



CACHE Level 2 Award and Level 2  
Certificate in Support Work in Schools

CACHE Level 3 Award in  
Support Work in Schools

CACHE Level 3 Certificate and Level 3  
Diploma in Support Work in Schools  
including Parent Support pathway

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# Contents

Section 1 – Key Facts about the qualifications	1
Who are these qualifications for?	3
Aims of the CACHE Level 2 Support Work in Schools qualifications	4
Aims of the CACHE Level 3 Support Work in Schools qualifications	5
Aims of the CACHE Level 3 Parent Support pathways	5
Section 2 – Structure and key features of the qualifications	7
Structure of the CACHE Level 2 Support Work in Schools qualifications	9
Structure of the CACHE Level 3 Support Work in Schools qualifications	13
Section 3 – Assessment of the qualifications	21
Workplace assessment	23
Assessment requirements for Level 2	28
Assessment requirements for Level 3	29
Evidence from prior experience and learning	30
Transfer of achievement	31
Registering for the Parent Support pathways	31
Section 4 – The assessment process	33
Summary of assessment process	36
Confidentiality	37
Appeals procedure	37
Certification	37
Section 5 – Guidance for expert witness, training mentors and senior members of staff	39
Methods of evidencing	41

Section 6 – Guidance on the role of the co-ordinating assessor	43
General guidance	45
Planning the assessment	46
Following the assessment	46
Annexes	
Annex A – Assessment Plan	47
Annex B – Expert Witness Testimony Record	51
Annex C – Evidence Record Sheet	55
Annex D – Internal Verifier Feedback to Co-ordinating Assessor	65

# Section 1

## Key facts about the qualifications

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## Section 1 – Key facts about the qualifications

The mandatory units of these qualifications have been specifically developed for the Support Work in Schools qualifications and include the Common Core for those working with children.

The optional units are taken from a range of National Occupational Standards across a number of sectors. This allows flexibility for candidates and schools as there is a range of units that covers a range of roles within the wider children's workforce.

These qualifications contribute to the skills and knowledge that anyone who works in a support role with children or young people must have, as established through the Common Core of Skills and Knowledge for the Children's Workforce.

### Who are these qualifications for?

The Level 2 and Level 3 Support Work in Schools qualifications have been specifically designed for those working in schools in a support staff role. These roles may include:

- school administrative assistant
- bursar or nurse
- special education needs teaching or learning support assistant
- caretaker/maintenance person or cleaner
- catering manager, assistant or porter
- cleaner
- ground person
- library assistant
- mid-day supervisor
- data manager, technician or IT support worker
- playworker or therapist
- youth and community worker.

The Level 3 Parent Support pathways have been designed for people who already work or wish to work with parents in schools in areas such as:

- parent support advisor providing support to parents in schools
- working in family learning
- supporting transitions
- contributing to improving attendance.

## **Aims of the CACHE Level 2 Support Work in Schools qualifications**

These qualifications have been designed to:

- recognise and assess skills gained in jobs as school support workers
- enhance the skills of those in a current job role
- provide the opportunity to move from one school support role to another or into a related career path
- provide the opportunity to progress to a higher level qualification including an associated NVQ.

### Accreditation period for the qualifications

The accreditation is for 2 years; the registration end date is 31st December 2010.

These qualifications are available in England only.

### Candidate entry requirements

The Level 2 candidate must:

- be at least 16 years of age at the date of registration
- be working as a support worker in school in a voluntary or paid capacity
- have undergone an enhanced Criminal Records Bureau (CRB) check which is necessary for volunteers, candidates in placement and employees working in this vocational area. People working with children and young people are exempt from the Rehabilitation of Offenders Act 1974.

## Progression routes

When the candidate has completed the qualification he/she may progress onto a range of other qualifications including the CACHE Level 3 Award, Level 3 Certificate or Level 3 Diploma in Support Work in Schools (including Parent Support pathway), or a related level 3 qualification. Candidates may also wish to progress to an associated NVQ.

The CACHE web site provides details of all CACHE qualifications: [www.cache.org.uk](http://www.cache.org.uk)

## Aims of the CACHE Level 3 Support Work in Schools qualifications

These qualifications have been designed to:

- recognise and assess skills gained in jobs as a school support worker
- enhance skills within current job roles
- provide skills, knowledge and understanding that will enable people to make a more valuable and effective contribution to supporting work in schools. This could include taking the initiative, acting independently, supervising or co-ordinating the work of others, or developing specific skills for occupational roles.

## Aims of the CACHE Level 3 Certificate and Diploma in Support Work in Schools – Parent Support pathways

These pathways have been designed to:

- offer additional pathways for Support Work in Schools in the area of Parent Support
- recognise the skills and knowledge of staff providing support for parents that will help realise their children's potential
- provide knowledge and skills that may be transferable to similar roles in a related context
- supports the Government's parenting initiative and also professional development for those working in a Parent Support role within a school or the wider children's workforce.

## Accreditation period for the qualifications

These qualifications are accredited for 2 years; the registration end date is 31st December 2010.

These qualifications are available in England only.

## Candidate entry requirements

The Level 3 candidate must:

- be at least 18 years of age at the date of registration for the qualification
- be working as a support worker in school in a voluntary or paid capacity
- have undergone an enhanced Criminal Records Bureau (CRB) check which is necessary for volunteers, candidates in placement and employees working in this vocational area. People working with children and young people are exempt from the Rehabilitation of Offenders Act 1974.

## Progression routes

When the candidate has completed the qualification he/she may progress onto a range of other qualifications including relevant level 3 or 4 qualifications or continuing professional development. Candidates may also wish to progress onto an associated NVQ.

The CACHE web site provides details of all CACHE qualifications: [www.cache.org.uk](http://www.cache.org.uk)

## **Section 2**

### **Structure and key features of the qualifications**

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## Section 2 – Structure and key features of the qualifications

### Structure of the CACHE Level 2 Support Work in Schools qualifications

The flexible qualification structure has been accredited to allow schools and candidates to select units to match specific job roles.

These qualifications are assessed holistically but individual units can be certificated.

**Award** – Candidates must complete both mandatory units for the Award plus one optional unit. For example a mid day supervisor could take the two mandatory units plus the optional unit 'Contribute to the health, safety, security and welfare of children and young people using the play environment'.

