

CACHE

Assignment Supplement

Certificate in Professional Development in Work with Children
and Young People

4th edition

© CACHE 2006

Except as allowed by law, or where specified in the text, no part of this publication may be reproduced or transmitted in any form or by any means without prior permission from the Council for Awards in Children's Care and Education.

Qualification Accreditation Number 100/0644/8

Published in Great Britain by CACHE

First edition 2004	Book code J1032/S
Second edition 2004	Book code J1198
Third edition 2005	Book code J1198/S-05/06
Version 4 August 2006	Book code 100/0644/8/V4

Publication date

August 2006

Publisher

Council for Awards in Children's Care and Education
Beaufort House
23 Grosvenor Road
St Albans
Hertfordshire
AL1 3AW
Telephone 01727 818616

Registered Company No: 2887166

Registered Charity No: 1036232

Printed in England by

Corporate Document Services
8 Faraday Road
Rabans Lane Industrial Estate
Aylesbury
Bucks
HP19 8RY

CDS Ref: 421436

Contents

External Assessment Submission Checklist	iii
Unit 1 – Individual and Professional Development (Mandatory Unit)	1
Unit 2 – Advanced Practice in Working with Babies	5
Unit 3 – Designing Programmes for Early Learning	9
Unit 4 – Delivering and Assessing Programmes for Early Learning	13
Unit 5 – Developing Children’s Mathematical Skills	17
Unit 6 – Developing Children’s Language and Literacy Skills	21
Unit 7 – Management of Early Years Settings	25
Unit 8 – Management of Early Years Practice	29
Unit 9 – Moving into Out-of-School Provision	33
Unit 10 – Protecting Children	37
Unit 11 – Registration and Inspection Under the Children Act	41
Unit 12 – Influences on the Behaviour of Children and Young People 0 – 15 Years	45
Unit 13 – Skills and Strategies for Working with Children and Young People 0 – 15 Years	49
Unit 14 – Supporting Families in Daily Living	53
Unit 15 – Supporting Families in Distress	57
Unit 16 – Supporting Children and Families in Toy Libraries	61
Unit 17 – Supporting Health Professionals	65
Unit 18 – Working with Children and Young People with Special Needs	69
Unit 19 – Delivery Skills for Life: the national strategy for improving adult literacy and numeracy skills (Step in to Learning)	73
Unit 20 – Working with children under three	77
Unit 21 – Communicating Matters with in the Early Years Setting	81
Unit 22 – Listening to Young Children within the Early Years Setting	87
Record of Grades table	93

This page is intentionally blank.

External Assessment Submission Checklist

Please use this checklist when submitting your assignment for
External Assessment

- The assignment is my own original work - photocopies are not included
- Each page is identified by my name, PIN and Centre/Site number
- The pages are numbered e.g. 1 of 15, 2 of 15,etc
- The assignment is submitted in a single plastic sleeve, unstapled, or simply held together by treasury tags or by using a spine bar
- The assignment task and grading criteria are included with the assignment
- Photographs of children, or the environment that they are in, have not been included
- Examples of children's work have not been included
- Appendices are included only where required in the assignment task
- There is no use of 'tippex' or similar substances
- If you are re-submitting your assignments, please include the original work and the pink feedback sheet
- The External Assessment Submission Form has been completed for all submissions - first submission, resubmission or upgrade (photocopied where necessary) - and has been retained by the centre.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

External Assessment Cover Sheet (EACS)

Candidate / Centre

Candidate PIN:

Site/Centre Code:

External Assessment Cover Sheet

Unit 1 - Individual Professional Development (Mandatory Unit)

Submission Deadline:

Number of words:

Number of Pages:

Indicate submission type below.

First Submission Re-submission Upgrade*

*You may only submit for an upgrade if your first submission was awarded Grade E or above. Please enclose the original assignment and pink feedback sheet.

Candidate Declaration

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

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Instructions

- 1 Your name, PIN and Site/Centre code must appear on every page of your assignment.
- 2 You must number each page of your assignment in the format 'Page X of Y', where X is the page number and Y is the total number of pages.
- 3 You should submit your assignment in a single plastic sleeve, unstapled, or simply held together with treasury tags or a spine bar. The External Assessment Cover Sheet should be included at the front of your assignment.
- 4 The External Assessment Submission Form must be easily detachable from the assignment and must not be stapled to it.
- 5 You must submit your assignment to your tutor with this form fully completed and signed.
- 6 No assignment will be accepted without the completed External Assessment Submission Form.
- 7 Include the Assignment Task and Grading Criteria (see overleaf) with your assignment.

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



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

Unit 1 - Individual Professional Development (Mandatory Units)

Criteria	Description
E1	Complete the assignment task.
E2	Describe briefly your present role with children or young people and their families.
E3	Identify your role as a member of a team.
E4	Identify your professional strengths and weaknesses.
E5	Identify a priority area for development in your relationships with colleagues.
E6	Identify a priority area for development in your own present practice.
E7	Describe ways that the identified area for development with colleagues could be advanced.
E8	Describe ways that the identified area for development in your present practice could be advanced.
E9	Describe a variety of ways to collect feedback on your own performance.
E10	Describe your own professional and training needs in light of your identified strengths and weaknesses.
E11	Show an understanding of anti-discriminatory/anti-bias practice.
E12	Include relevant references and a bibliography.
D1	Explain the possible impact of your professional strengths and weaknesses, on the setting in which you work.
D2	Explain the importance of team work.
C1	Discuss the range of issues in your setting that influence your practice.
C2	Discuss the scope and limitations of your professional role.
B1	Analyse the importance of having a personal professional development plan.
A1	Evaluate the principles of reflective practice in the process of professional practice and development.

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

Unit 1 Assignment – Individual Professional Development (Mandatory Unit)

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task must be completed to achieve the unit:

Produce a professional development plan based on reflection of your current role with children or young people and their families.

Your professional development plan should include:

- your present role with children or young people and their families
- your role as a member of a team
- your professional strengths and weaknesses
- a priority area of development in your relationships with colleagues
- a priority area of development in your present practice
- ways in which both areas of development can be advanced
- a variety of ways to collect feedback on your own performance
- your own professional and training needs.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3,500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 2 – Advanced Practice in Working with Babies

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:

(if chosen for sample)

Date:

Unit 2 - Advanced Practice in Working with Babies

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No
E2	Identify clearly the factors which can influence the development of the baby before, during and after the birth.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Describe the possible impact of pre-term birth on the child and the family.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Give ONE attachment theory that relates to pre-term birth and the significance for carers.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Describe more than one theory which relates to overall development from birth.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Identify THREE ways of establishing partnerships with parents.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Describe clearly how play can promote development during the first year of the child's life.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Identify the ways that observations may be used to assess development.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Include TWO plans for the care of babies; each plan should promote development and include one example of good practice.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Describe clearly the roles and responsibilities of the professional carer in one team setting and one non-team setting.			Yes / No	Yes / No	Yes / No	Yes / No
E11	Describe clearly the roles and responsibilities of the professional carer when working in partnership with other professionals.			Yes / No	Yes / No	Yes / No	Yes / No
E12	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No
E13	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED				E/REFER	
D1	Explain how each plan for care will promote development.			Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain the importance of working in partnership with parents when working with babies.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED				D	
C1	Explain the importance of observations in assessing babies' development and informing planning for care.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Discuss the importance of working in partnership with other professionals when working with babies.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED				C	
B1	Analyse the importance of promoting the development of babies through care routines.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED				B	
A1	Evaluate the professional role of the child care and education worker in meeting the developmental needs of babies.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED				A	

Signature of I.M. (if sampled):

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

Unit 2 Assignment – Advanced Practice in Working with Babies

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

Produce an information pack for professional child carers, to help them understand their role when working with premature/pre-term babies during the first year of life.

