

How do I register as a candidate?

You register at one of your local CACHE approved Study Centres - the list of Centres is available from CACHE.

The Centre will give you information about their fees, any entry requirements and discuss the programme to ensure it is suitable for you and your career goals.

The syllabus for each unit is contained in the Candidate Handbook for the award. These are available on the CACHE web site.



This space has been left blank for Centres to print/attach their own details if required



www.ndna.org.uk



www.coreskills.co.uk



www.pre-school.org.uk



www.natfl.org.uk



www.basic-skills.co.uk



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CACHE Level 3 Certificate of Professional Development in Work with Children and Young People (CPD)

Adding strings to your bow



Why choose to do the CACHE Certificate of Professional Development in Work with Children and Young People (CPD)?	Page 1
Unit 1 – Individual Professional Development	Page 2
Unit 2 – Advanced Practice in Working with Babies	Page 2
Unit 3 – Designing Programmes for Early Learning	Page 3
Unit 4 – Delivering and Assessing Programmes for Early Learning	Page 4
Unit 5 – Developing Children's Mathematical Skills	Page 5
Unit 6 – Developing Children's Language and Literacy Skills	Page 5
Unit 7 – Management of Early Years Settings	Page 6
Unit 8 – Management of Early Years Practice	Page 7
Unit 9 – Moving into Out-of-School Provision	Page 8
Unit 10 – Protecting Children	Page 9
Unit 11 – Registration and Inspection Under the Children Act	Page 9
Unit 12 – Influences on the Behaviour of Children and Young People 0–15 Years	Page 10
Unit 13 – Skills and Strategies for Working with Children and Young People 0–15 Years	Page 11
Unit 14 – Supporting Families in Daily Living	Page 12
Unit 15 – Supporting Families in Distress	Page 13
Unit 16 – Supporting Children and Families in Toy Libraries	Page 14
Unit 17 – Supporting Health Professionals	Page 14
Unit 18 – Working with Children and Young People with Special Needs	Page 15
Unit 19 – Delivering Skills for Life: the national strategy for improving adult literacy and numeracy skills (Step in to Learning)	Page 16
Unit 20 – Working with Children Under Three	Page 17
How do I register as a candidate?	Page 18

Why choose to do the CACHE Certificate of Professional Development in Work with Children and Young People (CPD)?

Continual professional development is key for playwork and early years workers who wish to keep up to date with current thinking, practices and legislation in the Sector. With this in mind the CPD Award was created for those who have already achieved a Level 3 qualification but wish to develop, update or extend their specialist knowledge in a chosen field e.g. advanced practice in working with babies, supporting families in daily living or supporting health professionals.

To achieve the full qualification you need to complete three units. This must include Unit 1: Individual Professional Development and then any other two units of your choice.

Each unit is 60 hours so the whole qualification will take 180 hours to complete, however your chosen units can be taken in any order and at any time during your registration period. Units can also be obtained from more than one Centre if required and individual units may be accredited if you do not want to undertake the full award.



Unit 1 – Individual Professional Development

This unit provides you with the opportunity to acquire the necessary skills to reflect on and evaluate your own practice when working with children or young people. It will also assist you in devising your own professional development plan, and setting achievable targets and goals for the development of your practice skills. During this unit you will be able to explore your own learning style, and to recognise the influences on your practice. You will also learn how to give and to make use of constructive feedback, and how to consider your role as a colleague and member of a team.

This unit will teach you about:

- Reflecting and evaluating your practice
- Identifying and implementing a professional development plan
- Effective team work

Unit 2 – Advanced Practice in Working with Babies

This unit will build on your previous knowledge and understanding of the development and care of babies under one year of age. The unit provides in depth consideration of the overall needs of babies, with particular emphasis on the relevant theory and current

research that informs day to day practice. The roles and responsibilities of managers/supervisors and sole professional carers such as nannies and childminders will also be examined.

This unit will teach you about:

- The progression of development from conception - 12 months
- The role of the professional in promoting development
- Roles and responsibilities of Professionals Working with Babies



Units 3 and 4 were developed as a joint initiative with the Playgroup Network and are therefore ideally suited to pre-school playgroup workers. However they would also be of value to practitioners in other settings who work specifically with children aged 3–5 years.

There are two units for Designing and Delivering Early Years Learning and, whilst they are separately assessed and therefore can be undertaken as single units to meet individual needs of candidates, there are advantages in undertaking both units.

