



CACHE Level 3 Award in
Early Years and Child Care
for Playworkers
2009/10

Giving you greater mobility in your career

CACHE

Candidate Handbook

CACHE Level 3 Award in Early Years and Child Care for Playworkers
Syllabus, Regulations and Assessment Materials (Centres have a Centre
Information Pack which contains additional information)

4th edition

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Information sheet

Your Personal Details

Name:

Address:

Telephone Number:

PIN:

Date you registered for the Award in Early Years and Child Care for Playworkers:

Your Centre Details

Site/Centre Name:

Address:

Telephone Number:

Site/Centre Number:

Name of your Course Tutor:

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Assignment planner

CACHE Level 3 Award in Early Years and Child Care for Playworkers



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Tel: 0845 347 2123 www.cache.org.uk

It should be noted that this form is not mandatory and Centres may devise their own form for planning

Candidate Name: _____ Group Tutor: _____

PIN: _____ Please enter submission date into appropriate box

2007	Date	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Unit 1	Marked by CACHE			*		*	*	*	*	*	*	*
Unit 2	Marker I.M											

* External Assessment takes place during this month. Your Centre will advise you of the exact date.

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Section 1

Candidate information

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Section 1 – Candidate information

Candidate registration

When you start the course your Centre will register you for the qualification with CACHE. You must have this in order to enter the external assessment of the qualification.

If this is the first qualification you have undertaken with CACHE you will be issued with a Personal Identification Number (PIN). The PIN should be used if you are registered for any subsequent qualifications with CACHE.

Qualification fees

CACHE charges a registration fee for all candidates which will be dealt with by your Centre. If you need information about fees, you should contact your Centre.

Certification

If you successfully complete all units of the qualification you will be issued with a full qualification certificate. Your Centre will be able to request unit certificates for each unit if you register 'Unit by Unit' or if you do not complete the full course.

You will not be able to upgrade your work after your certificate has been issued.

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Section 2

The principles and values for National Occupational Standards in Children's Care, Learning and Development

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Section 2 – The principles and values for National Occupational Standards in Children’s Care, Learning and Development

The principles and values underpin the complete set of standards in their entirety.

Principles

1. The welfare of the child is paramount
2. Practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision
3. Practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators

Values

1. The needs, rights and views of the child are at the Centre of all practice and provision
2. Individuality, difference and diversity are valued and celebrated
3. Equality of opportunity and anti-discriminatory practice are actively promoted
4. Children's health and well-being are actively promoted
5. Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
6. Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
7. Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
8. Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
9. Best practice requires reflection and a continuous search for improvement

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Section 3

The CACHE Level 3 Award in Early Years and Child Care for Playworkers

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Section 3 – The CACHE Level 3 Award in Early Years and Child Care for Playworkers

Introduction

The CACHE Level 3 Award in Early Years and Child Care for Playworkers:

- has been designed for practitioners who hold a Level 3 qualification in Playwork and who work, or wish to work, in settings whose main purpose is early years and child care
- focuses on the critical differences between the knowledge and skills of someone who already has a Level 3 qualification in Playwork. The learner is expected to have the additional knowledge and skills required to be effective in a Children's Care Learning and Development setting
- allows only practitioners already holding a recognised Level 3 qualification from the relevant occupational frameworks in the Home Country concerned to take this qualification
- is linked to the National Occupational Standards for Children's Care, Learning and Development.

Links between the qualification programme and the National Occupational Standards

This qualification has been designed to provide knowledge and understanding which supports competent practice. It will help you to develop many of the practical skills and competencies set out in the National Occupational Standards in Children's Care, Learning and Development at Level 3. These standards are available in each unit and mapping to the NOS can be found on the CACHE website.

Structure of the qualification

The qualification in Early Years and Child Care for Playworkers has 2 units. You must complete both units to gain the qualification.

Unit	Title	Recommended Guided Learning Hours
Core Unit 1	Theory and practice in promoting children's care, learning and development	30 hours
Core Unit 2	Aspects of children's care, learning and development practice	30 hours
	Total guided learning hours	60 hours

Each individual unit can stand alone and is individually assessed.

Recommended guided learning hours

Guided learning hours include, for example, time spent studying, as directed by your tutor, or carrying out practical work under supervision. Your Centre will use a number of different teaching methods so that not all the recommended hours will necessarily be spent in the classroom with your tutor.

Attendance at classes

CACHE recommends that you attend at least 80% of the teaching time allocated by the Centre for each unit. Your Centre will keep a record of your attendance and if they feel that you have not attended sufficient teaching time, they may ask you to take additional study before allowing you to submit the relevant assignment.