**Certificate** – Candidates must complete both mandatory units plus two optional units for the Certificate. For example, a caretaker could take the two mandatory units plus two optional units, 'Make sure your own actions reduce risks to health and safety' and 'Maintain site security'.

#### Level 2 Support Work in Schools – units

	Mandatory units	Optional units	Total
Award	2	1	3
Certificate	2	2	4

Candidates can progress from the Award to the Certificate by completing **one further optional unit**.

## Mandatory units

Mandatory for all candidates

Unit no.	Unit title	Unit registration code
Unit 1	Explore and respond to the needs of pupils (schools)	SWS09/U1
Unit 2	Explore school values, policies, roles and responsibilities (schools)	SWS09/U2

## Optional units

Candidates can choose from any of the optional units, however it is recommended that they select the units that best match their job role. The syllabus for each unit is provided in the Candidate handbook.

### Information optional units:

These units may be suitable for job roles such as administrative assistants and library assistants.

Unit no	Unit title	Unit registration code
Unit 3	Use a telephone system (schools)	SWS09/OU3
Unit 4	Produce documents (schools)	SWS09/OU4
Unit 5	Use office equipment (schools)	SWS09/OU5
Unit 6	Deal with visitors (schools)	SWS09/OU6
Unit 7	Store, retrieve and archive information (schools)	SWS09/OU7
Unit 8	Database software (schools)	SWS09/OU8
Unit 9	Organise and support meetings (schools)	SWS09/OU9
Unit 10	Maintain the arrangement of material to facilitate retrieval (schools)	SWS09/OU10
Unit 11	Issue and recover loan material (schools)	SWS09/OU11
Unit 12	Identify and provide information and material required by users (schools)	SWS09/OU12

## Resource optional units

These units may be suitable for job roles including teaching and learning assistants, IT technicians and support workers, grounds people and cleaners.

Unit no.	Unit title	Unit registration code
Unit 13	Make sure your own actions reduce risks to health and safety (schools)	SWS09/OU13
Unit 14	Help to keep children safe (schools)	SWS09/OU14
Unit 15	Prepare laboratory materials, equipment and resources (schools)	SWS09/OU 15
Unit 16	Process requests to support learning (schools)	SWS09/OU16
Unit 17	Controlling stocks of laboratory materials and equipment (schools)	SWS09/OU17
Unit 18	Software installation and upgrade (schools)	SWS09/OU18
Unit 19	Working with ICT hardware and equipment (schools)	SWS09/OU19
Unit 20	Maintain laboratory and associated resources (schools)	SWS09/OU20
Unit 21	Maintain grounds (schools)	SWS09/OU21
Unit 22	Maintain site security (schools)	SWS09/OU22
Unit 23	Control the use of resources (schools)	SWS09/OU23
Unit 24	Control the use of premises by customers and contractors (schools)	SWS09/OU24
Unit 25	Clean toilets and washrooms manually (schools)	SWS09/OU35
Unit 26	Clean surfaces up to a maximum height of 4 metres (schools)	SWS09/OU36
Unit 27	Bespoke/specialist software (schools)	SWS09/OU37
Unit 28	Internet and intranets (schools)	SWS09/OU38
Unit 29	E-mail (schools)	SWS09/OU39
Unit 30	Operate a computer (schools)	SWS09/OU40

## Support optional units

These units may be suitable for job roles including mid-day supervisors and playworkers.

<b>Unit no.</b>	<b>Unit title</b>	<b>Unit registration code</b>
Unit 31	Provide support for learning activities (schools)	SWS09/OU25
Unit 32	Support literacy and numeracy activities (schools)	SWS09/OU26
Unit 33	Contribute to the support of student activities (schools)	SWS09/OU27
Unit 34	Support children's development (schools)	SWS09/OU28
Unit 35	Technical advice and guidance (schools)	SWS09/OU30
Unit 36	System operation (schools)	SWS09/OU32
Unit 37	Work with children and young people to create play spaces and support freely chosen self-directed play (schools)	SWS09/OU33
Unit 38	Contribute to the health, safety, security and welfare of children and young people using the play environment (schools)	SWS09/OU34
Unit 39	Contribute to children and young people's healthy eating and personal hygiene (schools)	SWS09/OU41
Unit 40	Contribute to maintaining pupil records (schools)	SWS09/OU45
Unit 41	Invigilate tests and examinations (schools)	SWS09/OU46

## Catering optional units

These units may be suitable for job roles including catering manager, assistant and porter.

<b>Unit no.</b>	<b>Unit title</b>	<b>Unit registration code</b>
Unit 42	Maintain food safety when storing, holding and serving food (schools)	SWS09/OU42
Unit 43	Maintain food safety when storing, preparing and cooking food (schools)	SWS09/OU43
Unit 44	Prepare, cook and finish healthier dishes (schools)	SWS09/OU44

## Structure of the CACHE Level 3 Support Work in Schools qualifications

The qualification structure has been accredited to allow schools and candidates to select units to match job roles. There are a range of routes to gain a Level 3 Support Work in Schools qualification:

- the Award in Support Work in Schools
- the Certificate in Support Work in Schools
- the Certificate in Support Work in Schools – Parent Support pathway
- the Diploma in Support Work in Schools
- the Diploma in Support Work in Schools – Parent Support pathway.

**The Award** consists of the two mandatory units in total and might be particularly suitable for school staff, who already hold a level 3 qualification, or above, in their specialist area but are relatively new to working in schools. For example, a person appointed from the commercial sector as a school secretary with relevant administration or secretarial qualifications could take the two mandatory units as part of an induction programme.

**The Certificate** consists of four units in total, the two mandatory units plus two optional units. For example, an after school co-ordinator could take two optional units, such as 'Liaise with parents, carers and families' plus 'Maintain a supportive environment for users'.

**The Certificate - Parent Support pathway** consists of four units in total. This Certificate has been designed as a basic 'starter' qualification with some flexibility which is straightforward for those with the skills and knowledge to achieve. Candidates must take the two mandatory units, plus the endorsed mandatory unit and one optional unit from Group A. For example, having taken the two mandatory and the endorsed mandatory unit ('Build and maintain relationships in work with parents') candidates can choose between 'Build and maintain relationships with the wider community', or, 'Provide services that meet parents' needs'.

