

ASSIGNMENT GUIDANCE



CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium)

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Introduction

Please note – This document is intended as guidance and is not mandatory

The following document has been developed to support tutors and candidates with the assessment requirements of the CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium) (WMC). It is hoped that this guidance will assist in the interpretation of all WMC assignments. Detailed Guidance has been prepared for the following Units:

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Units

Unit 1	Providing Experiences and Activities for Young Children
Unit 3	Working within Welsh Medium Settings
Unit 4	The Environment for Young Children

Unit 2 – Providing Experiences and activities for young children

Criteria	Grading Criteria	Guidance
P1	Complete the assignment task	All aspects of the task must be completed. Each information sheet must be completed within the word limit. Charts, tables, illustrations, bullet points etc may be used.
For each activity		
P2	Describe EACH activity (including the name of the theme and setting - indoors and outdoors)	For EACH of the 3 activities chosen from the list, give clear information about what the children will be doing during the activity, eg a) making snack. A group of 4 children will be invited to join the adult, having washed their hands and put on aprons. They will be offered a choice of granary bread, pitta bread and crackers and cream cheese, hummus etc. (Including the name of the theme and setting – indoors and outdoors).
P3	State the age of the children for which the activity is suitable	For EACH of the 3 chosen activities, give the age range of the children.
P4	Identify the materials and equipment needed for the activity	For EACH of the 3 chosen activities, include information about the resources needed to carry out the activity. This may include: <ul style="list-style-type: none"> • equipment such as books, paper, paint, tools etc • space etc • other adults etc.
P5	Describe how the activity encourages the sensory and intellectual development of the children of the chosen age	For EACH of the 3 chosen activities, give at least one way the activity encourages sensory development and one way the activity encourages intellectual development. Information given needs to be appropriate to the age of the children stated in P3, eg the snack activity will encourage sensory development as the children explore the textures and smells of the food. Intellectual development will be encouraged by matching and sorting etc.
P6	Describe how the activity can help the children to be aware of Welsh language and culture	For EACH of the 3 chosen activities, give clear detail of way the children may be encouraged to be familiar with Welsh language and culture. This may be by: using the Welsh language, incorporating Welsh stories, games and traditions etc.

Unit 2 – Providing Experiences and activities for young children (continued)

Criteria	Grading Criteria	Guidance
P7	Identify clearly two ways that the activity can promote the Desirable outcomes for Children's Learning	For EACH of the 3 chosen activities write about 2 ways the Desirable Outcomes for Children's Learning may be encouraged. eg The activity will promote Personal and Social Development as the children share and take turns and Physical Development as etc.
P8	Identify the health and safety issues that need to be considered before and during the activity	For EACH of the 3 chosen activities, give appropriate information about how the health and safety of the children will be ensured before and during the activity. Factors may include: Before- adequate staff ratios, checking equipment, parental permission, health issues such as allergies, policies and procedures of setting, floor surfaces, reminding children of safety rules etc. During- adequate supervision, identifying children who need extra help, etc. eg When planning the activity, check for any allergies children may have.
P9	Show an understanding of anti-bias/anti-discriminatory practice	This can be met in P2, P5, P6 by: choosing activities which allow all children to participate, allowing the children to make choices, meeting the needs of non-Welsh speaking children.
M1	Explain how the early years worker can adapt the activity for children with particular needs	The particular needs of a child may be identified and ways that the activities MAY need to be adapted given. eg A child with a hearing impairment may require the carer to be facing them and in good light when the activity is explained to all the children. etc.
M2	Include references and a bibliography to support your work	At least 2 references made in the text to relevant book(s) or articles AND the books and articles listed at the end of the assignment
D1	Explain why it is important that all children should participate in activities	Give reasons why all the children should be able to participate in all the activities in the setting. These may include to allow children to reach their potential, to meet the individual needs of all children, to value diversity etc. Eg By considering the needs of individual children when planning activities, children will be able to be included in the activities and experiences and feel positive about themselves etc.

