, marks will be awarded according to the breadth of reading and research and use of appropriate referencing.
- The majority of the assignment should be the learners' own work therefore they should be discouraged from copying large extracts from any source.

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## Supporting learners to meet the assessment criteria

The learner should read each question/criteria carefully and then:

1. Identify the main subject matter, for example:  
play, health and safety, child development
2. Focus on the command word for example:  
List, Describe, Explain, Discuss
3. Identify how to use the command word for example:  
Describe **how**, Describe **ways**, Explain **how**, Explain **why**, Discuss **why**, Evaluate **how**
4. Identify other key words or phrases which may support the main subject, for example:  
the **age** range, the **importance** of, the **benefits** of, the **value** of

Examples of how to apply this method.

*“Describe the expected social development of a child aged 4 years”*

1. The main subject is **social development**
2. The command word is **describe**
3. There are no further instructions in this criteria
4. The other key words are child **aged 4 years**

*“Explain why it is important to help children to manage risk and challenge.”*

1. Main subject is **risk and challenge**
2. The command word is **explain**
3. **Why** gives further instruction
4. Other key words are **important** and **help children to manage**

*“Reflect on why it is important to review your communication skills”.*

1. The main subject is **communication skills**
2. The command word is **reflect**
3. **Why** is a further instruction
4. Other keywords are **important** and **review**

## Further guidance for tutors and trainers

- Encourage learners to use the assessment task in conjunction with the assessment criteria. This should give a thorough understanding of the requirements of the task and ensure all conditions of the assignment are met.  
For example: diversity and inclusive practice addressed throughout the assessment, staying within the word limit.
- Learners should be encouraged to attempt all criteria/questions. This should give the opportunity to achieve sufficient marks to pass or gain a higher grade.
- Although there is no lower word limit for the assignments, learners should be aware that they are more likely to pass or achieve higher grades by using sufficient words to develop their ideas.
- Learners should be encouraged to plan their responses in order to:
  - ensure a logical progression
  - focus on the criteria
  - avoid repetition
  - prevent omissions
- Learners should be aware of the Compensatory marking grid: Guidance for awarding marks (in Candidate Handbooks). This guidance shows how marks are awarded, reflecting the development of ideas at the level required for the qualification.
- Assignment guidance for each qualification (found on CACHE website) is recommended for tutors. However, learners may also benefit from the ideas suggested in this guide.
- Where appropriate, learners should be encouraged to demonstrate increased understanding and depth by:
  - use of examples from practice
  - use of relevant references
  - reference to theory

## Glossary

### Glossary of terms used in assessment or in assessment tasks.

<b>Appendix</b>	A collection of supplementary material, extra information or extra detail, placed at the end of the work. An appendix must support the work in the main text of the assessment.
<b>Compensatory marking</b>	Where there is a range of marks to award for the work submitted for each criterion and more marks are available for the higher grades. Candidates should attempt to meet all criteria from the lowest to the highest, because compensatory marking does not work to their advantage if they only attempt to meet the criteria for a D or E grade.
<b>Criterion marking</b>	Where the marker makes a decision on whether the learner has met the criteria or not and records as YES or NO.
<b>Curriculum framework</b>	An outline or structure that underpins practice and supports professionals to create learning opportunities and experiences or courses of study. The curriculum framework is relevant to the country in which you work. For example the Early Years Foundation Stage in England, or the Foundation Phase in Wales.
<b>Diversity</b>	Children and their families come from a variety of backgrounds and family structures. There may be a range or variation of people's characteristics in aspects such as gender, lifestyle, family composition, abilities, cultural and linguistic backgrounds and other differences.
<b>Enabling environment</b>	An environment which supports and encourages children to explore and express themselves freely. The conditions should allow children to achieve their potential without barriers to learning.
<b>Empowerment</b>	Giving children responsibilities and choices to help them learn to take more responsibility for themselves.
<b>Government initiatives</b>	The Government conducts a study or research to define and start up a nationwide statutory function or project. The reason behind government initiatives is to provide consistency of provision rather than local authorities or other agencies devising their own individual and varied systems for services. The Government takes the first steps and outlines how to proceed.