Unit 3 – Designing Programmes for Early Learning

Designing Programmes for Early Learning is about how children develop and learn and the principles of curriculum design and planning.

This Unit will provide you with an understanding of the principles of an early years curriculum and the skills of planning effective and appropriate learning programmes. The overall development of this age group will be looked at in depth including the ways in which children learn.

This unit will teach you about:

- The ways in which children develop and learn
- The principles of planning effective, high quality and relevant learning programmes



Unit 4 – Delivering and Assessing Programmes for Early Learning

Delivering and Assessing programmes for Early Learning is about the role of the adult in early learning.

In this unit the role of the professional in the delivery of high quality learning programmes will be examined including the importance of observation and assessment in monitoring the effectiveness of the programme as well as the progress of the children towards early learning goals/desirable outcomes.

This unit will teach you about:

- The role of the adult(s) in the delivery of the learning programme/s
- The principles of observation and assessment in monitoring the progress of children towards early learning goals/desirable outcomes



Unit 5 – Developing Children's Mathematical Skills

This unit will provide you with the theoretical knowledge to understand how children develop mathematical skills. The National Numeracy Strategy, Key Stage 1 and Key Stage 2 will be explained alongside the basic concepts of mathematics and the key principles of teaching mathematics. The role of the adult will be examined including the skills needed to record and assess children's progress.

This unit will teach you about:

- The stages of the development of mathematical learning in children aged 3-11 years
- The teaching objectives in the National Numeracy Strategy for teaching children at Key Stage 1 and Key Stage 2
- The role of the adult in supporting children's mathematical learning
- How to record and assess pupils' progress

Unit 6 – Developing Children's Language and Literacy Skills

This unit will provide you with the theoretical, underpinning knowledge to understand how children develop language and literacy skills. The National Literacy Strategy at Key Stage 1 and Key Stage 2 will be explained. The role of the adult including the skills required for supporting and enabling children to develop their language and literacy skills at Foundation, Key Stage 1 and Key Stage 2 will also be examined.

This unit will teach you about:

- The stages of children's language and literacy development from 3-11 years
- The teaching objectives in the National Literacy Strategy at Key Stage 1 and Key Stage 2
- The role of the adult in supporting language and literacy

There are two units for Management in the Early Years, and whilst they are separately assessed and can be undertaken as single units to meet individual needs of candidates, there are advantages in undertaking both units.

Unit 7 – Management of Early Years Settings

Management of Early Years Settings focuses on the structure and requirements of the organisation.

This Unit will provide you with an understanding of the legal framework for early years settings and enable you to examine the policies, approaches and philosophies of the organisation. The unit covers in detail the requirements under the Children Act 1989 for Inspection and Registration and also the inspection of educational outcomes e.g. via OFSTED. (The range of policies including health and safety, child protection, behaviour policies and equality of opportunities codes of practice will also be examined).

This unit will teach you about:

- The legal and conceptual framework for management
- Best practice in recruitment, management and development of staff teams
- Principles of administration and financial management

Unit 8 – Management of Early Years Practice

Management of Early Years Practice focuses on the daily work practices of staff teams and enhancing the quality of provision of care and learning opportunities for the children in the setting.

This unit will provide you with an understanding of the role of communication and teamwork in planning for and providing quality care and education for young children. This will include examining the different communications skills required in partnerships with parents/carers, working in teams and liaising with outside agencies. The importance of demonstrating anti-discriminatory/anti-bias practice through communication will also be addressed. The principles of teamwork and leadership will be examined and the strategies for a team approach to curriculum planning will be included.

This unit will teach you about:

- Communications in the Early Years Setting
- Managing Staff Teams in the Early Years Setting
- Planning for quality provision of care and learning opportunities in an Early Years Setting
- Managing Child Protection in an Early Years Setting



Unit 9 – Moving into Out-of-School Provision

This unit will provide you with an understanding of playwork and the major play theories. The links to development will be examined alongside the importance of observation and the need for sensitivity in responding to play cues. Providing an appropriate environment including opportunities for risk taking and appropriate challenges will also be discussed. Management issues including teamwork and communication will be addressed along with the worker's role in developing relationships with the children.

This unit will teach you about:

- The principles of playwork, the major play theories and the links to development
- Providing an appropriate environment for play
- Management issues in out-of-school provision
- The role of the worker in out-of-school provision



Unit 10 – Protecting Children

This unit will provide you with the underpinning knowledge and understanding of the legal and conceptual framework for protecting children. The unit covers in detail the requirements under the Children Act 1989 for child protection as well as the major theoretical perspectives on child abuse, and the roles and responsibilities of professionals in protecting and supporting children.