Unit 3 – Working within Welsh medium settings

Criteria	Grading Criteria	Guidance
P1	Complete the assignment task	Both Task 1 and Task 2 must be completed within the word limits for each task. Task 1 needs to be completed in the form of a booklet for parents/carers. The booklet may take a range of forms: folded, stapled, bound etc.
P2	Describe why it is important to set work priorities for yourself with your line manager	Task 1 – Give reasons why it is important to work with your line manager to plan and organise your work. These may include: to ensure the children's safety, to make sure work is not duplicated, to be included in the overall plans of the setting etc.
P3	Identify, with reasons, TWO factors that make a good team	Task 1 – Give clear detail about 2 components of a good team. These may include: good communications, clear aims, clear responsibilities, effective leadership, balance of skills and expertise, etc. For each factor, give a brief reason why it is important, eg an effective leader will involve the team in planning and making decisions which allows all members to contribute etc.
P4	Describe how information can be shared within the team in the work setting	Task 1 – Write about ways that teams can share information which may include ideas about improving practice and/or issues which cause concern. Ways may include: regular team meetings, suggestion box, written observations of children's progress, written assessment of activities etc.
P5	Identify how your Welsh Medium Qualification will benefit your work in the setting	Task 1 – Give information about ways your qualification will benefit the setting. These may include: up to date knowledge of legislation, child protection, first aid, knowledge of child development to help plan experiences and activities, how to ensure all children are included, how best to promote the Welsh culture etc.
P6	Identify TWO different qualifications that can be undertaken after a Level 2 qualification	Task 1 – List brief information about 2 different qualifications that may be taken after a level 2 qualification. These may include level 3 qualifications for early years care and education, playgroup practice etc. The correct title of the award will need to be given.
P7	Identify TWO different types of information that the setting and the parent/carer may share	Task 2 – Give TWO different kinds of information that the setting will need to pass on to the parents/carers. These may include information about the: child's development, health, achievements, experiences, behaviour, setting opening times, policies etc. eg 1) the developmental progress of each child is recorded following observations in the setting etc.

Unit 3 – Working within Welsh medium settings (continued)

Criteria	Grading Criteria	Guidance
P8	Describe how the setting and the parent can share in the care of the child	Task 2 – Write about ways the setting and the parent can share in the care of the child. Ways may include: involving parents in the setting by welcoming them at any time, inviting them for open events, parents evenings, a daily diary which informs the parent and setting about the child’s health, progress, achievements etc., eg parents are welcome to drop in to the setting at any time and be involved in the experiences and activities etc.
P9	Describe TWO different ways in which the setting will maintain confidentiality	Task 2 – Give detail about 2 different ways information about the child and family is kept confidential. This may include verbal, written and information on computers, eg meetings with the parents to discuss their child’s progress are held where others cannot overhear them in the setting etc.
P10	Give ONE way that Welsh speaking parents and ONE way that non-Welsh speaking parents can contribute to the work of the setting	Task 2 – Identify 2 ways parents can help the setting. Ways may include: being involved as a helper during sessions, sharing skills, managing, fund raising, helping on visits, eg Welsh speaking parents may be involved in music sessions with traditional Welsh songs. Non Welsh-speaking parents may
P11	Describe different ways in which the setting will respect each family's cultural and linguistic diversity	Task 2 – Write about ways the setting makes sure that the wishes and values of all families are considered. These may include: discussing the wishes of individual families for their children, involving families in the settings policies, procedures and plans, ensuring all parents who use the setting are able to access all notices, policies and procedures, etc., eg non-Welsh speaking parents will need information about their child’s progress available in their own language etc.
M1	Explain why it is important to maintain confidentiality	Task 1 – a development of P4. Give reasons why information about children and families must be kept confidential These may include: rights of children and families, allows trusting relationships between families and carers, professional responsibility, policy of setting etc.
M2	Include references and a bibliography	At least 2 references made in the text to relevant book(s) or articles AND the books and articles listed at the end of the assignment.
D1	Explain why it is important for the setting to respect each family’s cultural and linguistic diversity	Write about why it is important that all the children should be able to participate in all the activities in the setting. These may include: to allow children to reach their potential, to meet the individual needs of all children, to value diversity etc. eg By considering the needs of individual children when planning activities, children will be able to be included in the activities and experiences and feel positive about themselves etc.

