

ASSIGNMENT GUIDANCE



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

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Introduction

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

This document has been developed to support tutors and candidates with the assessment requirements of the CACHE Level 3 Award in Early Years and Child Care for Playworkers. It is hoped that this guidance will assist all tutors in the interpretation of all Playwork/CCLD assignments.

Contents

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

How marks are allocated using the compensatory marking model

Each criteria is awarded a mark as indicated in the chart below:

| 0 - 1 Mark | 2 mark | 3 mark |
|--|--|--|
| The candidate demonstrates a basic knowledge and understanding of the subject. | The candidate demonstrates a sound understanding of the subject. | The candidate demonstrates a comprehensive understanding of the subject. |

When marks have been allocated for **each** criteria, they are added together and the total number of marks determines the grade awarded for the assignment.

N.B: In some situations, a candidate may achieve sufficient marks to achieve a Pass grade, even though one or more criteria may have been awarded marks in the lowest band.

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

| Criteria | Grading Criteria | Guidance |
|----------|---|--|
| P1 | Discuss the importance of exchanging information with parents. | Why it is important for settings and parents to share information may include: parents are child's primary carer, parents right and need to be involved and informed about decisions which affect child, young children may be unable to communicate their needs/interests/likes, to keep children safe, professional responsibility etc. |
| P2 | Describe ways to work in partnership with all parents. | Ways to work in partnership may include: develop trusting relationship, value parental involvement, include parents in developing policies/procedures, open door policy, develop ways to communicate to meet all parent's needs - this may include daily diary, meetings, telephone, email, having interpreter etc. |
| P3 | Discuss the importance of providing appropriate routines for children. | Reasons for having appropriate routines may include: provide continuity with home experiences, make children feel secure, flexible to meet children's individual needs, to keep children safe etc. |
| P4 | Describe ways to support the development of self-care. | Ways to help children develop independence in caring for themselves may include: make equipment accessible and safe such as soap/hand drying/ thermostat on taps, develop routines which give time for children to wash own hands, dress them selves, be involved in preparing own food, serve themselves, feed themselves, adult role in providing support, encouragement and praise etc. |
| P5 | Identify ways to avoid cross infection in the setting. | Include ways to limit the spread of infection. This may include: hand washing routines for staff and children, cleaning routines, disposal of waste, food storage and preparation, policies and procedures etc. |
| P6 | Describe ways to work as part of a multi-disciplinary team. | Ways to work in a multi disciplinary team may include: understand role of all members, value all contributions, how to include all members in Common Assessment Framework, develop policies and procedures together, review policies and procedures regularly etc. |
| P7 | Discuss ways to encourage children to be able to keep safe and protect themselves. | This may include how to help children develop self confidence and assertive skills, activities to encourage body awareness, explore feelings etc. |
| P8 | Describe safe working practices that protect babies and young children under 4 years and the adults who work with them. | Ways to work safely may include: policies and procedures of setting re toileting/nappy changing, working alone with children, home-time routines, observing/recording/reporting etc. |

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

| Criteria | Grading Criteria | Guidance |
|----------|--|---|
| P9 | Discuss the importance of developing communication strategies to work with babies and young children. | Reasons for developing ways to communicate with babies and young children may include: to build positive relationship with individual babies/children, to meet emotional needs, to help the development of secure attachments, to be able to respond sensitively, work with parents to understand how individual babies/young children communicate their needs, to meet physical needs, etc. |
| 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 risk. | Reflections may include: young children naturally curious, adult role in organising/modifying environment to encourage safe investigation/exploration and independence, young children need opportunity to develop awareness of danger according to stage of development, correct adult/child ratio, supervision not overprotection, use of appropriate safety product, parental expectations, etc. |