This unit will teach you about:

- The forms of child abuse
- Social and legal issues relating to child protection
- Statutory, voluntary and private services to support children and their families
- The role of the professional in the protection of children

Unit 11 – Registration and Inspection Under the Children Act

This unit will provide you with the underpinning knowledge and understanding of the legal framework for inspection and registration. The unit covers the requirements under the Children Act 1989, in detail. Best practice in early years provision will be discussed including the criteria for judging and monitoring standards of care. The skills and qualities required of those involved in inspection and registration will also be examined.

This unit will teach you about:

- The legislative framework for inspection and registration
- Best practice in early years provision
- The role of the Inspector

There are two units about understanding and managing the behaviour of children and young people, and, whilst they are separately assessed and can be undertaken as single units to meet individual needs of candidates, there are advantages in undertaking both units.

Unit 12 – Influences on the Behaviour of Children and Young People 0–15 Years

Influences on the Behaviour of Children and Young People focuses on the ways in which behaviour develops.

This unit will provide you with an understanding of the links between children's development and their behaviour and an awareness of the impact of puberty on child and family. You will explore the factors, which affect and influence the way children and young people behave.

This unit will teach you about:

- Development from birth to adolescence
- The needs of children and young people
- The links between children's behaviour, life changes and environmental factors

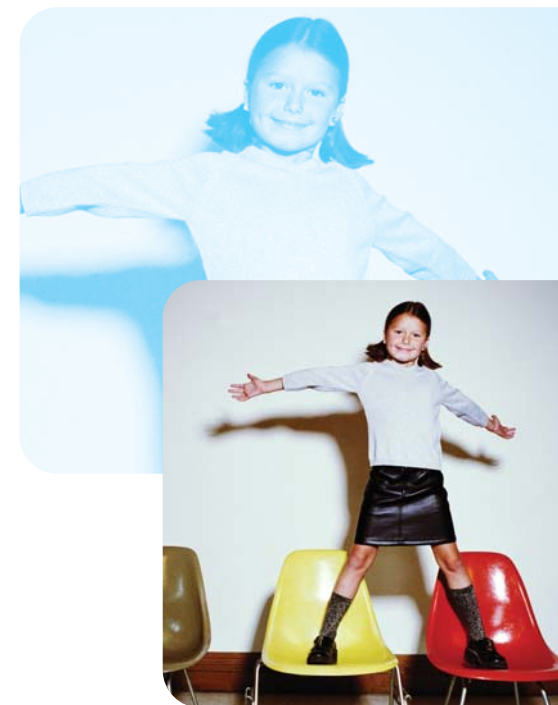
Unit 13 – Skills and Strategies for Working with Children and Young People 0–15 Years

Skills and Strategies for Working with Young People focuses on the planning and practice of managing behaviour.

In this unit you will have the chance to examine strategies for promoting acceptable behaviour and managing unwanted behaviour in children and young people. You will also be able to find out about how to access and use specialist techniques and support services.

This unit will teach you about:

- The principles of behaviour management and support
- Developing skills for working with children and young people
- Organisational and social factors which affect the management of children's behaviour



There are two units related to supporting children and families in the community. Whilst they are separately assessed and can be undertaken as single units to meet individual needs of candidates there are advantages in undertaking both units. If both units are undertaken it is recommended that Unit 14: Supporting Families in Daily Living, is undertaken first.

Unit 14 – Supporting Families in Daily Living

Supporting Families in Daily Living has the focus of supporting families in the day to day care of babies, children and young people.

This unit will provide you with an understanding of the needs of babies and young children and will also examine the needs of parents/carers during the early years of family life. This will include the basic physical and psychological needs and the day to day stresses of living with a baby and/or children or young people will be discussed. The value of play in promoting all round development will be looked at alongside your role in enabling parents to provide appropriate play experiences in the family setting. Parenting skills and strategies for promoting positive behaviour in children and young people will also be examined.

This unit will teach you about:

- The needs of parents, children and young people and families
- Skills and Strategies for Parents
- Skills and Strategies for Professionals

Unit 15 – Supporting Families in Distress

Supporting Families in Distress focuses on supporting families in stressful circumstances and during times of crisis.