**The Diploma** consists of six units in total made up of two mandatory units plus four optional units. For example, a cover supervisor or a teaching assistant could take four optional units, such as 'Develop productive working relationships with colleagues', 'Support pupils learning activities', 'Prepare and maintain the learning environment' and 'Contribute to the planning and evaluation of teaching and learning activities'.

**The Diploma – Parent Support pathway** consists of six units in total and has been designed to offer additional units and the flexibility to reflect more aspects of the support role. Candidates must take the two mandatory units, plus the endorsed mandatory unit and an additional 3 units selected from Groups A and B (at least one of which must come from Group A).

These qualifications are assessed holistically but individual units can be certificated.

### Level 3 Support Work in Schools – units

The Level 3 Support Work in Schools qualifications consist of both mandatory and optional units:

	Mandatory group	Endorsed mandatory	C	B	A	Total number of units
Award	2	–	–	–	–	2
Certificate	2	2 (to be chosen from any of the groups)				4
Certificate – Parent Support	3		–	–	1	4
Diploma	2	4 (to be chosen from any of the groups)				6
Diploma – Parent Support	3		–	3 (at least one <b>must be</b> chosen from <b>Group A</b> )		6

## Mandatory units

(Mandatory for all candidates)

<b>SWS</b>	<b>PS</b>	<b>Unit no.</b>	<b>Unit title</b>	<b>Unit registration code</b>
✓	✓	Unit 1	Understand and respond to the needs of children and young people (schools)	SWS309/U1
✓	✓	Unit 2	Support the ethos, policies and working practices of the school (schools)	SWS309/U2

## Endorsed mandatory unit

(Mandatory for Parent Support pathway candidates.  
Optional for Certificate and Diploma candidates)

This unit may be suitable for a range of job roles which include providing support to parents.

<b>SWS</b>	<b>PS</b>	<b>Unit no.</b>	<b>Unit title</b>	<b>Unit registration code</b>
✓	✓	Unit 3	Build and maintain relationships in work with parents (schools)	Certificate SWSC309/ PS/EU45 Diploma SWSD309/ PS/EU45

## Choice of optional units

(Candidates taking Parent Support pathway **must choose at least one unit from this group**. Optional for Certificate and Diploma)

These units may be suitable for a range of job roles which include providing support to parents and for after school coordinators.

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓	✓	Unit 4	Build and maintain relationships in the wider community (schools)	Certificate SWSC309/PS/OU51 Diploma SWSD309/PS/OU51	A
✓	✓	Unit 5	Provide services that meet parents' needs (schools)	Certificate SWSC309/PS/OU52 Diploma SWSD309/PS/OU52	A

## General optional units

(Optional for Certificate and Diploma candidates.  
Optional for Diploma – Parent Support candidates)

These units may be suitable for job roles including teaching assistants, special needs coordinators, parent support workers and after school co-ordinators.

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓	✓	Unit 6	Provide leadership for your team (schools)	SWS309/OU3	B
✓	✓	Unit 7	Provide leadership in your area of responsibility (schools)	SWS309/OU4	B
✓	✓	Unit 8	Develop productive working relationships with colleagues (schools)	SWS309/OU5	B
✓	✓	Unit 9	Provide learning opportunities for colleagues (schools)	SWS309/OU6	B
✓	✓	Unit 10	Reflect on and develop practice (schools)	SWS309/OU7	B

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓	✓	Unit 11	Liaise with parents, carers and families (schools)	SWS309/OU8	B
✓	✓	Unit 12	Support competence achieved in the workplace (schools)	SWS309/OU9	B
✓	✓	Unit 13	Manage personal case load (schools)	SWS309/PS/OU47	B
✓	✓	Unit 14	Assist clients to gain access to other services (schools)	SWS309/PS/OU48	B
✓	✓	Unit 15	Work with parents to understand and meet their needs (schools)	SWS309/PS/OU49	B
✓	✓	Unit 16	Contribute to improving attendance (schools)	SWS309/PS/OU50	B
✓	✓	Unit 17	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children (schools)	SWS309/PS/OU53	B

## Information optional units

(Optional for Certificate and Diploma candidates only)

These units may be suitable for job roles including administrators, technicians, data managers, librarians and teaching assistants.

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓		Unit 18	Use IT to exchange information (schools)	SWS309/OU12	C
✓		Unit 19	Specialist or bespoke software (schools)	SWS309/OU13	C
✓		Unit 20	Provide displays (schools)	SWS309/OU14	C
✓		Unit 21	Research, analyse and report information (schools)	SWS309/OU33	C
✓		Unit 22	Organise and coordinate events (schools)	SWS309/OU34	C

## Resource optional units

(Optional for Certificate and Diploma candidates only)

These units may be suitable for site managers and technicians.

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓		Unit 23	Maintain a healthy, safe and productive work environment (schools)	SWS309/OU15	C
✓		Unit 24	Provide technical support (schools)	SWS309/OU17	C
✓		Unit 25	Contribute to the safety, security and maintenance of the site (schools)	SWS309/OU18	C
✓		Unit 26	IT trouble-shooting for users (schools)	SWS309/OU19	C
✓		Unit 27	IT security for users (schools)	SWS309/OU20	C

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓		Unit 28	Procure products and services (schools)	SWS309/OU32	C
✓		Unit 29	Provide administrative support in schools (schools)	SWS309/OU40	C

### Support optional units

(Optional for Certificate and Diploma candidates only)

These units may be suitable for mid-day supervisors, teaching assistants, after school coordinators, learning support workers.

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓		Unit 30	Develop and promote positive relationships (schools)	SWS309/OU21	C
✓		Unit 31	Contribute to children's health and well-being (schools)	SWS309/OU23	C
✓		Unit 32	Protect and promote children's rights (schools)	SWS309/OU24	C
✓		Unit 33	Promote positive behaviour (schools)	SWS309/OU25	C
✓		Unit 34	Support pupils learning activities (schools)	SWS309/OU27	C
✓		Unit 35	Prepare and maintain the learning environment (schools)	SWS309/OU28	C
✓		Unit 36	Observe and promote pupils performance and development (schools)	SWS309/OU29	C
✓		Unit 37	Contribute to the planning and evaluation of teaching and learning activities (schools)	SWS309/OU30	C

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓		Unit 38	Maintain a supportive environment for users (schools)	SWS309/OU31	C
✓		Unit 39	Contribute to maintaining pupils records (schools)	SWS309/OU41	C
✓		Unit 40	Invigilate tests and examinations (schools)	SWS309/OU42	C
✓		Unit 41	Lead an extra-curricular activity (schools)	SWS309/OU43	C

### Catering optional units

(Optional for Certificate and Diploma candidates only)

These units may be suitable for job roles including catering managers and supervisors, and school cooks.