Practical training

There is no formal assessment of your practical work but many of your assignments directly relate to your day-to-day work.

Entry requirements for the qualification

Only practitioners who already hold a recognised Level 3 qualification from the relevant occupational frameworks in the Home Country concerned are eligible to take this qualification.

You must be at least sixteen years old at the date of registration for the qualification.

Possible restrictions on candidate entry

If you work with children and young people you are exempt from the Rehabilitation of Offenders Act 1974. In most Centres a security check by the Criminal Records Bureau will be necessary for volunteers, candidates in placement and employees working in this vocational area.

Key Skills

This is not a compulsory part of the CACHE Level 3 Award in Early Years and Child Care for Playworkers, but you may be required to study Key Skills.

With your tutor, you may wish to use the website to identify where the best evidence for your Key Skills portfolio can be found.

Remission of tuition

If you have a considerable amount of experience or previous training, you should discuss remission of tuition with your study Centre. The Centre may agree a reduction of up to 50% teaching time. However, you will have to complete all the assessments to gain the qualification.

Progression from the qualification

After you have achieved the Award in Early Years and Child Care for Playworkers, you could continue further study (if working in a Level 4 role) by, for example:

- working towards the NVQ Level 4 in Children's Care, Learning and Development; or
- progressing to a related Level 4 qualification; or
- undertaking a foundation degree.

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Section 4

Assessment of your learning

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Section 4 – Assessment of your learning

You will have to complete each of the following assessments at Pass level to gain the Qualification.

Units	Type of Assessment
Core Unit 1	Assignment – externally marked by CACHE
Core Unit 2	Assignment – marked by the Centre

Assessment procedures

Assignments should be submitted on A4 paper where possible and can be hand written in ink, typed or word-processed. You need to write your name, personal identification number and Centre name and number on each sheet of paper.

Reasonable adjustments

If you need to have adjustments made in order for you to be able to complete the test paper or the assignments, you should discuss this with your tutor.

Plagiarism

This means claiming work to be your own which has been copied from elsewhere. All the work you submit must be your own and not copied from somewhere else unless it has been clearly referenced. Your tutor will explain how to provide a reference list showing where you found your information. If the Centre has evidence that your work has been copied, it will not be accepted and you may be subject to their disciplinary procedure.

To complete, you will have to submit a further piece of work for assessment. CACHE will be notified of any cases of plagiarism.

Candidates are not allowed to offer their assignments for sale. This includes on eBay. A candidate who attempts to sell an assignment will not be permitted to submit any further work for assessment for this qualification.

External assessment of unit 1

Full details of the task, grading criteria, and what you will need to submit for Unit 1, are shown in Section 5 of this handbook, after the unit learning.

The assignment is marked by a CACHE external marker. Your Centre will let you know when you are to submit your assignment.

The external marker will use the grading criteria shown in Section 5 and the results are standardised by CACHE.

Your Centre may request a re-mark if they do not think the result is a true reflection of your performance. This must be done within 20 days of the results reaching your Centre.

If the mark remains unchanged, CACHE will charge your Centre.

Your assignment will be returned 20 days after you receive your results. Please make sure that you keep a copy of your assignment in case you need to refer to it during this period.

Referral of unit 1

Assignments that do not achieve a pass grade will be graded as a referral. You should discuss arrangements for being re-entered for another external assessment date with your tutor and Centre.

Internally marked unit assignment

Unit 2 is assessed through an assignment which is set by CACHE and marked by your Centre. The assignments can be found in Section 5 of this handbook, after the unit learning.

Your Centre will agree the date when you are to submit the assignment to them. There may be special reasons why you cannot submit on this date. Discuss these with your tutor who will inform you of the Centre's policy on handing in assignments after the date agreed.

The tutor marks the assignments against the grading criteria written by CACHE. Marks are allocated according to the grade descriptors chart.

Another tutor who is called an internal moderator will take a sample to ensure the correct standard has been achieved. The markers will then return the assignment if you need to resubmit, see 'Referral of assignments marked by your Centre' below.

Referral of assignments marked by your Centre

If your assignment does not meet the criteria for a Pass grade it will be graded as a referral.

You may resubmit your work with improvements. Your tutor will negotiate a resubmission date. If your assignment still does not achieve a Pass grade your tutor will discuss an action plan which may involve some extra study before you submit your assignment again. You can achieve a Pass grade at any stage.

Word limits for written assignments

CACHE recommend your completed work should not exceed 3,500 words. There is no lower word limit. Work that is more than 10% above the word limit may not be marked.

Additional support

If you require additional support with your unit assignment, you can access the following documents from the CACHE website:

- Finding the Level
- Assignment Guidance.