## Glossary of terms used in assessment or in assessment tasks.

<b>Inclusion</b>	Ensuring that every child or young person is given equality of opportunity to access education and care by meeting the specific needs of children and their families.
<b>Inclusive practice</b>	Inclusion in education and care is one aspect of inclusion in society. Taking whatever steps are necessary to ensure that every child or young person is given an equal chance of taking advantage of the opportunities offered to them.
<b>International approaches</b>	How other countries both in Europe and other parts of the world approach play and learning. How their education system is structured and what the underlying principles are.
<b>Legislation</b>	A law or group of laws passed by government providing rules which must be followed. A law may be called an Act, for example The Children Act 2004.
<b>Multi-disciplinary team / working</b>	A group of professionals, each with expertise in specific areas or disciplines, who together discuss and manage an individual child or young person's care. They plan strategies together, to give the best care.
<b>Multi-agency</b>	Representatives from several different professional organisations such as the police, local government departments such as Children's Services, education, social services, the health service.
<b>Multi-agency working</b>	A team of professional people from different organisations who work together to produce the best outcome for the child and family.
<b>Plagiarism</b>	Using words or ideas of someone else and passing them off as your own. Not acknowledging the author by stating where the material came from is <b>Plagiarism</b> which can be intentional or unintentional (forgetting to reference clearly).

## Glossary of terms used in assessment or in assessment tasks.

<p><b>Policies and Procedures</b></p>	<p>A <b>policy</b> is a written plan of action that states how the setting aims to meet legal requirements. Some examples are: Health and Safety Policy, Confidentiality Policy, Behaviour Management Policy. Within each policy are a number of written procedures.</p> <p>A <b>procedure</b> gives detailed information on the course of action a practitioner should follow in order to meet the legal requirements.</p> <p>For example: Within the Health and Safety Policy will be many procedures explaining the way to deal with a particular situation, such as accidents, illness, emergencies.</p>
<p><b>Portfolio</b></p>	<p>A collection where the learner displays and stores work and evidence they have gathered. Usually a file or other suitable storage method.</p>
<p><b>Principles &amp; Values</b></p>	<p><b>Principles</b> - the accepted standards and rules which guide the work of all practitioners.</p> <p><b>Values</b> – qualities considered important that guide the way a person or a group works.</p> <p>For example -The principles and values of the Early Years sector, Playwork Principles</p>
<p><b>Professional practice / skills</b></p>	<p>Professional – a skilled practitioner, an expert</p> <p>Professional practice – the work of a professional person</p> <p>Professional skills – specific abilities gained through training and practice.</p>
<p><b>Provision</b></p>	<p>Something supplied or provided. Care is usually provision made by the state, private, independent or voluntary sectors.</p>
<p><b>Rationale</b></p>	<p>An explanation of the most important reasons. For example, a rationale for planning an activity would include the reasons why this particular activity has been selected; what are the benefits, how does it link to the curriculum.</p>
<p><b>Reflective practice</b></p>	<p>Thoughtful consideration of the way a practitioner works. Practitioners constantly looking back at their own work/experiences in order to identify how something could be improved for future practice.</p>

## Glossary of terms used in assessment or in assessment tasks.

<b>Relevant and current research</b>	Relevant research – study the subject under discussion carefully in order to present information in a detailed, accurate manner. Current research – research which is used at the present time to inform and influence practice and provision.
<b>Statutory provision</b>	Provision which is required to be provided by law.
<b>Theoretical approaches</b>	- a way of looking at something based on a theory or theories. - using, applying and comparing different theories.
<b>Theorist</b>	A person who has presented their ideas and opinions (a theory) about how something works or why something happens.
<b>Theory</b>	A set of ideas, usually based on evidence and careful reasoning, which offers an explanation of how something works or why something happens.

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### Word limits

Word limits are indicated so that learners and tutors can consider the requirements of the assessment task.

Word limits assist learners in understanding the amount of information to give. This will guide them to include, in a concise way, only the information which is relevant to the criteria.

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