SWS	PS	Unit no.	Unit title	Unit registration code	Group
✓		Unit 42	Maintain food safety when storing, preparing and cooking food (schools)	SWS309/OU35	C
✓		Unit 43	Ensure appropriate food safety practices are followed whilst food is prepared, cooked and served (schools)	SWS309/OU36	C
✓		Unit 44	Prepare, cook and finish healthier dishes (schools)	SWS309/OU37	C
✓		Unit 45	Contribute to the development of recipes and menus (schools)	SWS309/OU38	C
✓		Unit 46	Control practices for handling payments (schools)	SWS309/OU39	C

# **Section 3**

## **Assessment of the qualifications**

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## Section 3 – Assessment of the qualifications

This assessment strategy applies equally to new registrations for both the Level 2 and Level 3 Support Work in Schools qualifications, from 1st January 2009.

All units within these qualifications have '(schools)' at the end of the title. This is to indicate that the Support Work in Schools assessment strategy is used opposed to the NVQ assessment strategy.

### Workplace assessment

All units will be assessed in the workplace. Assessment of the VQs is underpinned by the following principles:

- These VQs are not NVQs, though they share many of the characteristics of NVQs. Therefore, the assessment strategies for NVQs from which the optional units are drawn are not imported with those units
- An 'integrated (or holistic) assessment' approach should be used wherever practicable. Support work in schools does not lend itself to a series of fragmented activities. When planning for assessment it is essential that candidates with the support of 'training mentors' or assessors identify opportunities to integrate a number of activities for assessment on any particular occasion. It is not generally necessary to provide separate pieces of evidence for each performance criteria or element, although assessors and candidates will need to check that all performance criteria are covered
- Candidates should not be required to demonstrate knowledge and understanding more than once. If the same knowledge and understanding is required for different elements and units, candidates should be able to use the same evidence and not be required to duplicate evidence
- Evidence should arise naturally from the day-to-day tasks and activities involved in support work in school. Documents or other records produced during the course of work should be used whenever they are available. Professional explanations written by the candidate will be required, supported by translation if necessary
- Evidence attesting to competence should be provided by 'expert witnesses'
- The co-ordinating assessor's role, where applicable, will be to verify that expert witnesses can make valid and reliable judgements about support work in school, not to reassess the candidate's competence.

## Criteria for defining realistic working environments

A realistic working environment is defined by the following criteria:

- be based on a school support task, activity or scenario that is sufficiently challenging for level of the understanding and skills to be assessed
- include a comprehensive range of demands and constraints typical of those that would be met in a real work context
- give candidates access to people, equipment and materials that would be normal for the tasks or activities represented
- place candidates under pressures of time that would be normal in the workplace for the type of tasks and activities represented, and
- be replicable, in order to allow opportunities for reassessment under comparable conditions, where necessary.

## Assessment roles and responsibilities

### **Candidates**

Candidates have an important role to play in planning and preparing for their assessment. It is the candidate's responsibility to:

- identify opportunities to collect evidence, usually in discussion with their training mentor or assessor
- arrange for observation of their performance by the expert witnesses and assessor collection of their testimonies afterwards
- decide how to present evidence in consultation with the assessor
- recognise when they are ready for assessment by judging their own performance against the requirements of each unit, and
- make arrangements for formal assessment through their training mentor or assessor.

The candidate will present their evidence at assessment in a way that has been agreed with their training mentor or assessor (for example, a portfolio, a CD Rom, a record of achievement or a candidate log book).

**Assessment Centres** will be expected to do the following:

- put in place procedures for vetting the selection of expert witnesses which includes checking evidence of occupational competence and monitoring their contribution to the assessment process
- make sure that any relationship between the expert witnesses and training mentors and candidate is declared and noted by the assessor
- maintain a register of expert witnesses and training mentors and make this available for review as part of the external verification process.

### **Expert witnesses, training mentors and assessors**

An individual may perform one or more of the following roles. Where more than one assessor or expert is involved in the assessment process there must be a named assessor who is responsible for co-ordinating the assessment for an individual candidate.

#### **Expert witnesses**

They are appointed by approved centres. The role of the expert witness is to attest to evidence of candidates' knowledge, understanding, skills and performance by providing:

- a statement describing how the candidate performed, or
- a record of discussions with the candidate about their knowledge and understanding.

Expert witnesses must have:

- no conflict of interest in the outcome of their evidence
- a working knowledge of the units on which their testimony is based
- experience of working in the occupational area for which they are attesting to competence, or been responsible for monitoring or managing those who are performing the functions, and
- knowledge of the legislative and regulatory requirements governing the functions for which they are providing testimony.

#### **Training mentors**

They are appointed by approved centres, although often nominated by the school. The role of the training mentor is to facilitate the assessment process by, for example:

- helping candidates plan the collection of evidence and any development activities needed
- assessing with identifying and addressing any barriers to learning
- helping candidates collate and organise the evidence for signing off by the assessor or co-coordinating assessor, or
- briefing the assessor or co-coordinating assessor about the progress of candidates.

A training mentor may also act as an expert witness for one or more units.

Training mentors must:

- be independent of the outcome of the assessment
- understand what must be done to achieve the qualification and, in particular, what is necessary for successful assessment
- have occupational expertise of working in a school setting at or above the level of candidates they are mentoring and a sound knowledge and understanding of the mandatory units and how they apply to the candidates' roles
- have knowledge and understanding of the role of candidates they mentor
- have knowledge and understanding of the optional units that the candidate(s) they mentor are taking.

As an expert witness, training mentor or senior member of staff you are required to undertake a specific role with the candidate. Before starting the process you will need to have a good understanding of the unit(s) you are providing evidence for. A template for recording expert witness testimony has been provided in Annex B. A template for an Evidence Record Sheet (ERS) has been provided in Annex C.