The information pack should include:

- factors which can influence development of the baby before, during and after birth
- the possible impact of pre-term birth on the child and the family
- reference to attachment theory in relation to pre-term birth and the significance for carers
- reference to theories which relate to overall development from birth
- ways of establishing a partnership with parents
- the role of play to promote development
- the role of observations to assess development
- TWO plans for care that promote development and include examples of good practice
- the role and responsibilities of the professional carer in different settings, including non-team settings, in promoting development
- the roles and responsibilities of the professional carer when working in partnership with other professionals

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 3 – Designing Programmes for Early Learning

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 3 - Designing Programmes for Early Learning

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment ask.			Yes / No	Yes / No	Yes / No	Yes / No
E2	Produce a learning programme that covers one calendar month.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Show evidence of sufficient activities/experiences to cover five sessions per week with each session lasting two and a half hours.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Identify the theme, topic, area of development or desirable outcome/early learning goal chosen.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Discuss the reasons for the choice of subject of the learning programme.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Discuss two different theories relating to how children learn.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Show evidence of a range of activities and/or experiences that would meet the needs of all children.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Identify clearly the learning objectives for the overall plan.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Identify clearly the learning objectives for one activity per session.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Identify clearly the factors that influence development and learning.			Yes / No	Yes / No	Yes / No	Yes / No
E11	Include the potential influence of children's very early experiences on learning.			Yes / No	Yes / No	Yes / No	Yes / No
E12	Explain accurately organisational arrangements to promote good practice which will assist the children's progression.			Yes / No	Yes / No	Yes / No	Yes / No
E13	Identify clearly opportunities to assess children's attainment and progress.			Yes / No	Yes / No	Yes / No	Yes / No
E14	Show your understanding of anti-discriminatory/anti-bias practice.			Yes / No	Yes / No	Yes / No	Yes / No
E15	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED				E/REFER	
D1	Explain clearly how the programme will promote the intended learning.						
D2	Explain clearly how the objectives identified for the activities/experiences will promote the intended learning.			Yes / No	Yes / No	Yes / No	Yes / No
D3	Explain clearly how activities/experiences can be used as assessment tools.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED				D	
C1	Describe a range of activities and/or experiences, some of which will be adult structured and some of which will be initiated by the children.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Explain clearly how activities and/or experiences in the learning programme may link to different theoretical approaches on how children learn.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED				C	
B1	Analyse the factors that influence development and learning.			Yes / No	Yes / No	Yes / No	Yes / No
B2	Analyse the potential influence of children's very early experiences on learning.			Yes / No	Yes / No	Yes / No	Yes / No
B3	Analyse how potential assessment opportunities may affect the programme.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED				B	
A1	Critically evaluate the contribution made by theoretical perspectives into the design of an early years learning programme.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED				A	

Signature of I.M. (if sampled):

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

Unit 3 Assignment – Designing Programmes for Early Learning

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK - What do I have to do?

Produce a learning programme, which will enable three to four-year-old children to take part in activities/experiences, which will promote overall development and progression. The whole task must be completed to achieve the unit.

The programme should:

- cover a calendar month
- assume that children will participate in activities/experiences for five sessions each week, with each session lasting two and a half-hours
- be based on a theme, topic, area of development, desirable outcome or early learning goal
- include reasons for the choice of subject of the learning programme taking into consideration at least two different theories relating to how children learn
- include a range of activities and/or experiences to meet the needs of the children
- identify the learning objectives for both the overall plan and at least one activity/experience per session
- include factors that influence development and learning
- consider the potential influence of children's very early experiences on learning
- include organisational arrangements to promote good practice which will assist the children's progression
- identify opportunities to assess children's attainment and progress.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre	
Site/Centre Code:	
Site/Centre Name:	

Declaration

Unit 4 – Delivering and Assessing Programmes for Early Learning

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 4 - Delivering and Assessing Programmes for Early Learning

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?		
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator	
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	
E2	Produce a report that uses the information from EACH set of observations.			Yes / No	Yes / No	Yes / No	Yes / No	
E3	Include EACH set of 4 observations in your appendices.			Yes / No	Yes / No	Yes / No	Yes / No	
E4	Explain the role of the professional in the delivery of learning programmes.			Yes / No	Yes / No	Yes / No	Yes / No	
E5	Identify clearly the factors that influence team working.			Yes / No	Yes / No	Yes / No	Yes / No	
E6	Identify clearly the factors that influence delivery and assessing programmes for early learning.			Yes / No	Yes / No	Yes / No	Yes / No	
E7	Show your understanding of anti-discriminatory/anti-bias practice.			Yes / No	Yes / No	Yes / No	Yes / No	
E8	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED								E/REFER
D1	Explain clearly how the information from each set of observations can influence the delivery of the learning programme.			Yes / No	Yes / No	Yes / No	Yes / No	
D2	Explain clearly how the information from each set of observations can influence the roles and responsibilities within the team.			Yes / No	Yes / No	Yes / No	Yes / No	
D3	Explain how different assessment/observation techniques can be used.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED								D
C1	Explain clearly how to select appropriate assessment techniques which clearly identify individual children's needs and activities.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED								C
B1	Analyse the factors that influence delivery and assessment programmes for early learning.			Yes / No	Yes / No	Yes / No	Yes / No	
B2	Analyse the factors that influence team working.			Yes / No	Yes / No	Yes / No	Yes / No	
B3	Analyse how assessment opportunities will affect the delivery of learning programmes.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED								B
A1	Evaluate the contribution made by observation and assessment in monitoring the progress of children towards the appropriate early years curriculum.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED								A

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

Unit 4 Assignment – Delivering and Assessing Programmes for Early Learning

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

Carry out a set of four observations on two children between the ages of 3 and 5 years old. (Four observations for each child). Using the information gained from the observations produce a report which will enable professional carers to understand their role in the delivery and assessment of programmes for early learning for each of the children. Include the observations in the appendices. The whole task must be completed to achieve the unit.

Each set of observations should:

- include confirmation of the primary carer's permission to carry out the observation
- state the age and gender of the child
- maintain confidentiality and protect the identity of the children
- use a variety of assessment/observation techniques to present the information.