Unit 15 will provide you with an understanding of the range of stressful circumstances in which families with children and young people can find themselves. These include poverty/deprivation, illness or disability in the family (child or parent), problems with substance abuse, challenging children, abusive or dysfunctional adult relationships in the family. Skills, strategies and practical approaches for supporting families will be examined and specialist agencies and support groups will be identified.

This unit will teach you about:

- The possible effects of illness and severe stress on families
- Skills and strategies used when supporting families
- Practical approaches to supporting families



Unit 16 – Supporting Children and Families in Toy Libraries

This Unit which has been developed in collaboration with the National Association of Toy and Leisure Libraries will be of value to staff working or wishing to work in Toy Libraries. The planning and development of a Toy Library and its organisation and structure will be explained and the role of the Toy Library worker will be examined focusing on the developmental needs of the child, the appropriate toys and equipment along with the importance of working in partnership with parents.

This unit will teach you about:

- The Development of a Toy Library
- The Organisation of a Toy Library
- The role and responsibilities of the Toy Library worker



Unit 17 – Supporting Health Professionals

This unit will provide you with the knowledge and skills required to support health professionals such as Health Visitors. Children's health and development will be looked at in depth including the cultural, genetic and environmental influences. The procedures for assessing children' health and development will also be examined. The common illnesses and problems encountered by young children will be described with details of how to manage and prevent ill-health as appropriate. The roles and responsibilities of the candidate and of other professionals in the primary health care team will also be explored.

This unit will teach you about:

- Children's Health and Development
- The Management and/or Prevention of Common Childhood Illnesses or Problems
- The Roles and Responsibilities of the Primary Health Care Team

Unit 18 – Working with Children and Young People with Special Needs

This unit will provide you with an understanding of the concept of special needs and current attitudes and values. You will examine the needs of children and young people experiencing learning difficulties, physical or sensory impairment or delays in development. The impact on the child or young person and the family will be examined and you will also learn about the range of provision available for responding to their needs. There will be a review of the statutory assessment procedures and the Code of Practice and a discussion of the principles of inclusion and the importance of a flexible approach to education techniques. The role of professionals who work with children and young people with special needs will also be examined.

This unit will teach you about:

- The concept of special needs and current attitudes and values
- The range of factors affecting children and young people's ability to learn
- The roles and responsibilities of professionals working with children and young



people with special educational needs

Unit 19 – Delivering Skills for Life: the national strategy for improving adult literacy and numeracy skills (Step in to Learning)

This unit has been designed by a consortium led by the Basic Skills Agency. Partners include the Pre-school Learning Alliance, Birmingham Core Skills Partnership and the National Day Nurseries Association.

It aims to equip managers and key staff from early years settings with the knowledge and skills to help them to identify parents and carers with a literacy, numeracy and/or language need and then sign-post them to local adult literacy, numeracy and/or English for Speakers of Other Languages (ESOL) learning opportunities.

Improving parents/carers literacy, numeracy and language skills will raise their confidence in supporting their children's development. We know from research that children with better educated parents perform better at school, and conversely, that 60% of children in the lowest reading attainment group have parents with literacy, language and numeracy difficulties.

Candidates will identify and access information about the agencies and organisations that provide appropriate adult literacy, numeracy and /or ESOL learning opportunities in their local community.

This unit will teach you about:

- Raising awareness - the adult Skills for Life agenda and the role nursery staff have as intermediaries and mentors
- Identifying and encouraging parents/carers with adult literacy, numeracy and/or language needs to improve these skills
- Taking the next step - local research tasks
- How to undertake local research leading to local knowledge of adult literacy, numeracy and/or ESOL learning opportunities

- Action planning for sign-posting
- Sign-posting parents/carers to local literacy, numeracy and/or ESOL learning opportunities. To develop the confidence to use existing skills to approach parents and carers and sign-post them to local literacy, numeracy and ESOL



opportunities

Unit 20 – Working with Children Under Three

This unit will build on your knowledge and understanding of work with the under threes, with specific reference to the Birth to Three Matters framework. The unit provides in-depth consideration of the framework and its relationship to children's growth, development and learning, in the context of quality provision and effective practice.

Reference will be made, throughout the unit, to relevant theory and current research, which underpin the framework and inform practice.

The unit will take account of the varying roles and contexts in which practitioners are working.

This unit will teach you about:

- The Birth to Three Matters framework, its aims and principles, and ways in which it characterises children under three along with the influences on their growth, development and learning.
- The Role of the Professional in Implementing the