### **Assessor**

They are appointed by approved centres to judge the validity of candidates' evidence portfolios.

The assessor's role is to judge at a unit/qualification level whether:

- the evidence is authentic (that is, produced by the candidate)
- there is sufficient evidence to make a judgement, and
- the evidence meets the standards set out in the agreed unit or units.

More than one assessor maybe involved in assessing the qualification; for example an assessor with occupational expertise maybe used to assess one or more units.

The assessor will record their summative assessment decisions about each unit in a record agreed with the awarding body (e.g. candidate record of achievement sheet, assessment form or signing the candidate's log book). The record is available to the internal verifier so they can decide which units/elements to sample as part of the verification process.

Where the candidate's evidence is not sufficient to meet requirements, they should be given constructive feedback (e.g. from the assessor involved with their preparation or the training mentor) so they can plan how to provide the necessary evidence for resubmission. The feedback may be recorded so the candidate and assessor are clear about next steps (e.g. in a review feedback and action form).

## Co-ordinating assessor

A coordinating assessor will be responsible for the overall assessment of the qualification. Where only one assessor is used, they will assume the role of the coordinating assessor.

They will coordinate the assessment process when more than one assessor is involved and make assessment judgments for units where assessment relies on expert witness testimony or parts have been assessed by different assessors and/or expert witnesses.

**Assessors/coordinating assessor** must:

- be independent of the outcome of the assessment
- have a recognised assessor qualification (for example D33, A1 or A2)<sup>1</sup> or working towards accreditation within a period of 18 months of commencing the role
- have occupational expertise of working in a school setting and knowledge and understanding of the mandatory units and how they apply to the candidates' role, and
- have knowledge and understanding of the optional units that the candidate(s) they assess are taking.

## Evidence requirements

Although the evidence requirements below are presented for each unit, a holistic approach to assessment is recommended where possible. A single statement from an expert witness may, therefore, cover more than one of the mandatory and optional units. In some instances, however, it may be necessary to seek statements from more than one expert witness in order to cover the requirements.

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<sup>1</sup> Centres must seek guidance on the evidence requirements for the achievement of A1 and A2 from CACHE.

## Assessment requirements for Level 2

Further details on assessment can be found in the candidate handbook.

### Mandatory unit 2.1 – Explore and respond to the needs of pupils

The following evidence is required for the unit as a whole:

At least one expert witness statement describing how you responded to or supported pupils (statement(s) must cover element 2 and performance criteria P1, P2, P3 and P4).

Evidence of your understanding of the needs of the pupils you work with and how to support their well-being and safeguard them. This could be in any suitable format and may be supported by translation where necessary, such as:

- a short case study
- records from an expert witness, training mentor or assessor of discussions they have had with you about your understanding, and
- any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.

A personal log reflecting on your own role, responsibilities and skills.

### Mandatory unit 2.2 – Explore school values, policies, roles and responsibilities

The following evidence is required for the unit as a whole:

At least one expert witness statement describing how you communicated with staff or other adults in the school (statement(s) must cover element 1 and performance criteria P3, element 2 and performance criteria P3 and element 3 and performance criteria P1).

Evidence of your understanding of the school values, policies, roles and responsibilities. This could be in any suitable format and may be supported by translation where necessary, such as:

- a short report
- records from an expert witness or training mentor of discussions they have had with you about your understanding, and
- any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.

A personal log reflecting on how you have reviewed and developed your own effectiveness.

## Optional units

The following evidence is required for each unit as a whole:

At least one expert witness statement describing your performance.

Evidence of your understanding and skills. This could be in any suitable format and may be supported by translation where necessary, such as:

- records from an expert witness or training mentor of discussions they have had with you about your understanding, and
- any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.

A personal log reflecting on your own role, responsibilities and skills.

## Assessment requirements for Level 3

Further details on assessment can be found in the candidate handbook.

### Mandatory Unit 3.1 – Understand and respond to the needs of children and young people

The following evidence is required for the unit as a whole:

Evidence of understanding of the development of the children or young people you work with and how to safeguard them. This could be in any suitable format and may be supported by translation where necessary, such as:

- a short case study
- records from an expert witness or training mentor of discussions they have had with you about your understanding, and
- any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.

At least one expert witness statement describing how you supported children or young people (statement(s) must cover element 1 and performance criteria P5 and P6, element 2 and performance criteria P2, and element 3 and performance criteria P4 and P5).

Two explanations of how you responded to or supported adults that have been read and agreed by the witness (together in relation to element 1 and performance criteria P6, element 2 and performance criteria P5, and element 3 and performance criteria P4 and P5).

A personal log reflecting on your own role, responsibilities and skills.

## Mandatory Unit 3.2 – Support the ethos, policies and working practices of the school

The following evidence is required for the unit as a whole:

Evidence of understanding of about the ethos, policies and working practices of the school. This could be in any suitable format and may be supported by translation where necessary, such as:

- a short report
- records from an expert witness or training mentor of discussions they have had with you about your understanding, and
- any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.

At least one witness statement describing how you communicated with people in the school or local community; one of which may be replaced by a testimonial from a more senior member of staff (together they must cover element 1 and performance criteria P3 and P4, element 2 and performance criteria P3 and element 3 and performance criteria P2 and P4).

A personal log reflecting on your own role, responsibilities and skills.

### Optional units

The following evidence is required for each unit as a whole:

Evidence of understanding and skills. This could be in any suitable format and may be supported by translation where necessary, such as:

- records from an expert witness or training mentor of discussions they have had with you about your understanding; and

At least one expert witness statement describing your performance.

A personal log reflecting on your own role, responsibilities and skills.

## Evidence from prior experience and learning

Evidence from prior experience and learning must be relevant to the learning outcome concerned and must be authenticated, reliable and valid and reflect current practice.

## **Transfer of achievement**

Candidates taking Support Work in Schools may wish to progress to an associated NVQ and have their occupational competence assessed against the full requirements of those NVQ units. CACHE will have more information about the NVQ evidence requirements and how candidates keen to progress can consider them at an early stage of Support Work in Schools. It may be possible to award NVQ unit certification alongside achievement in the Support Work in Schools, providing that NVQ regulatory criteria and relevant assessment strategy have been followed. Candidates considering progression to an NVQ at a later date should be advised that Support Work in Schools evidence may need to be supplemented and that the validity of evidence may change over time.