Both of these documents will help you understand what is required to complete the assignment.

Your tutor can direct you to the website – www.cache.org.uk

Certification

If you are successful in all areas of the qualification you will be issued with a CACHE Level 3 Award in Early Years and Child Care for Playworkers.

Centres may claim unit qualifications for candidates who register 'Unit by Unit' or who do not complete the full course.

eassessment

CACHE will be introducing electronic assessment. Your Centre may be involved in a pilot phase.

You will be able to access more information about e-assessment on the CACHE website as the project progresses.

References and bibliography

Your assessment may require you to include references and a bibliography. You should include at least two references in the text of your work. These references should be clearly identified and related to one or more sources of information which should be included in your bibliography. Your bibliography should list two or more relevant sources of information. The CACHE booklet 'Finding the Level' explains how to show your references and bibliography.

Re-mark enquiry and appeals procedure

CACHE operates an enquiries and appeals procedure which candidates may use if they wish to challenge an assessment decision. Details are available on the CACHE website: www.cache.org.uk click on 'CACHE Centres' tab, then 'Support for CACHE Centres' and scroll down to find this and other useful information.

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Section 5

Units of learning and assessments

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Section 5 – Units of learning and assessments

Unit 1 – Theory and Practice in Promoting Children's Care, Learning and Development

This unit will enable learners to become familiar with the development of children birth – 4 years old, as this reflects a key gap in coverage between Playwork and Children's Care, Learning and Development. Additionally, the unit covers how to promote learning in the light of current theoretical perspectives and evidence based practice in Children's Care, Learning and Development settings, irrespective of the age of the children concerned, and includes frameworks for early education.

Learning outcomes

To achieve this unit a candidate must:

- identify the expected pattern of development and ways of promoting development for children from birth – 4 years old
- explore current theoretical approaches to children's learning and how these affect practice in settings whose main focus is children's care, learning and development
- explore ways of promoting children's learning, including early education frameworks, through a planned approach to supporting play and learning.

You will need to demonstrate that you have achieved the outcomes by successfully completing the assessment for this unit.

Learning

This unit will teach you about:

a) Observing and assessing children's development

- the purpose of observing children:
 - to assess the stage of their development and progression
 - to be alert to any aspects of developmental progress which require attention
 - to provide the basis for planning ways of supporting their progress
 - to provide indicators for changes to the environment and routines in the setting

- techniques of observation that are appropriate for different purposes such as:
 - naturalistic, structured and participative observations
 - event sampling and time sampling
 - target child
- appropriate ways of recording observations to make them useful for the next stages of the planning cycle
- principles of assessing children's development:
 - safeguards that need to be in place when assessing children and the need for objectivity
 - linking assessment to reliable evidence gained through observations, information from children themselves, and others such as family and colleagues
 - the need for confidentiality and care when dealing with sensitive information about children and families
 - the difference between formative and summative assessment, the use of profiling and different forms of assessment used in the setting
 - the importance of having high expectations of children based on realistic assessments
 - the use of assessment frameworks appropriate to the Home Country concerned e.g. common assessment framework in England.

b) The expected pattern of children's social and emotional development from birth – 4 years old

- the expected pattern of social and emotional development of children birth to 4 years, in particular
 - the nature of babies' and young children's relationships with adults and with one another
 - the emergence of babies' and young children's sense of identity, and self-esteem
 - the stages of development when babies experience anxiety in unfamiliar situations and dealing with transitions and separation
 - the progress of young children towards self-confidence and growing autonomy
- reasonable expectations for behaviour of children birth to 4 years; how to respond to behaviour in ways that are appropriate to children in that age range; the importance of working in partnership with parents* and families of young children in the setting, maintaining a framework for behaviour and developing joint responses to children's behaviour

- different theoretical perspectives on emotional and social development and their effects on practice including attachment theory, development of 'emotional intelligence' and development of resilience
- how to support the social and emotional development of children birth – 4 years old, in particular:
 - how to help babies and young children become familiar with and confident in the setting
 - activities, environments and routines that support positive identity and self esteem
- how to prepare young children for moving on to new settings and for other transitions.