Each observation should:

- identify an aim
- include a brief description of the immediate environment in which the observation took place, including the number of adults and children present at the time
- include an analysis and evaluation of the information
- include recommendations for future provision for the children.

The report should be based on:

- the information gained from the observations
- explain the role of the professional in the delivery of learning programmes
- the factors that influence team working
- take factors that influence delivery and assessment programmes for early learning.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. The observations are NOT INCLUDED in the word limit, but should be submitted with the report as an appendix. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 5 – Developing Children's Mathematical Skills

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:

(if chosen for sample)

Date:

Unit 5 - Developing Children's Mathematical Skills

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No
E2	Identify the chosen curriculum stage.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Describe THREE factors which influence the development of mathematical understanding for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Describe the principles of developing mathematical understanding appropriate to the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Give THREE basic mathematical concepts which are appropriate for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Describe the current approaches to the development of mathematical skills for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Identify and describe TWO different theoretical perspectives on how children learn with particular reference to mathematical understanding.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Describe the principles of planning for mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe how the environment can be organised for mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Describe accurately the professional role in supporting children's mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
E11	Identify appropriate opportunities to assess and record the development of children's mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
E12	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No
E13	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED				E/REFER	
D1	Explain the effects of the THREE factors which influence the development of mathematical understanding.			Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain clearly how to assess and record children's progress in mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED				D	
C1	Discuss how information from assessing children's progress can influence planning for mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Explain how information from assessing children's progress can contribute to the organisation of the learning environment for the development of mathematical skills.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED				C	
B1	Explain how the TWO different theoretical perspectives relate to the approaches to the development of mathematical skills.			Yes / No	Yes / No	Yes / No	Yes / No
B2	Analyse how current approaches to the development of mathematical skills can promote children's understanding of basic mathematical concepts.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED				B	
A1	Evaluate the professional role in supporting children's mathematical learning.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED				A	

Signature of I.M. (if sampled):

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

Unit 5 Assignment – Developing Children’s Mathematical Skills

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

This assignment provides the assessment for the unit. The whole task must be completed to achieve the unit.

You should complete this task.

Choose ONE Curriculum Stage:

Either

- Foundation Stage (age 3 – 5 years including Reception Year) **or**
- Key Stage 1 (age 5 – 7 years, Years 1 – 2) **or**
- Key Stage 2 (age 7 – 11 years, Years 3 – 6)

Write a report to explain the mathematical development of children in the chosen stage. The purpose of the report is to share information about children’s mathematical development with Child Care and Education workers and support staff working in the setting.

The report should:

- identify the chosen curriculum stage
- include the factors which influence the development of mathematical learning of children in the chosen stage
- give the principles of the development of mathematical understanding in the chosen stage
- include THREE basic mathematical concepts which are appropriate for children in the chosen stage
- give details of current approaches to the development of mathematical skills for children in the chosen stage
- consider TWO different theoretical perspectives on how children learn with particular reference to mathematical understanding
- describe the principles of planning for mathematical learning
- describe the organisation of the environment for mathematical learning
- consider the professional role in supporting children’s mathematical learning
- describe opportunities to assess and record children’s mathematical development and progress

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 6 – Developing Children's Language and Literacy Skills

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 6 - Developing Children's Language and Literacy Skills

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?		
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator	
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	
E2	Identify the chosen curriculum stage.			Yes / No	Yes / No	Yes / No	Yes / No	
E3	Describe the changes which occur in the development of language and literacy skills for children aged 3-11 years and refer in detail to the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No	
E4	Describe THREE factors which may influence the development of language and literacy skills for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No	
E5	Identify and describe TWO different theoretical perspectives on how children learn with particular reference to the development of language and literacy skills.			Yes / No	Yes / No	Yes / No	Yes / No	
E6	Describe THREE examples of the role of literacy which are appropriate for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No	
E7	Give details of the current approaches to the development of language and literacy skills for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No	
E8	Describe how the environment can be organised for developing language and literacy skills.			Yes / No	Yes / No	Yes / No	Yes / No	
E9	Identify the issues for the adult during independent learning sessions.			Yes / No	Yes / No	Yes / No	Yes / No	
E10	Describe how the use of technology can support the development of language and literacy skills in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No	
E11	Describe accurately the professional role in supporting the development of children's language and literacy skills.			Yes / No	Yes / No	Yes / No	Yes / No	
E12	Identify appropriate opportunities to assess and record the development and progress of children's language and literacy skills.			Yes / No	Yes / No	Yes / No	Yes / No	
E13	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No	
E14	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED						E/REFER
D1	Explain the effects of the THREE factors which influence the development of language and literacy skills for children in the chosen stage.			Yes / No	Yes / No	Yes / No	Yes / No	
D2	Explain clearly how to assess and record children's progress in the development of language and literacy skills.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED						D
C1	Discuss how information from assessing children's progress can influence planning for developing language and literacy.			Yes / No	Yes / No	Yes / No	Yes / No	
C2	Explain how information from assessing children's progress can contribute to the organisation of the learning environment for the development of language skills.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED						C
B1	Explain how the TWO different theoretical perspectives relate to the current approaches to the development of language and literacy skills.			Yes / No	Yes / No	Yes / No	Yes / No	
B2	Analyse how current approaches to the development of language and literacy skills can promote children's understanding of the role of language and literacy.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED						B
A1	Evaluate the professional role in supporting children's learning for language and literacy.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED						A

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

Unit 6 Assignment – Developing Children’s Language and Literacy Skills

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task must be completed to achieve the unit.

Choose ONE Curriculum Stage:

Either

- Foundation Stage (age 3 – 5 years including Reception Year) or
- Key Stage 1 (age 5 – 7 years, Years 1 – 2) or
- Key Stage 2 (age 7 – 11 years, Years 3 – 6)

Write a report to explain the development of children’s language and literacy skills in the chosen stage.

The purpose of the report is to share information about the development of children’s language and literacy skills with other Child Care and Education workers and support staff working in the setting.

The report should:

- identify the chosen curriculum stage
- consider the changes which occur in the development of language and literacy for children aged 3–11 years and refer in detail to the chosen stage
- include the factors which influence the development of language and literacy skills of children in the chosen stage
- consider TWO different theoretical perspectives on how children learn with particular reference to the development of language and literacy skills
- include THREE examples of the role of literacy which are appropriate for children in the chosen stage
- give details of current approaches to the development of language and literacy skills for children in the chosen age range
- describe the organisation of the environment for the development of language and literacy skills
- consider the role of the adult during independent learning sessions
- refer to the use of technology to support the development of language and literacy skills in the chosen stage

- consider the professional role in supporting children's language and literacy development
- describe opportunities to assess and record the development and progress of children's language and literacy skills

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 7 – Management of Early Years Settings

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 7 - Management of Early Years Settings