## **Registering for the Parent Support pathway**

Candidates wishing to follow the Parent Support pathway should indicate their intention upon registration and will be certificated accordingly.

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# Section 4

## The assessment process

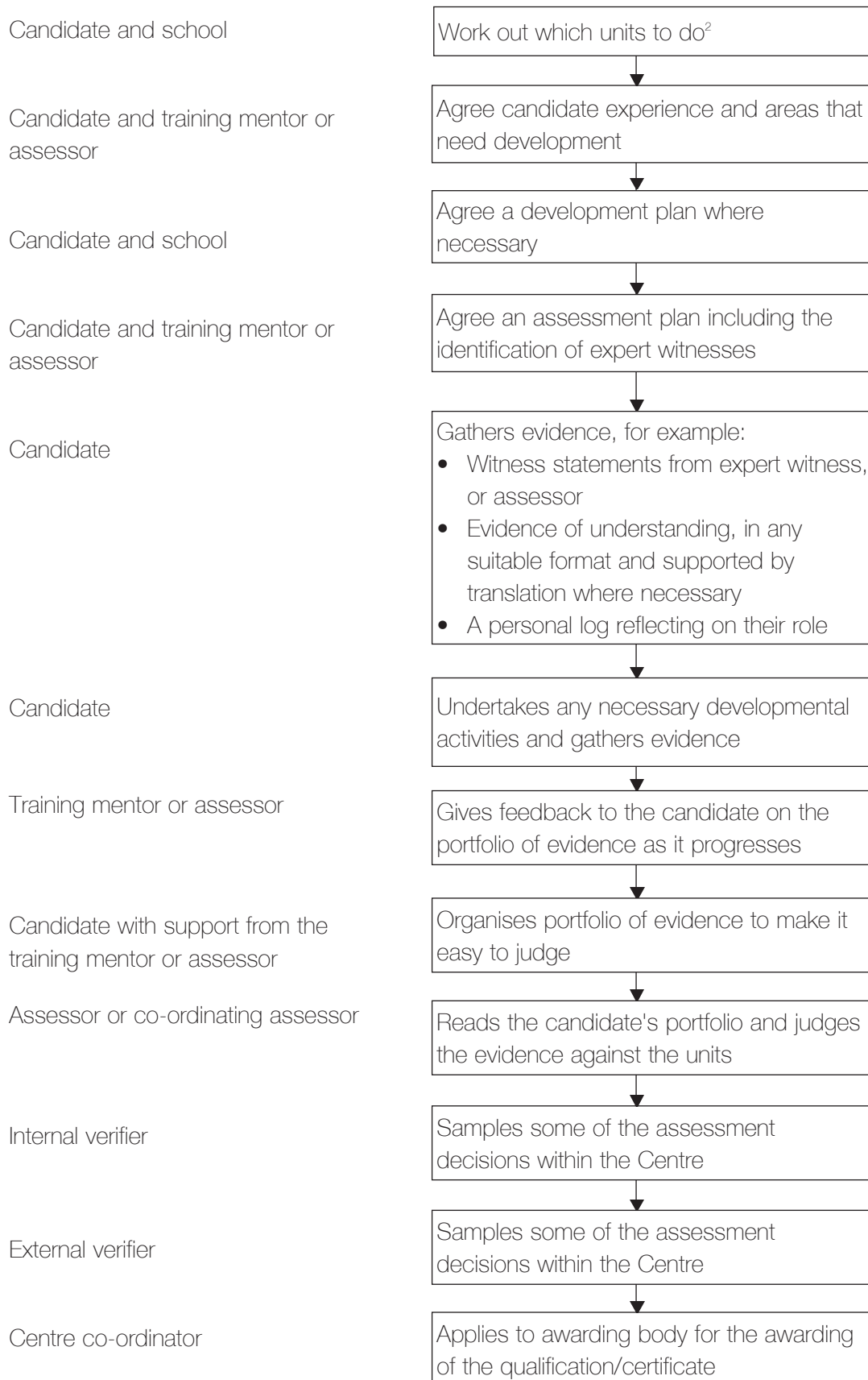
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## Section 4 – The assessment process

The candidate discusses with the co-ordinating assessor, expert witness and/or training mentor which unit he/she would like to be assessed on. He/she agrees which methods of gathering evidence needs to be used i.e:

- witness statements from expert witness, training mentor or assessor
- testimonials from a more senior member of staff
- evidence of understanding, in any suitable format and supported by translation where necessary
- a personal log reflecting on their role.

**The candidate may find it helpful to complete an Assessment Plan.**



<sup>2</sup> It may be relevant to consider whether to achieve the full NVQ unit at this early stage.

## Confidentiality

It must not be possible, anywhere in the portfolio, to identify a child, young person and/or their family/carer. This means that the assessor must make the candidate aware of when and when not to carry out direct observations.

Confidential records from the workplace must not be placed in the portfolio. If necessary assessors should read the documents in the workplace and write a direct observation about them, preserving the service users' privacy.

## Appeals procedure

CACHE has an appeals procedure, which can be used by candidates in the event of a disagreement. Details of which can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk)

## Certification

If a candidate successfully completes all units of the qualification they will be issued with a full qualification certificate. Centres will be able to request unit certificates for each unit if your candidates register 'unit by unit', or if they do not complete the full course.

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## **Section 5**

**Guidance for expert witnesses,  
training mentors and senior members  
of staff**

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## Section 5 – Guidance for expert witnesses, training mentors and senior members of staff

As an expert witness, training mentor or senior member of staff you are required to undertake a specific role with the candidate. Before starting the process you will need to have a good understanding of the unit(s) you are providing evidence for. A template for recording expert witness testimony has been provided in Annex B. A template for an Evidence Record Sheet (ERS) has been provided in Annex C.

### Methods of evidencing

Observation by the expert witness, training mentor or assessor

- you should arrange a suitable time with the candidate to observe their work.
- units to be covered should be identified prior to the observation.
- observations should be holistic and recorded in writing or orally on tape. You should also authenticate and date the report.