* The term 'parents' includes carers.

c) The expected pattern of children's physical development from birth – 4 years old

- the expected pattern of physical development of children birth – 4 years, including:
 - skills of locomotion and balance
 - gross and fine motor skills
 - growth of confidence in movement
 - learning through movement
 - reflexes
- how to provide activities and equipment to promote the physical development of babies and young children under 4 years old
- recognised best practice in promoting physical development.

d) The expected pattern of children's sensory and intellectual development from birth – 4 years old

- the expected pattern of sensory and intellectual development of children birth to 4 years, including:
 - attention span and memory
 - imagination and creativity
 - problem solving
- current thinking on the importance of early brain development and how this affects practice

- how to support the sensory and intellectual development of babies and young children covering appropriate environments, activities and experiences
- how to ensure that the individual needs of children are met
- recognised best practice in promoting sensory and intellectual development.

e) The expected pattern of children's language and communication skills from birth – 4 years

- the expected pattern of language and communication development of children birth to 4 years
- how to support the language and communication development of young children including children who communicate differently
- recognised best practice in promoting language and communication skills
- learning through an additional language.

f) Current approaches to children's learning and how these affect practice in settings whose main focus is children's care, learning and development

- an outline of current and evolving issues and perspectives on children's learning for example:
 - social constructivism
 - identity, disposition and learning
 - schema
 - learning styles
- how current views on children's learning affect practice
- how to provide a positive and flexible learning environment that meets the needs of children
- how to use children's play to achieve learning and development outcomes/goals whilst ensuring children have choice and flexibility.

g) Promoting children's learning including early education frameworks through a planned approach to supporting play and learning

- the planning cycle
- the concepts of 'the curriculum' and of establishing a framework for children's activities and experiences which starts from children's achievements, interests and preferences and enables them to make choices
- differentiation of the curriculum to meet the needs of all children
- early education and other frameworks relevant to the age and location of children and how to use these frameworks to:
 - enable children to direct their own freely chosen play activities and experiences
 - evaluate activities and experiences offered to children and reflect on practice
- how to:
 - plan a 'scaffold' for play and other learning activities and experiences suitable to support children's learning and developmental progress linked to relevant early education frameworks and current best practice guidance
 - enable child initiated activities and children's choices in play in line with their own interests and schemes
 - support and extend play opportunities without intervening inappropriately
 - make use of the unplanned curriculum
 - support and encourage children's literacy
 - support and encourage children's mathematical learning, exploration and problem solving.

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External assessment submission checklist

Please use this checklist when submitting your assignment for External Assessment

- The assignment is my own original work - photocopies are not included
- Each page is identified by my name, PIN and Centre/Site number
- The pages are numbered e.g. 1 of 15, 2 of 15, etc
- The assignment is submitted in a single plastic sleeve, unstapled, or simply held together by treasury tags or by using a spine bar
- The assignment task and grading criteria are included with the assignment
- Photographs of children, or the environment that they are in, have not been included
- Examples of children's work have not been included
- Appendices are included only where required in the assignment task
- There is no use of 'tippex' or similar substances
- The External Assessment Cover Sheet has been completed and is included with the assignment for all submissions – first submission or resubmission (photocopied where necessary)
- If you are re-submitting your assignment, the original work and the original marking grid must be included, and additional work should be clearly shown.
- CACHE recommend that you keep a copy of the assignments.

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CACHE Level 3 Award in Early Years and Child Care for Playworkers

External Assessment Cover Sheet

Candidate / Centre

Site/Centre Name:

Site/Centre Code:

External Assessment Submission

Unit 1 – Theory and practice in promoting children’s care, learning and development

Submission Deadline:

Number of words:

Number of Pages:

Indicate submission type below.

First Submission

Re-submission

(Include the original assignment and feedback sheet if this is a re-submission)

Candidate Declaration

I declare that this is my own work which is being submitted for external assessment.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Instructions

- 1 Your name, PIN and Site/Centre code must appear on every page of your assignment.
- 2 You must number each page of your assignment in the format 'Page X of Y', where X is the page number and Y is the total number of pages.
- 3 You should submit your assignment in a single plastic sleeve, unstapled, or simply held together with treasury tags or a spine bar. The External Assessment Cover Sheet should be included at the front of your assignment.
- 4 You must submit your assignment to your tutor with this form, fully completed and signed.
- 5 No assignment will be accepted without the completed Form, External Assessment Cover Sheet.
- 6 Include the Assignment Task and marking grid with your assignment.

Please use the checklist to ensure that you have followed these instructions for submitting your assignment for external assessment.