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No
E2	Give details of the procedures to accommodate registration and inspection responsibilities.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Describe clearly more than one quality issue including working in partnership with parents and primary carers.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Identify FOUR policies required by legislation.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Describe in a clear statement the aims and philosophy of the new setting.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Identify accurately the role of the manager in implementing and monitoring policies and procedures.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Identify the main factors in the recruitment and development of a staff team.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Identify clearly THREE appropriate ways to market the Early Years setting.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe the proposals for the financial management of the new setting.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Give an outline of the administration and organisation of the new setting.			Yes / No	Yes / No	Yes / No	Yes / No
E11	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No
E12	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED							
D1	Explain clearly the legal framework for the management of an early years setting.			Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain clearly the role of the manager in implementing and maintaining quality issues.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED							
C1	Explain clearly how the administration and financial management of the new setting will be organised.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Explain the reasons for the aims and philosophy of the new setting.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED							
B1	Analyse the role of the manager in the recruitment and development of a staff team.			Yes / No	Yes / No	Yes / No	Yes / No
B2	Discuss the main issues in the effective management of a staff team.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED							
A1	Evaluate the role of the manager with particular reference to the administration and organisation of an early years setting.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED							
A							

Signature of I.M. (if sampled):

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

Unit 7 Assignment – Management of Early Years Settings

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

This assignment provides the assessment for the unit. The whole task must be completed to achieve the unit.

You have been short-listed for the post of officer in charge of an early years setting, offering care and education for 72 children from 3 months to 5 years old. The setting is due to open in six months time. As part of the interview process you have been asked to research the structure and requirements of the setting and produce a management proposal to support your application.

The management proposal should include:

- details of the procedures to accommodate registration and inspection responsibilities
- quality issues such as working in partnership with parents and primary carers
- details of policies required by legislation
- a statement outlining the aims and philosophy of the new setting
- the role of the manager in implementing and monitoring policies and procedures
- ways to manage the recruitment and development of a staff team
- ways to market the early years setting
- proposals for the financial management of the setting
- how to organise the administration of the setting such as keeping confidential records of staff and children.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 8 – Management of Early Years Practice

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 8 - Management of Early Years Practice

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?		
		Candidate Page(s)	Internal Marker Page(s)	Internal Marker	Internal Moderator	Marker	Moderator	
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	
E2	Identify clearly TWO ways to encourage effective communication between the carer and the parent within the setting.			Yes / No	Yes / No	Yes / No	Yes / No	
E3	Identify clearly TWO ways to encourage positive communication within the setting.			Yes / No	Yes / No	Yes / No	Yes / No	
E4	Identify clearly TWO ways to resolve the potential situation of conflict.			Yes / No	Yes / No	Yes / No	Yes / No	
E5	Describe accurately how to assess the needs of the child.			Yes / No	Yes / No	Yes / No	Yes / No	
E6	Describe in detail ONE way to review the assessment procedures in the setting.			Yes / No	Yes / No	Yes / No	Yes / No	
E7	Describe how to review planning for the provision of care and learning opportunities in the setting.			Yes / No	Yes / No	Yes / No	Yes / No	
E8	Describe clearly TWO strategies which may help to build and support effective staff teams.			Yes / No	Yes / No	Yes / No	Yes / No	
E9	Identify how to ensure clear child protection guidelines and procedures appropriate to the setting.			Yes / No	Yes / No	Yes / No	Yes / No	
E10	Identify clearly the role of other professionals and agencies who could offer support to the family and the setting.			Yes / No	Yes / No	Yes / No	Yes / No	
E11	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No	
E12	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	
E13	Present your information in a suitable format for an action plan.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED						E/REFER
D1	Explain clearly how different types of communication within an early years setting can be used.			Yes / No	Yes / No	Yes / No	Yes / No	
D2	Explain how child protection guidelines and procedures can be implemented.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED						D
C1	Explain the importance of assessing a child's needs.			Yes / No	Yes / No	Yes / No	Yes / No	
C2	Discuss ways that parents and primary carers can be involved in the care and education of their child.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED						C
B1	Analyse the ways to review planning for the provision of care and learning opportunities.			Yes / No	Yes / No	Yes / No	Yes / No	
B2	Explain ways of working with other professionals and agencies to support the family.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED						B
A1	Evaluate the role of the officer in charge with particular reference to the responsibilities of professional workers.			Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED						A

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

Unit 8 Assignment – Management of Early Years Practice

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

This assignment provides the assessment for the unit. The whole task must be completed to achieve the unit.

You are the officer in charge of an early years setting, offering care and education for 72 children from 3 months to 5 years old. The setting has been open for six months. The professional carer working with the 3-year old children has reported to you concerns regarding one of the children.

The child, aged three years eight months, has recently been assessed using the setting's assessment procedures. This has shown that the child has failed to make any progress in learning in the last four months. The child often appears disinterested in activities and has not built relationships with the other children or adults. The carer has tried to talk to the mother of the child, but feels that she is defensive and does not recognise that there may be any problems. The mother works full-time and there are no other children. The carer feels that this is a serious issue, but lacks confidence in how to deal with the parent. The carer has not discussed the child with her team leader.

Produce an action plan for future work with the carer and the family.

Your action plan should include:

- how you intend to encourage effective communication between the carer and the parent and within the setting as a whole
- how you intend to resolve this potential situation of conflict
- an assessment of the needs of the child
- a review of the assessment procedures in the setting
- a review of the planning for provision of care and learning opportunities in the setting
- strategies to build and support effective staff teams
- how to ensure clear child protection guidelines and procedures in the setting
- the role of other professionals and agencies who could offer support to the family and the setting.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 9 – Moving into Out-of-School Provision

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 9 - Moving into out-of-school Provision

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No
E2	State clearly the chosen age group.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Demonstrate an understanding of the aims and rationale of playwork for children/young people in the chosen age group.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Describe TWO different theories relating to play.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Identify the links between the play needs and development of children/young people in the chosen age group.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Identify THREE factors which affect the provision of an appropriate environment for play for children/young people in the chosen age group.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Identify clearly the legal framework and statutory requirements that relate to the setting.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Give the principles of building an effective team.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe the importance of positive communication between professional workers.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Identify THREE ways of working in partnership with parents, primary carers and other adults.			Yes / No	Yes / No	Yes / No	Yes / No
E11	Describe how to develop personal responsibility in children/young people and set boundaries for behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
E12	Describe the role of the worker in out-of-school provision.			Yes / No	Yes / No	Yes / No	Yes / No
E13	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No
E14	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED				E/REFER	
D1	Explain clearly the links between play needs and the development of the children/young people in the chosen age group.			Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain the importance of building an effective team.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED				D	
C1	Explain the importance of positive communication between professional workers.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Explain how the 3 factors may affect the position of an appropriate environment.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED				C	
B1	Analyse the importance of developing personal responsibility and setting boundaries for children's behaviour in the out-of-school setting.			Yes / No	Yes / No	Yes / No	Yes / No
B2	Explain the importance of working in partnership with parents, primary carers and other adults.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED				B	
A1	Evaluate the role of the out-of-school worker.			Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED				A	

Signature of I.M. (if sampled):

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

Unit 9 Assignment – Moving into Out-of-School Provision

This assignment provides the assessment for the unit.
The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

This assignment provides the assessment for the unit. The whole task must be completed to achieve the unit.