Testimonials by senior members of staff

- you should write or tape a testimony for your candidate, evidencing the skills and knowledge that the candidate has demonstrated in day to day work situations.
- units to be covered should be identified in the testimony or tape.
- the testimony should be holistic, authenticated and dated.

Possible sources of evidence for the original mandatory units

The expert witness may be able to observe the candidate in a range of situations e.g.

- in the playground talking with a pupil or group of pupils
- helping and encouraging pupils at the food servery
- dealing with a pupil who has had a minor accident or is upset
- working with a pupil who has specific needs
- working with a pupil or group of pupils in the school library who have been set a task to complete by the teacher
- working within Individual Behaviour Plans

- escorting groups to swimming pool, public library, local area projects
- working with a child who has had little experience of England's formal educational settings.

Teacher's, or Senior Members of Staff Testimonial's could include:

- the way in which the candidate dealt with the situation where the named person did not collect the pupil at the end of the day
- how the candidate managed a group of pupils who were bullying another pupil
- projects that the candidate has been involved in with pupils e.g. projects around the school grounds.

Additional evidence could include:

- accident/incident records
- health and safety reports
- appraisal report forms
- key performance indicators and whether they have been met or not
- chair of governor reports if they name the candidate
- inspection reports if they name the candidate
- letters of thanks, if they are authenticated
- personal development plans
- certificates of attendance at in-service/training workshops e.g. inclusion, policies
- log books/diaries.

## **Section 6**

### **Guidance on the role of the co-ordinating assessor**

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## Section 6 – Guidance on the role of the co-ordinating assessor

### General guidance

#### Before starting the assessment process you need to know:

- who your candidates are
- if they have registered with CACHE and have received a CACHE Personal Identification Number (PIN). Remember their PIN must appear on all CACHE documentation
- what qualification they are working towards i.e. Level 2 Award or Level 2 Certificate in Support Work in Schools or Level 3 Award, Level 3 Certificate, Level 3 Diploma in Support Work in Schools or the Parent Support pathway
- which optional unit(s) the candidate has chosen to complete
- if your candidates have particular assessment requirements (although this may become more evident during the assessment process).

#### You then need to make sure that your candidate understands:

- the information in the CACHE candidate handbook
- the structure of the qualification. Your candidates need to know this in order for holistic assessment to take place, which will reflect his/her job role more accurately than assessing point by point
- how the qualification will be assessed and who will carry out the assessments. The candidate needs to understand the role of the expert witness, the training mentor, the assessor, the co-ordinating assessor and the internal verifier
- the appeals and complaints procedure
- the importance of confidentiality as part of the assessment process.

#### Guiding candidates through a unit:

- read the unit through with your candidate
- read the assessment that is associated with the unit
- help the candidate understand what holistic assessment is i.e. holistic assessment enables assessment planning to reflect the candidate's workplace practice rather than the work place practice being guided by the assessment plan. It enables work place 'events' to provide evidence for several outcomes rather than just one. This method of assessment may enable the candidate to complete the award within a shorter period of time.

## Planning the assessment

Candidates may find it helpful to have an assessment plan which records:

- the units that are being assessed
- the task/activity that is going to be assessed
- when the assessment is going to take place
- where it is going to take place
- who is going to evidence the work i.e. expert witness or teacher.

## Following the assessment

The co-ordinating assessor should:

- assess the evidence that has been provided by the expert witness and/or training mentor or assessor, senior member of staff, and the candidate
- complete the Review, Feedback and Action Sheet
- identify, with the candidate, the evidence that has not been achieved including the performance criteria that have not been covered
- develop a revised assessment plan, if necessary, with the candidate
- date and sign the Evidence Record Sheet.

On successful completion of all the units the co-ordinating assessor should:

- forward the Evidence Record Sheet (Annex C) and the candidate evidence/portfolio to the internal verifier
- the internal verifier then selects the sample of assessment decisions to moderate (verify)
- if satisfactory the external verifier will sign the Evidence Sheet and Mark Record Summary Sheet and send to the internal verifier.

# Annex A

## Assessment Plan

This page is intentionally blank.

## Assessment Plan

This form, or an equivalent centre devised form, may be used in the assessment process

Candidate Name \_\_\_\_\_

Candidate PIN \_\_\_\_\_

Qualification Title \_\_\_\_\_

Level \_\_\_\_\_

Date of Assessment/Task Description	Evidence Type	Units	Scope	Completed/Action Date

CACHE,  
Beaufort House,  
23 Grosvenor Road,  
St Albans, Herts,  
AL1 3AW  
Tel: 01727 818616  
Fax: 01727 818613  
Web: [www.cache.org.uk](http://www.cache.org.uk)



## Signatures

**Assessment plan discussed and agreed:**

Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher/Expert/Witness/  
Co-ordinating Assessor Name \_\_\_\_\_

Teacher/Expert Witness/  
Co-ordinating Assessor Signature \_\_\_\_\_

Date \_\_\_\_\_

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# Annex B

## Expert Witness Testimony Record (Process and Product)

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## Expert Witness Testimony Record (Process and Product)

This form, or an equivalent centre devised form, may be used in the assessment process

---

Record of Process       Product       (please tick as appropriate)

---

Candidate Name Candidate PIN

---

Qualification Title Level

---

Date Start Time Finish Time

---

Location

---

Work Based Activity

---

Those Present

---

Description of Setting/Environment

Record of Expert Witness Testimony	Unit/ Element	PC	Underpinning Knowledge *

\* Use as appropriate

**This page must be accompanied by a signed Continuation Sheet in all cases**

Expert Witness Testimony Record (Process and Product) Continuation sheet			
Record of Expert Witness Testimony	Unit/ Element	PC	Underpinning Knowledge *

\* Use as appropriate

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Signatures	
I certify that this is a true record of my expert witness testimony of (candidate's name)	
Number of pages	
Teacher/Expert/Witness/ Co-ordinating Assessor Name	
Teacher/Expert Witness/ Co-ordinating Assessor Signature	Date
Candidate Signature	Date

# Annex C

## Evidence Record Sheets

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**CACHE Level 2 Award and Level 2 Certificate in Support Work in Schools**  
**Evidence record sheet**

Centre
Site/Centre Name (in full)
Site/Centre Code

Candidate	
Candidate Name	Candidate PIN

Mandatory Units Assessment Evidence (continued overleaf)		
Mandatory units	Assessment	Evidence
Unit 1  Explore and respond to the needs of pupils (schools)	Evidence of your understanding of the needs of the pupils you work with and how to support their well-being and safeguard them. This could be in any suitable format and may be supported by translation where necessary, such as: <ul style="list-style-type: none"> <li>a short case study</li> <li>records from an expert witness, training mentor or assessor of discussions they have had with you about your understanding, and</li> <li>any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing how you responded to or supported pupils (statement(s) must cover 1.2 P1, P2, P3 and P4).	
	A personal log reflecting on your own role, responsibilities and skills.	