The logo for CACHE, featuring the word 'cache' in a lowercase, sans-serif font. Above the letter 'i' is a vertical line with a small horizontal bar at the top, resembling a stylized 'i' or a vertical bar. Below the word 'cache' is the tagline 'nurturing achievement' in a smaller, lowercase font.

nurturing achievement

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Unit 1 – Theory and Practice in Promoting Children's Care, Learning and Development

External assessment

Include information about:

- P1 The purposes of observing and assessing children's development
- P2 The reliability and validity of observations
- P3 The language and communication skills of one child aged between birth and 4 years observed during play
- P4 How the development of the child observed in P3 relates to developmental norms
- P5 Appropriate activities/experiences to meet the learning and developmental needs of the observed child (P3)
- P6 How the activities/experiences (P5) relate to the appropriate curriculum framework
- P7 The role of the practitioner in supporting children's learning during activities/experiences
- P8 Ways to provide a flexible learning environment that meets the needs of all children
- P9 Why it is important to involve children in making decisions and choices
- P10 Reflect on how your knowledge and understanding about promoting development for children birth to 4 years has changed.

Unit 1 – Theory and practice in promoting children's care, learning and development

Criteria	Description	0-1 mark The candidate demonstrates a basic understanding of the subject matter	2 marks The candidate demonstrates a sound understanding of the subject. Individual needs/responses broadly met	3 marks The candidate demonstrates a comprehensive understanding of the subject underpinned by the concept of individuality
P1	The purposes of observing and assessing children's development.	0	1	2
P2	The reliability and validity of observations.	0	1	2
P3	The language and communication skills of one child aged between birth and 4 years observed during play.	0	1	2
P4	How the development of the child observed in P3 relates to developmental norms.	0	1	2
P5	Appropriate activities/experiences to meet the learning and developmental needs of the observed child (P3).	0	1	2
P6	How the activities/experiences (P5) relate to the appropriate curriculum framework.	0	1	2
P7	The role of the practitioner in supporting children's learning during activities/experience.	0	1	2
P8	Ways to provide a flexible learning environment that meets the needs of all children.	0	1	2
P9	Why it is important to involve children in making decisions and choices.	0	1	2
P10	Reflect on how your knowledge and understanding about promoting development for children birth to 4 years has changed.	0	1	2
	Total			
Overall Total				
Pass Mark				Result

External Examiner Code:

Site Code:

Candidate PIN:

Unit 2 – Aspects of Children's Care, Learning and Development Practice

The unit will enable learners to become familiar with a range of practice issues specific to working with children in contexts whose main purpose is children's care, learning and development.

Learning outcomes

To achieve this unit a candidate must identify (know and understand) key practice issues related to:

- working in partnership with parents and families of children
- communicating with children; listening and responding to the views and preferences of children
- physical care
- inclusion/equality of access/anti-discrimination/diversity
- keeping babies and young children safe
- multi agency working and information sharing.

You will need to demonstrate that you have achieved the outcomes by successfully completing the assessment for this unit.

Learning

This unit will teach you about key practice issues related to:

- a) Working with parents and families,** in particular the significance of:
- the bond between children and their parents in the early years and the difficulties faced by some parents in separating from their young children
 - the central role of parents in children's lives, their expertise on their own child and the concept of sharing care with parents
 - the importance of accepting and working with variations in families' approaches to child rearing, with the aim of meeting families' requirements for their children
 - the importance of exchanging information with parents in the interests of children's welfare, and the sort of information which should be exchanged regularly; how to record such information and keep it up-to-date within policies and procedures of confidentiality and data protection

- the effect parents' circumstances may have on their relationship and communication with other adults and how to communicate in a variety of ways with parents from a wide range of backgrounds in positive and non-judgmental ways
- how to evaluate work with parents and families
- the role that effective work with parents can play for those who need support for basic skills
- community based approaches to work with families.

b) Communicating with children

- the need to listen and respond to the views and preferences of children before they can communicate using words and in the early stages of language development
- strategies for communicating with children using their chosen method of communication.

c) Physical care of children

- methods of providing for children's personal hygiene routines, including:
 - toilet training
 - supporting the development of self care
 - nutritional requirements
 - making up babies feeds accurately and according to best practice
 - complementing family/cultural variations
 - the requirements of different toiletries according to types of skin and hair
 - disposing of waste and minimising the risk of infections including HIV/AIDS
- providing appropriate routines for children including sleep and rest.

d) Inclusion/equality of access/anti-discrimination/diversity

- the early age at which children learn to identify differences between people and to attach higher values to some than others
- strategies for ensuring inclusion and equality of access for all children
- combating discrimination and promoting diversity in childcare settings.

e) Safeguarding children

- identifying possible signs and symptoms of abuse in children including those in the early stages of developing communication skills
- understanding that even babies and very young children are abused, including sexually
- safe working practice for practitioners who are working with babies and young children under 4 years
- how to support children's early awareness of their own bodies, using appropriate descriptive language and encouraging children to be able to keep safe and protect themselves
- the vulnerability of babies and very young children in the context of safety and hygiene, taking appropriate measures to avoid cross infection and modelling good practice to children
- balancing the need for safety and close observation and supervision with non-intervention in children's play and opportunities to take risks without over or under protecting
- the requirements of registering/inspecting authorities for safety and health precautions for children and how to establish health and safety procedures in a care, learning and development setting
- appropriate methods of risk assessment for babies and very young children
- correct use of equipment such as prams, buggies, car seats and equipment for babies and young children.

f) Multi agency working and information sharing

- working as part of a multi disciplinary team
- the reasons for and principles of integrated provision for babies and young children
- the types of information that must be shared, the agencies involved and the boundaries of confidentiality.