Unit 4 – The environment for young children

Criteria	Grading Criteria	Guidance
P1	Complete the assignment task	All aspects of Task 1 and Task 2 must be completed. Task 1 may be completed using diagrams, charts etc. The tasks must be completed within the word limits for each task.
P2	State the age of the children	Give the chosen age range.
P3	Make a detailed plan of an indoor environment for the chosen age range of children	Task 1 – Include a plan of the indoor environment appropriate for the children in the age range chosen. Detail may include: doors, windows, fire exits, furniture, wash basins, book corners, role play area etc.
P4	Identify TWO potential hazards for the indoor environment	Task 1 – 2 possible risks for the children in the indoor environment may be identified by circling on the plan or using an asterisk, eg the fire exit may become obstructed by children moving their chairs etc.
P5	Describe the precautions that could be taken to reduce the risks from the hazards identified in P4	Task 1 – For both of the hazards identified in P3 give some clear details about ways to lessen the danger, eg the adult needs to be vigilant and explain to the children how to keep themselves safe etc.
P6	Describe how the environment can promote children's development, abilities and confidence	Task 1 – Write about ways that the environment can help all the children who attend the setting to learn and develop confidence. These may include: child size furniture, appropriate safe equipment, child oriented layout, stimulating displays, etc., eg the layout should be arranged so that all the children can choose resources to encourage independence and etc.
P7	Describe ONE way to display children's work in a way that reflects the Welsh language and culture	Task 1 – Give some clear detail about how children's work can be displayed reflecting Welsh language and culture. Ways may include: captions and titles in bold clear scripts and fonts in Welsh, displays which reflect Welsh traditions, songs, stories and games, etc.
P8	Describe how the environment can promote anti-bias/anti-discriminatory practice	Task 1 – This may be included in answers to P6 by describing an environment which is appropriate for the individual needs of all the children in the setting and allows all children access to the activities

Unit 4 – The environment for young children (continued)

Criteria	Grading Criteria	Guidance
P9	Contacting parents/carers in an emergency and other emergencies	Task 2 – Give some clear detail about procedures in the setting for: contacting parents in an emergency, evacuating the building in case of fire, dealing with accidents and other emergencies
P10	Describe appropriate procedures for taking children on a local outing	Task 2 – Include clear information about how to safely manage taking children on a local outing. These may include: permission from line manager and parent/s, staff ratios, register/list of children, mobile phone, discuss safety rules with children etc.
P11	Describe appropriate procedures for observing, recording, and reporting changes in children's behaviour	Task 2 – Give some clear detail of ways the setting observes, records and reports changes in children's behaviour. These may include: types of appropriate written observations, observations which are dated and signed, sharing observations with line manager, parents and other professionals, confidentiality etc.
P12	Show an understanding of anti-discriminatory/anti-bias practice	This can be met in P3, P6, P7, P8 and P10 by explaining how childrens' individual needs may be met.
M1	Explain the reasons why procedures should be followed in a child care setting	Task 2 – Write about why it is important to follow procedures in a child care setting. Reasons may include: to ensure children are safe and protected from harm, legal requirement, to reassure parents, to ensure consistency by staff team, etc.
M2	Include references and a bibliography	At least 2 references made in the text to relevant book(s) or articles AND the books and articles listed at the end of the assignment.
D1	Explain the importance of a reassuring physical environment for all children	Task 1 – A development of P5. Write about the benefits to children of being in an environment, which is encouraging and enabling. These may include benefits to: learning, potential, self-esteem, behaviour etc.