**Signatures overleaf must be completed**

### Evidence (continued)

Mandatory units	Assessment	Evidence
Unit 2  Explore school values, policies, roles and responsibilities (schools)	Evidence of your understanding of the school values, policies, roles and responsibilities. This could be in any suitable format and may be supported by translation where necessary, such as: <ul style="list-style-type: none"> <li>• a short report;</li> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding, and</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing how you communicated with staff or other adults in the school (statement(s) must cover 2.1 P3, 2.2 P3 and 2.3 P1).	
	A personal log reflecting on how you have reviewed and developed your own effectiveness.	

### Evidence (continued)

Optional units (enter title)	Assessment	Evidence
Title:	Evidence of your understanding and skills. This could be in any suitable format and may be supported by translation where necessary, such as: <ul style="list-style-type: none"> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding, and</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing your performance.	
	A personal log reflecting on your own role, responsibilities and skills.	

Evidence (continued)		
Optional units (enter title)	Assessment	Evidence
Title:	Evidence of your understanding and skills. This could be in any suitable format and may be supported by translation where necessary, such as: <ul style="list-style-type: none"> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding, and</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing your performance.	
	A personal log reflecting on your own role, responsibilities and skills.	

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 Web: www.cache.org.uk



Signatures	
Please sign and date where appropriate	
Candidate signature	Date
Co-ordinating assessor signature	Date
Internal verifier signature	Date

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**CACHE Level 3 Award in Support Work in Schools**

**CACHE Level 3 Certificate and Diploma in Support Work in Schools including Parent Support pathway**

**Evidence record sheet**

Centre
Site/Centre Name (in full)
Site/Centre Code

Candidate	
Candidate Name	Candidate PIN

Mandatory Units Assessment Evidence (continued overleaf)		
Mandatory units	Assessment	Evidence
Unit 1  Understand and respond to the needs of children and young people (schools)	Evidence of understanding of the development of children or young people you work with and how to safeguard them. This could be in any suitable format and may be supported by translation where necessary such as: <ul style="list-style-type: none"> <li>a case study</li> <li>records from an expert witness or training mentor of discussions they have had with you about your understanding; and</li> <li>any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing how you supported children or young people which must cover 1.1 P5 and P6; 1.2 P2, and 1.3 P4 and P5	
	Two explanations of how you responded to or supported adults that have been read and agreed by the witness (together in relation to 1.1 P6, 1.2 P5, 1.3 P4 and P5	
	A personal log reflecting on your own role, responsibilities and skills	

**Signatures overleaf must be completed**

### Evidence (continued)

Mandatory units	Assessment	Evidence
Unit 2  Support the ethos, policies and working practices of the school (schools)	Evidence of understanding of the ethos, policies and working practices of the school. This could be in any suitable format, and may be supported by translation where necessary, such as: <ul style="list-style-type: none"> <li>• a short case study</li> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding; and</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing how you communicated with people in the school or local community, one of which may be replaced by a testimonial from a more senior member of staff (together they must cover 2.1 P3 and P4, 2.3 P2 and P4)	
	A personal log reflecting on your own role, responsibilities and skills	

### Evidence (continued)

Optional units (enter title)	Assessment	Evidence
Title:	Evidence of understanding and skills. This could be any suitable format and may be supported by translation, such as; <ul style="list-style-type: none"> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing your performance	
	A personal log reflecting on your own role, responsibilities and skills.	

### Evidence (continued)

Optional units (enter title)	Assessment	Evidence
Title:	Evidence of understanding and skills. This could be any suitable format and may be supported by translation, such as; <ul style="list-style-type: none"> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing your performance	
	A personal log reflecting on your own role, responsibilities and skills.	

### Evidence (continued)

Optional units (enter title)	Assessment	Evidence
Title:	Evidence of understanding and skills. This could be any suitable format and may be supported by translation, such as; <ul style="list-style-type: none"> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing your performance	
	A personal log reflecting on your own role, responsibilities and skills.	

## Evidence (continued)

Optional units (enter title)	Assessment	Evidence
Title:	Evidence of understanding and skills. This could be any suitable format and may be supported by translation, such as; <ul style="list-style-type: none"> <li>• records from an expert witness or training mentor of discussions they have had with you about your understanding</li> <li>• any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records.</li> </ul>	
	At least one expert witness statement describing your performance	
	A personal log reflecting on your own role, responsibilities and skills.	

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## Signatures

Please sign and date where appropriate

Candidate signature	Date
Co-ordinating assessor signature	Date
Internal verifier signature	Date

# Annex D

## Internal Verifier Feedback to Co-ordinating Assessor

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## Internal Verifier Feedback to Co-ordinating Assessor

This form, or an equivalent centre devised form, may be used in the assessment process

Candidate Name	Candidate PIN	
Qualification Title	Level	Units
Co-ordinating Assessor Name		
Internal Verifier Name		
Is this feedback:		
Interim	<input type="checkbox"/>	Summative <input type="checkbox"/>

Have you seen evidence of	Yes	No	Assessment decision of competency is:			
Assessment Plans						
Assessment Review			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Feedback			Fair	Safe	Valid	Reliable
Direct Observation						
Diverse Evidence/sampled (use abc key)						
Evidence of Values						

Assessment Decision confirmed? Yes  No

**Feedback to Assessor**

---

**Actions needed**

Please use SMART objectives (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime scaled)

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Web: www.cache.org.uk



### Signatures

Internal Verifier Signature	Date
Co-ordinating Assessor Signature	Date
To be re-presented by (give date)	
Action Completed	Date

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Council for Awards in Children's Care and Education

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500/5609/8/CG/V1