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Unit Submission Form

CACHE Level 3 Award in Early Years and Child Care for Playworkers

Centre	
Site/Centre Code:	
Site/Centre Name:	

Please complete this form and attach it to your portfolio task.
The portfolio will not be accepted without this form.

Declaration	
Unit 2 – Aspects of children’s care, learning and development practice	
Candidate Name:	Candidate PIN:
I declare that this is entirely my own work and I understand that any grades are provisional until internal moderation have taken place.	
Candidate’s Signature:	Date:

Tutor Feedback	
Grade awarded:	

Signatures	
Tutor’s Signature:	Date:
IM Signature: <i>(if chosen for sample)</i>	Date:



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Unit 2 – Aspects of Children's Care, Learning and Development Practice

Internal assignment

Choose one of the following:

- Reflective account
- Audiotape and transcript
- Diary

which allows you to present the following information about children's care, learning and development practice:

- P1 Discuss the importance of exchanging information with parents
- P2 Describe ways to work in partnership with all parents
- P3 Discuss the importance of providing appropriate routines for children
- P4 Describe ways to support the development of self-care
- P5 Identify ways to avoid cross infection in the setting
- P6 Describe ways to work as part of a multi-disciplinary team
- P7 Discuss ways to encourage children to be able to keep safe and protect themselves
- P8 Describe safe working practices that protect babies and young children under 4 years and adults who work with them
- P9 Discuss the importance of developing communication strategies to work with babies and young children
- P10 Reflect on the role of the practitioner in balancing safety, close observation and supervision of young children with their need for challenge and opportunities to take risks.

How marks are allocated

Achieving 1 mark	Achieving 2 marks	Achieving 3 marks
The candidate demonstrates a basic knowledge and understanding of the subject.	The candidate demonstrates a sound understanding of the subject. Individual needs/responses broadly covered.	The candidate demonstrates a comprehensive understanding of the subject, underpinned by the concept of individuality.

Unit 2 – Aspects of Children’s Care, Learning and Development Practice

Criteria	Description	Internal marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission Internal marker	Resubmission Internal marker
P1	Discuss the importance of exchanging information with parents.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P2	Describe ways to work in partnership with all parents.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P3	Discuss the importance of providing appropriate routines for children.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P4	Describe ways to support the development of self-care.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P5	Identify ways to avoid cross infection in the setting.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P6	Describe ways to work as part of a multi-disciplinary team.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P7	Discuss ways to encourage children to be able to keep safe and protect themselves.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P8	Describe safe working practices that protect babies and young children under 4 years and the adults who work with them.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P9	Discuss the importance of developing communication strategies to work with babies and young children.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
P10	Reflect on the role of the practitioner in balancing safety, close observation and supervision of young children with their need for challenge and opportunities to take risks.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
	Total				
PASS 20 marks					Result

Signature of IM if sampled

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Section 6

About CACHE

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Section 6 – About CACHE

What is CACHE?

Council for Awards in Children's Care and Education (CACHE).

CACHE is the leading provider of nationally recognised qualifications in early years care and education, and in playwork. Its courses and qualifications (shown on the back cover) provide the underpinning knowledge and practical training for child care and education practitioners who work with children and families in a wide range of settings. The settings include childminding, play groups, crèches, nursery, infant or primary schools or classes, day nurseries, family centres, play settings and hospitals within the public, private and voluntary sectors. The Council also awards Key Skills, NVQs for Teaching Assistants, Assessors and Verifiers Units, NVQs in Children's Care, Learning and Development, NVQs in Playwork and NVQs in Care for those involved in working with children, families and young people in the voluntary, public or private sectors.

CACHE Mission statement

'CACHE is dedicated to raising the professional standards of children and young people's care and education, and to offer the best quality courses and qualifications as a service to children and their families.'

CACHE Equality and diversity policy

CACHE and its Board of Trustees value diversity. We believe that a variety of backgrounds enriches all aspects of life.

CACHE fully believes that all individuals should be treated fairly, with respect and dignity in their employment and in their learning.