Choose ONE age group

Either

- 5 – 7 years 11 months **or**
- 8 – 11 years 11 months **or**
- 12 – 15 years 11 months

You are working in an out-of-school setting. You have been given the responsibility of producing a working document for new out-of-school workers joining your team. The working document should support them in their work with the chosen age group.

The working document should:

- identify the chosen age group
- consider the aims and rationale of playwork for children/young people in the chosen age group
- consider TWO different theories on play
- indicate the links between the play needs and the development of children/young people in the chosen age group
- include the factors which affect the provision of an appropriate environment for play for children/young people in the chosen age group
- include the legal framework and statutory requirements that relate to the setting
- include the principles of building an effective team
- include the importance of positive communication between professional workers
- include ways of working in partnership with parents, primary carers and other adults
- consider approaches to developing personal responsibility and setting boundaries for behaviour
- consider the role of the worker in out-of-school provision.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 10 – Protecting Children

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:

(if chosen for sample)

Date:

Unit 10 - Protecting Children

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?		
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator	
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	
E2	Give a definition of the chosen area of abuse and identify the difficulties in defining this type of abuse.			Yes / No	Yes / No	Yes / No	Yes / No	
E3	Describe the signs and symptoms of the chosen area of abuse.			Yes / No	Yes / No	Yes / No	Yes / No	
E4	Describe accurately TWO theoretical perspectives which suggest reasons for child abuse.			Yes / No	Yes / No	Yes / No	Yes / No	
E5	Identify THREE of the social and legal issues relating to child protection.			Yes / No	Yes / No	Yes / No	Yes / No	
E6	Describe the policies and procedures of a setting which relate to child protection with reference to the chosen area of abuse.			Yes / No	Yes / No	Yes / No	Yes / No	
E7	Describe the role of statutory, voluntary and private services to support children or young people and their families.			Yes / No	Yes / No	Yes / No	Yes / No	
E8	Describe the role of the Child Care and Education worker or Playworker in the protection of children.			Yes / No	Yes / No	Yes / No	Yes / No	
E9	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No	
E10	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED								E/REFER
D1	Explain the reasons for difficulties in identifying different types of abuse.			Yes / No	Yes / No	Yes / No	Yes / No	
D2	Explain the function of policies and procedures within the setting which relate to the protection of children or young people.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED								D
C1	Explain the role of statutory, voluntary and private services in supporting children or young people and their families.			Yes / No	Yes / No	Yes / No	Yes / No	
C2	Discuss the effect on practice of the THREE social and legal issues relating to child protection.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED								C
B1	Explain the role of the Child Care and Education worker in the protection of children and young people.			Yes / No	Yes / No	Yes / No	Yes / No	
B2	Analyse the contribution made by theoretical perspectives into the causes of child abuse.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED								B
A1	Evaluate the role of the professional in protecting children and young people.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED								A

Signature of I.M. (if sampled):

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

Unit 10 Assignment – Protecting Children

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task should be completed to achieve the unit.

Choose ONE of the four main areas of child abuse:

Physical
Sexual
Emotional
Neglect

Produce a report, to inform colleagues, which must include

- a definition of the chosen area of abuse and the difficulties in defining this area of abuse
- signs and symptoms that may be displayed by a child or young person who may be experiencing this type of abuse
- TWO theoretical perspectives which suggest reasons for abuse
- information about social and legal issues which relate to child protection with reference to the chosen area
- the policies and procedures which relate to the protection of children and young people
- the role of statutory, voluntary and private services to support children, young people and their families
- the role of the Child Care and Education worker or Playworker in the protection of children and young people

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 11 – Registration and Inspection Under the Children Act

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 11 - Registration and Inspection Under the Children Act

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Demonstrate an understanding of the registration and inspection process for early years workers as governed by the Children Act 1980.			Yes / No	Yes / No	Yes / No	Yes / No
E2	Identify the main aspects of the standards of quality of care in day care for young children in the light of recent government reports and research.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Explain the role of the Registration and Inspection Officer.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Identify the criteria used by a Registration and Inspection Officer to judge and monitor the standards of care from any provider.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Identify clearly FOUR different observational techniques that could be used for the purposes of inspection.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Explain the importance of developing effective lines of communication between the Registration and Inspection Officer and the early years worker.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Identify ways to manage conflict and aggression.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Show your understanding of anti-discriminatory/anti-bias practice and explain how cultural and social factors can influence development and behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Include references and a bibliography.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Present your information in a suitable format for a set of guidelines that could be used by early years workers.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED							
D1	Explain clearly and in detail the standards of care in day care for young children referring to relevant and up-to-date research and government reports.			Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain clearly how the Registration and Inspection Officer would use the identified criteria to judge and monitor the standards of care from any provider.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED							
C1	Explain how the FOUR different observational techniques could be used for the purposes of inspection.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Explain the importance of developing effective lines of communication between the early years worker and the Registration and Inspection Officer.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED							
B1	Explain clearly how the Registration and Inspection Officer would ensure that all early years workers incorporate non-discriminatory practices into their work with children and recognise cultural and social differences.			Yes / No	Yes / No	Yes / No	Yes / No
B2	Analyse recent research and government reports that impact on the work of the early years worker.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED							
A1	Evaluate the role of the Registration and Inspection Officer.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED							

Signature of I.M. (if sampled):

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

Unit 11 Assignment – Registration and Inspection Under the Children Act

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

Registration and Inspection Officers are required to ensure that all professional early years workers provide the highest standards of care for children.

Produce a set of guidelines that will enable professional carers to understand the role of the Registration and Inspection Officer when judging and monitoring standards of care.

These guidelines should be based on:

- the registration and inspection process for professional early years workers as governed by the Children Act 1989
- the standards of quality of care in day care for young children, using relevant and up-to-date research and government reports
- the criteria used by a Registration and Inspection Officer to judge and monitor standards of care from any provider
- four different observational techniques that could be used for the purposes of inspection
- the importance of developing effective lines of communication between the Registration and Inspection Officer and the early years worker
- different methods of communication including the management of conflict and aggression
- the need to ensure that all early years workers incorporate non-discriminatory practices into their work with children and recognise cultural and social differences
- the role of the Registration and Inspection Officer

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

Unit 11 Assignment – Registration and Inspection Under the Children Act

BACKGROUND TO THE ASSIGNMENT – what do I need to know?

Carefully read this section. This will put the assignment into context and will help you to understand what you should include in your work.

In order to complete this assignment task you will need to understand the legislative framework for inspection and registrations governed by the Children Act 1989. You must understand the statutory responsibilities of the local authority and the principles, duties and powers within the Children Act 1989 and how they relate specifically to day care for children under the age of eight. You will need to have a sound working knowledge of child development and how young children learn so that you can identify best practice in the care of young children. It is essential that you are able to identify different observational techniques that could be used for the purpose of monitoring and judging standards of care and understand their value. You will need to demonstrate that you have good communication skills and understand how to manage conflict and aggression. You must understand and recognise how cultural and social differences may impact on the care of young children. You must ensure that you consider anti-discriminatory/anti-bias practice throughout your work.