CACHE requires its approved Centres to have their own diversity/equality policy. We will encourage Centres to create a positive environment for candidates and those who have responsibility for the recruitment, teaching and the assessment of these candidates.

CACHE will continue to promote the development and understanding of diversity and inclusive practice throughout all products and activities relating to our qualifications. This includes curricula, publications, training and assessment procedures.

CACHE is committed to complying fully with current and future legislation and requirements from regulators and to develop lead practice in the areas of diversity and inclusion.

This CACHE statement will evolve to reflect the changing laws and mores of our society and this will be reflected in all policies and procedures.

CACHE Statement of values

This statement of values should underpin the content and delivery of the syllabus for this qualification and every aspect of the assessment.

The CACHE candidate will:

- put the child first by:
 - ensuring the child's welfare and safety
 - showing compassion and sensitivity
 - respecting the child as an individual
 - upholding the child's rights and dignity
 - enabling the child to achieve their full learning potential
- never use physical punishment
- respect the parent as the primary carer and educator of the child
- respect the contribution and expertise of staff in the child care, education and playwork field
- and other professionals with whom they may be involved
- respect the customs, values and spiritual beliefs of the child and their family
- uphold the Council's Diversity Policy Statement
- honour the confidentiality of information relating to the child and their family, unless its disclosure is required by law or is in the best interest of the child.

Section 7

The CACHE website:
www.cache.org.uk

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Section 7 – The CACHE website: www.cache.org.uk

The CACHE website offers a huge variety of resources to support candidates and Centres.

These include the following **CACHE procedures**:

- Re-mark enquiry
- Appeals
- Complaints
- Malpractice
- Diversity Statement.

You will also be able to access mapping for the following:

- **Key Skills (2004)** to Qualification Unit Assignments
- **Common Core** of Skills and Knowledge
- **National Occupational Standards** relating to this qualification.

Useful publications offering additional guidance include:

- **Finding the Level** helps you understand the different levels of demand when studying for CACHE qualifications
- **Assignment Guidance** supports tutors and candidates with the assessment requirements of CACHE unit assignments.

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Section 8

Mapping to the wider curricula

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Section 8 – Mapping to the wider curricula

Unit title	Spiritual, moral, ethical and cultural	Social	Legislative	Economic	Sustainable development	Health & Safety	European Developments
Unit 1	✓		✓			✓	
Unit 2		✓	✓	✓		✓	

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Handbook feedback for: Level 3 Award in Early Years and Child Care for Playworkers

Please use this form to let us know what you think of this handbook. Examples of the things we would like to know are:

- does the handbook contain everything you need?
- what you did or did not like about the handbook
- was it easy to find the information you needed?
- any other comments or suggestions about the handbook

Your comments

There is a larger comments box overleaf if needed.

Your contact details

Please write your contact details here so we can respond to your comments.