PREPARATION TASKS – How do I start this work?

This action is to help you to prepare for this assignment. You may not need to do all of the preparation tasks which are suggested, but this will assist you with your assignment. You should work closely with your tutor who will give you further suggestions to help with your preparations.

- make sure that you have an opportunity to evaluate your own communication skills
- find out about different observational techniques that could be used for the purposes of inspection
- make sure that you have an in-depth knowledge of child development and how young children learn
- find out about the statutory responsibilities of the local authority and the role of the Registration and Inspection Officer
- find out about recent and up-to-date research and government reports
- research other information to support your work. Information can be found in policies and procedures, journals, textbooks, CD-ROM and the Internet
- discuss with your tutor and other candidates what is meant by 'best practice'
- find out how to present your work as a set of guidelines
- ensure that you have addressed anti-discriminatory/anti-bias practice throughout your work

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre	
Site/Centre Code:	
Site/Centre Name:	

Declaration

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

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

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

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No
E2	Identify clearly the chosen age range of the children/young people.			Yes / No	Yes / No	Yes / No	Yes / No
E3	Describe the relevant stages of child development with reference to TWO theoretical perspectives.			Yes / No	Yes / No	Yes / No	Yes / No
E4	Demonstrate an understanding of the development of cognition, moral sense, self-perception and an understanding of others, within the chosen age range, with reference to the two theoretical perspectives.			Yes / No	Yes / No	Yes / No	Yes / No
E5	Describe the changing role of parents as children/young people develop.			Yes / No	Yes / No	Yes / No	Yes / No
E6	Identify how the needs of children or young people, within the chosen age range, may be expressed in behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
E7	Give THREE ways of identifying and meeting the social and emotional needs of children/young people within the chosen age range.			Yes / No	Yes / No	Yes / No	Yes / No
E8	Identify the links between behaviour, life changes and environmental factors.			Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe how social and cultural factors can influence development and behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
E10	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No
E11	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED							
D1	Explain accurately how cognition, moral sense, self-reliance and an understanding of others can develop, within the chosen age range, with reference to the two theoretical perspectives.			Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain clearly the factors which affect the way in which children/young people within the chosen age range express their social and emotional needs in their behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED							
C1	Discuss the changing roles of parents in terms of meeting children/young peoples' social and emotional needs as they develop.			Yes / No	Yes / No	Yes / No	Yes / No
C2	Discuss the links between behaviour, life changes and environmental factors.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED							
B1	Analyse how social and cultural factors can influence development and behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
B2	Analyse the THREE ways of meeting the social and emotional needs of children/young people within the chosen age range.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED							
A1	Evaluate a range of ways to identify and meet the needs which children/young people within the chosen age range express in their behaviour.			Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED							
A							

Signature of i.M. (if sampled):

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

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

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

You have been given responsibility within your work place, as a key worker, for a group of children or young people. You will be working with other employees who have asked for professional development relating to understanding children's/young people's behaviour. The whole task must be completed to achieve the unit.

Produce a working document that can be used by your colleagues to develop their understanding of the links between children's/young people's development and needs and their behaviour.

Choose children/young people in ONE age group:

Either

birth – 3 years 11 months **or**

4 – 7 years 11 months **or**

8 – 11 years 11 months **or**

12 – 15 years 11 months.

The working document should:

- identify the chosen age range
- include relevant stages of child development with reference to two theoretical perspectives
- include relevant details of how cognition, moral sense, self-perception and an understanding of others develops in the chosen age range, with reference to the two theoretical perspectives
- recognise the changing roles of parents as children/young people develop
- take into consideration how the social and emotional needs of children and/or young people within the chosen age group may be expressed in behaviour
- include ways of identifying and meeting those needs
- consider the links between behaviour, life changes and environmental factors
- consider the influence of social and cultural factors on development and behaviour.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the work.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

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

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

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

Criteria	Description	Evidence of Criteria met			Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.				Yes / No	Yes / No	Yes / No	Yes / No
E2	Identify clearly the chosen age range for the children/young people.				Yes / No	Yes / No	Yes / No	Yes / No
E3	Describe the principles of behaviour management and support for acceptable behaviour.				Yes / No	Yes / No	Yes / No	Yes / No
E4	Identify THREE different legal, professional and ethical considerations in behaviour management.				Yes / No	Yes / No	Yes / No	Yes / No
E5	Give THREE different reasons for setting goals and boundaries for behaviour for children/young people in the age group.				Yes / No	Yes / No	Yes / No	Yes / No
E6	Describe the importance of a behaviour management policy.				Yes / No	Yes / No	Yes / No	Yes / No
E7	Give THREE different reasons for using observation and assessment in monitoring the behaviour of children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
E8	Describe the skills needed for positive and sensitive interaction with children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe the importance of working with the parents/primary carers of children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
E10	Describe the organisational factors in a setting which may affect the management of the behaviour of the children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
E11	Identify accurately TWO sources of specialist help which may be available.				Yes / No	Yes / No	Yes / No	Yes / No
E12	Describe clearly the importance of team work in promoting the acceptable behaviour and managing the unwanted behaviour of children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
E13	Show an understanding of anti-bias/anti-discriminatory practice.				Yes / No	Yes / No	Yes / No	Yes / No
E14	Include relevant references and a bibliography to support your work.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED								
D1	Explain the THREE identified legal, professional and ethical considerations in behaviour management.				Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain the importance of positive and sensitive interaction with children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED								
C1	Explain the implications of the organisational factors which may affect the management of the children's/young people's behaviour.				Yes / No	Yes / No	Yes / No	Yes / No
C2	Discuss the factors that may affect the work of the team in managing and supporting the behaviour of children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED								
B1	Analyse the use of observation and assessment in monitoring behaviour.				Yes / No	Yes / No	Yes / No	Yes / No
B2	Discuss the rationale for setting goals and boundaries in managing and supporting the behaviour of children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED								
A1	Evaluate the likely effectiveness of the set of guidelines in managing and supporting the behaviour of the children/young people in the chosen age group.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED								

Signature of I.M. (if sampled):

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

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

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task must be completed to achieve this unit.

Choose children/young people in ONE age group:

Either

birth – 3 years 11 months **or**

4 – 7 years 11 months **or**

8 – 11 years 11 months **or**

12 – 15 years 11 months

These children/young people may be in any appropriate setting.

Produce a set of guidelines that all members of staff in the setting can use for reference to promote acceptable behaviour and manage the unwanted behaviour of children/young people in this age group.