Post or fax to: CACHE Qualifications and Services Manager

CACHE

Apex House

81 Camp Road

St. Albans

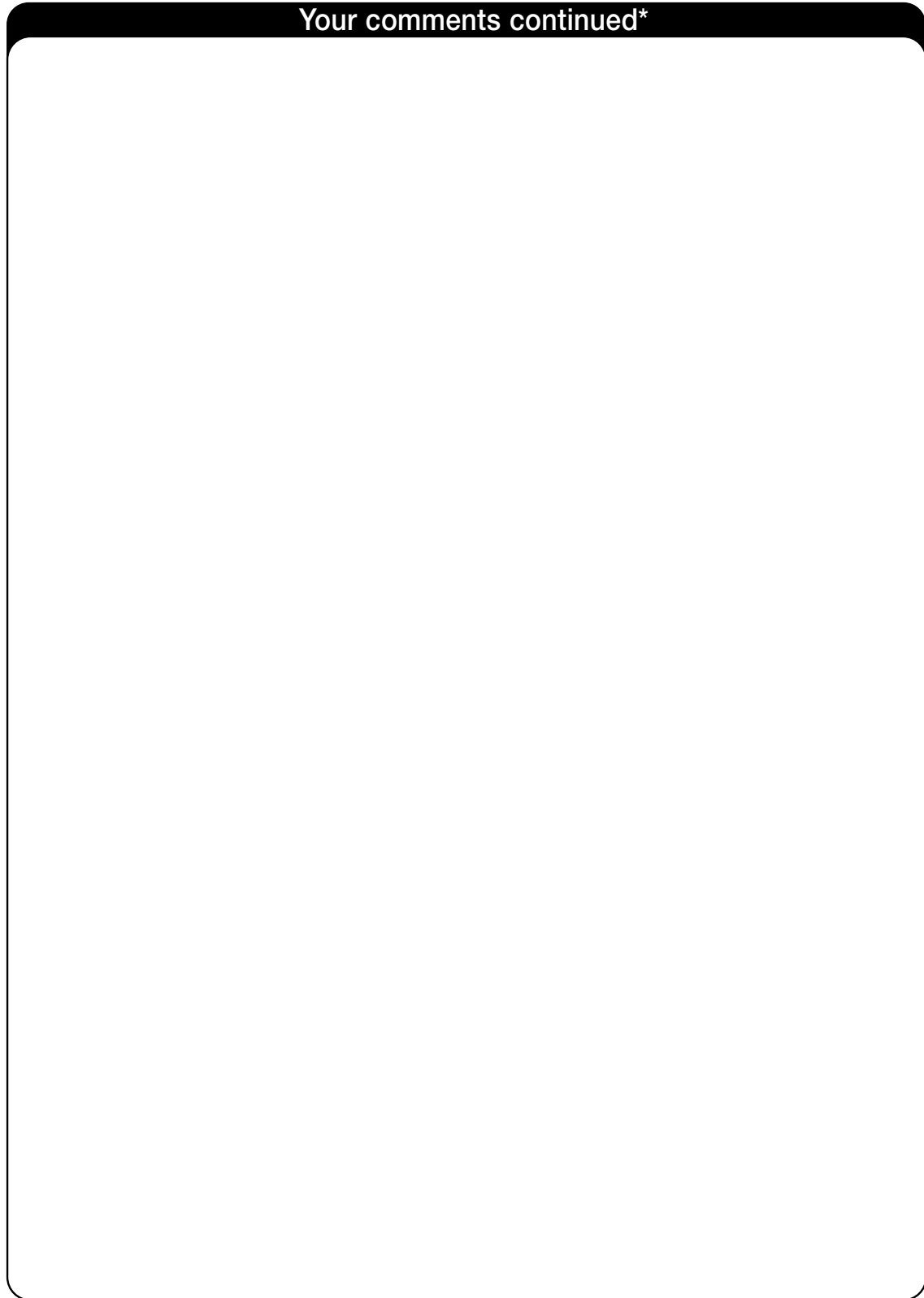
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AL1 5GB

Fax: 01727 818613



Your comments continued*



* If you complete this box and are faxing this form to us, please remember to fax both sides.

Council for Awards in Children's Care and Education (Incorporating CEYA, NNEB and NAMCW)

Patron: Her Majesty The Queen

CACHE awards on the National Qualifications Framework:

Vocational Related Qualifications (VQs):

- CACHE Entry Level Certificate in Preparation for Childcare
- CACHE Level 1 Award in Getting Started in a Pre-school Setting
- CACHE Foundation Award in Caring for Children
- CACHE Level 2 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 2 Certificate in Children's Care, Learning and Development
- CACHE Level 2 Certificate in Pre-school Practice
- CACHE Level 2 Certificate in Supporting Playwork Practice
- CACHE Level 2 Award/Certificate/Diploma in Playwork
- CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium)
- CACHE Level 2 Award/Certificate in Support Work in Schools
- CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Early Years Foundation Stage Practice
- CACHE Level 3 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 3 Certificate in Children's Care, Learning and Development
- CACHE Level 3 Award/Certificate/Diploma in Playwork
- CACHE Level 3 Certificate of Professional Development in Work with Children and Young People
- CACHE Level 3 Diploma in Home-Based Childcare
- CACHE Level 3 Diploma in Pre-school Practice
- CACHE Level 3 Diploma in Playgroup Practice in Wales
- CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)
- CACHE Level 3 Award/Certificate/Diploma in Support Work in Schools
- CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Award in Early Years and Child Care for Playworkers
- CACHE Level 3 Award in Playwork for Early Years and Child Care Workers
- CACHE Level 4 Certificate in Managing Quality Standards Children's Services

National Vocational Qualifications (NVQs):

- CACHE NVQ Levels 2, 3 and 4 in Children's Care, Learning and Development
- CACHE NVQ Level 3 in Health and Social Care (Children and Young People)
- CACHE NVQ Levels 2 and 3 in Playwork
- CACHE NVQ Levels 2 and 3 in Supporting Teaching and Learning in Schools
- CACHE Levels 3 and 4 Assessor and Verifier Awards

Other CACHE qualifications:

- The Key Skills Units



All our handbooks are printed on paper sourced from sustainable forests.

(N.B. This list was correct at time of going to print, Qualifications may be added, or end, at a future date).

Council for Awards in Children's Care and Education

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