The set of guidelines should:

- identify the chosen age group
- describe the principles of behaviour management and support for acceptable behaviour
- identify the main legal, professional and ethical considerations in behaviour management
- include the importance of setting goals and boundaries and of behaviour management policies
- include the reasons for using observation and assessment when monitoring the behaviour of children/young people in the chosen age group
- identify the skills needed for positive and sensitive interaction with children/young people in the chosen age group
- include the importance of working with parents/primary carers
- identify the organisational factors in a setting which may affect the management of children's/young peoples behaviour
- identify specialist help which may be available
- include the importance of team work in promoting acceptable behaviour and managing unwanted behaviour

Throughout the assignment you should ensure that you address anti-bias/anti-discriminatory practice where appropriate to the work.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 14 – Supporting Families in Daily Living

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 14 - Supporting Families in Daily Living

Criteria	Description	Evidence of Criteria met			Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E2	Describe the possible all-round needs of the mother and her three young children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E3	Describe the day-to-day stresses that the mother may be experiencing.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E4	Identify THREE ways to maintain communication between the worker, mother and children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E5	Include reasons for sensitive interaction with the family.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E6	Give THREE reasons for providing play experiences for the children in the home.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E7	Discuss suggestions for appropriate play and learning experiences for each of the children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E8	Describe more than one way to encourage the mother's confidence in her own skills and abilities.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe strategies to promote positive behaviour in the young children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E10	Identify accurately other agencies and professionals who may be able to offer support to the family.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E11	Describe ways to involve other agencies and professionals.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E12	Describe the role of the Child Care and Education worker in the primary care team in supporting a family with young children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E13	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E14	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED					E/REFER	
D1	Explain how the stresses the mother experiences may affect the whole family.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
D2	Explain the importance of developing the confidence of parents in their own skills and abilities.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED					D	
C1	Explain the need to develop strategies for promoting positive behaviour in young children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
C2	Discuss the roles of TWO other agencies or professionals who can support the family.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED					C	
B1	Explain the importance of involving other agencies and professionals.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
B2	Analyse the role of the Child Care and Education worker in working to support families in their daily living.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED					B	
A1	Evaluate the responsibilities of professionals involved in the support of children and their families.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED					A	

Signature of I.M. (if sampled):

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

Unit 14 Assignment – Supporting Families in Daily Living

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

A member of a primary care team goes into homes to work with families.

There is a family with three young children aged 9 months, 2 years and 4 years. The mother seems anxious about her children.

Produce a report to show how this family can be supported.

The report should include:

- the possible all-round needs of the mother and her three young children
- the day-to-day stresses that the mother may be experiencing
- ways to maintain communication between the worker, mother and children
- the need for sensitive interaction with the family
- the reasons for providing play experiences for the children in the home
- suggestions for appropriate play and learning experiences for each of the children
- ways to encourage the mother's confidence in her own skills and abilities
- strategies for promoting positive behaviour in the young children
- other agencies and professionals who may be able to offer support to the family
- ways to involve other agencies and professionals
- the role of the Child Care and Education worker in the primary care team in supporting a family with young children

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 15 – Supporting Families in Distress

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:

(if chosen for sample)

Date:

Unit 15 - Supporting Families in Distress

Criteria	Description	Evidence of Criteria met			Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E2	Give a clear description of the chosen area of study.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E3	Identify the effects on family members and young children when living with these stressful circumstances and experiencing these times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E4	Describe clearly the statutory agencies and the voluntary agencies available to support families in stressful circumstances and at times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E5	Describe clearly the private services and the specialist agencies available to support families in stressful circumstances and times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E6	Describe accurately the skills and strategies needed by the Child Care and Education worker when supporting families in stressful circumstances and times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E7	Describe accurately the skills needed by the Child Care and Education worker when managing the effects of stressful circumstances and crisis in families.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E8	Identify THREE practical approaches to support and help families who live in stressful circumstances and who are experiencing times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E9	Show an understanding of anti-bias/anti-discriminatory practice.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
E10	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED								
D1	Explain the importance of supporting families who are living in stressful circumstances or experiencing times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
D2	Identify clearly the support which may be needed by families and young children living in stressful circumstances or at times of crisis.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED								
C1	Discuss the long-term effects of living in distress on families with young children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
C2	Explain the strategies which can be used by the Child Care and Education worker when supporting families and young children in distress.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED								
B1	Analyse the role of statutory and voluntary services and the private and specialist agencies in supporting families and young children.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED								
A1	Evaluate the long term effects on families and young children, of living in distress.			Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED								

Signature of I.M. (if sampled):

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

Unit 15 Assignment – Supporting Families in Distress

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task should be completed to achieve the unit.

Many families with young children in today's society live in stressful situations and find themselves in times of crisis.

Choose ONE of these family circumstances and write an essay which investigates the chosen area.

Either

- Families living in poverty **or**
- Depressive illness in adults – for example post natal depression **or**
- Parent/carers with problems of substance abuse **or**
- Illness or disability in the family (child or parent) **or**
- Living with racist or oppressive treatment by other members of the community **or**
- Abusive and/or dysfunctional adult relationships within the family **or**
- Unusual behaviour in young children (such as Attention Deficit Hyperactivity Disorder, Asperger's Syndrome or Autism).

The essay should include:

- a description of the chosen area of study
- the effects on family members and the children
- statutory, voluntary and private services and specialist agencies available to support families in stressful circumstances and times of crisis
- the skills and strategies needed by the Child Care and Education worker when supporting families in stressful circumstances and times of crisis
- the skills needed by the Child Care and Education worker when managing the effects of stressful circumstances and crisis in families
- practical approaches to support and help families who live in stressful circumstances and who are experiencing times of crisis.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre	
Site/Centre Code:	
Site/Centre Name:	

Declaration	
Unit 16 – Supporting Children and Families in Toy Libraries	
I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.	
Candidate Name:	Candidate PIN:
Candidate Signature:	Date:

Tutor Feedback

Word Count
To be filled in by the candidate –
Number of words used in the assignment:



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

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

Unit 16 - Supporting Children and Families in Toy Libraries

Criteria	Description	Evidence of Criteria met		Criteria met?		Resubmission or upgrade Criteria met?		
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator	
E1	Complete the assignment task.			Yes / No	Yes / No	Yes / No	Yes / No	
E2	Describe the importance and role of toy libraries in supporting children and their families in the local community.			Yes / No	Yes / No	Yes / No	Yes / No	
E3	Describe the planning and development that need to be considered when providing this type of service.			Yes / No	Yes / No	Yes / No	Yes / No	
E4	Identify clearly the legal and health and safety issues which should be considered.			Yes / No	Yes / No	Yes / No	Yes / No	
E5	Describe how the toy library and the environment might be organised to make this a successful project.			Yes / No	Yes / No	Yes / No	Yes / No	
E6	Identify clearly the role and responsibilities of the toy librarian.			Yes / No	Yes / No	Yes / No	Yes / No	
E7	Describe the importance of working in partnership with parents.			Yes / No	Yes / No	Yes / No	Yes / No	
E8	Demonstrate an awareness of the agencies and resources that can be used to support work in the toy library.			Yes / No	Yes / No	Yes / No	Yes / No	
E9	Show an understanding of anti-discriminatory/anti-bias practice.			Yes / No	Yes / No	Yes / No	Yes / No	
E10	Include relevant references and a bibliography to support your work.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED								E/REFER
D1	Explain accurately the importance of planning in the development of the toy library.			Yes / No	Yes / No	Yes / No	Yes / No	
D2	Explain the importance of working in collaboration with other agencies and Early Years professionals.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED								D
C1	Discuss the importance of developing appropriate systems for organising a toy library.			Yes / No	Yes / No	Yes / No	Yes / No	
C2	Discuss the importance of developing a friendly customer retrieval procedure for all loan equipment.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED								C
B1	Analyse the importance of making information accessible to all members of the community.			Yes / No	Yes / No	Yes / No	Yes / No	
B2	Analyse the importance of working in partnership with all parents.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED								B
A1	Evaluate the role of toy libraries in the local community in supporting children and their families.			Yes / No	Yes / No	Yes / No	Yes / No	
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED								A

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



Unit 16 Assignment – Supporting Children and Families in Toy Libraries

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task must be completed to achieve the unit.

You have been short-listed for a post as a Toy Librarian in an area that has a high number of families with young children. As part of the interview process you have been asked to research into the function of toy libraries and produce a written account which will support your application.

The written account must include the following:

- the importance and role of toy libraries in supporting children and their families in the local community
- the planning and development that needs to be considered when providing this type of service
- the legal and health and safety issues which should be considered
- how the toy library and the environment might be organised to make this a successful project
- the role and responsibilities of the toy librarian
- the importance of working in partnership with parents/carers
- agencies and resources that can be used to support work in a toy library.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where it is appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre	
Site/Centre Code:	
Site/Centre Name:	

Declaration	
Unit 17 – Supporting Health Professionals	
I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.	
Candidate Name:	Candidate PIN:
Candidate Signature:	Date:

Tutor Feedback

Word Count
To be filled in by the candidate –
Number of words used in the assignment:



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

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

Unit 17 - Supporting Health Professionals

Criteria	Description	Evidence of Criteria met			Criteria met?		Resubmission or upgrade Criteria met?	
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Marker	Internal Moderator	Marker	Moderator
E1	Complete the assignment task.				Yes / No	Yes / No	Yes / No	Yes / No
E2	Identify clearly the possible health and development needs of each of the children.				Yes / No	Yes / No	Yes / No	Yes / No
E3	Identify the possible health needs of the parents.				Yes / No	Yes / No	Yes / No	Yes / No
E4	Give details of the routine screening/surveillance activities available to the children.				Yes / No	Yes / No	Yes / No	Yes / No
E5	Discuss the value and importance of each of these screening/surveillance activities.				Yes / No	Yes / No	Yes / No	Yes / No
E6	Include plans for TWO appropriate activities/experiences you could provide for the youngest child to promote health and development.				Yes / No	Yes / No	Yes / No	Yes / No
E7	Include plans for TWO appropriate activities/experiences you could provide for the three-year-old child to promote health and development.				Yes / No	Yes / No	Yes / No	Yes / No
E8	Identify other agencies and professionals who could support this family.				Yes / No	Yes / No	Yes / No	Yes / No
E9	Describe clearly the roles and the responsibilities of the childcare and education worker within a Primary Health Care Team.				Yes / No	Yes / No	Yes / No	Yes / No
E10	Show an understanding of anti-discriminatory/anti-bias practice.				Yes / No	Yes / No	Yes / No	Yes / No
E11	Include relevant references and a bibliography to support your work.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE E ACHIEVED								
D1	Explain how the planned activities for the children promote health and development.				Yes / No	Yes / No	Yes / No	Yes / No
D2	Describe the roles of the other agencies and professionals who could support this family.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE D ACHIEVED								
C1	Explain the roles and responsibilities of the Primary Health Care Team.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE C ACHIEVED								
B1	Analyse the environmental factors which may influence the health and development of children.				Yes / No	Yes / No	Yes / No	Yes / No
B2	Analyse the importance of promoting and maintaining the health of children.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE B ACHIEVED								
A1	Evaluate the role of the child care and education worker in the promotion and maintenance of health in children and adults when supporting health care professionals.				Yes / No	Yes / No	Yes / No	Yes / No
CIRCLE IF CRITERIA FOR GRADE A ACHIEVED								
A								

Signature of LM: (if sampled):

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

Unit 17 Assignment – Supporting Health Professionals

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task must be completed to achieve the unit.

You have applied for a post as a childcare and education worker within a Primary Health Care Team in a rural area. The role is to support the Health Visitor. This will include working with families to help promote health and to monitor the health and development of the children.

Prior to your interview you have been asked to demonstrate understanding of your knowledge and responsibilities in this role by producing an action plan based on the following information about one family.

The family comprises a mother, father and three children.

Mother, who cares for the children at home, had postnatal depression following the birth of the youngest child.

A girl aged 13 months who is not gaining weight as expected.

A boy aged 3 years who has frequent ear infections.

A boy aged 7 years who has not achieved bladder control at night.

They live in a 3 bedroom cottage with a garden, which is rented from the farmer who employs the father.

The action plan should include:

- the possible health and developmental needs of the children
- the possible health needs of the parents
- details of the routine screening/surveillance activities available to the children
- the value and importance of these screening/surveillance activities
- plans for 2 activities/experiences you could provide for the youngest child to promote health and development
- plans for 2 activities/experiences you could provide for the 3-year-old child to promote health and development
- other agencies and professionals who could support this family
- the roles and responsibilities of the child care and education worker within a Primary Health Care Team.

Throughout the assignment you should ensure that you address anti-discriminatory/ anti-bias practice where it is appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

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

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

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

Criteria	Description	Evidence of Criteria met			Criteria met?		Resubmission or upgrade Criteria met?		
		Candidate Pages(s)	Internal Marker Pages(s)	Internal Marker	Internal Moderator	Marker	Moderator	Yes / No	Yes / No
E1	Complete the assignment task.				Yes / No	Yes / No	Yes / No	Yes / No	
E2	Identify common theoretical models and accepted definitions of special needs.				Yes / No	Yes / No	Yes / No	Yes / No	
E3	Discuss the attitudes, perceptions and beliefs towards children and young people with special educational needs.				Yes / No	Yes / No	Yes / No	Yes / No	
E4	Identify the relevant legal and social issues which apply to children and young people who have special needs.				Yes / No	Yes / No	Yes / No	Yes / No	
E5	Discuss the principles of inclusion of children or young people with special needs into mainstream provision.				Yes / No	Yes / No	Yes / No	Yes / No	
E6	Discuss the social and emotional impact on the child/young person and his/her family.				Yes / No	Yes / No	Yes / No	Yes / No	
E7	Discuss the range of factors which may have affected this child's/young person's ability to learn.				Yes / No	Yes / No	Yes / No	Yes / No	
E8	Discuss the roles and responsibilities of professionals working with this child/young person with special educational needs.				Yes / No	Yes / No	Yes / No	Yes / No	
E9	Describe the adaptation of the National Curriculum or early years curriculum to meet the needs of this child/young person.				Yes / No	Yes / No	Yes / No	Yes / No	
E10	Show an understanding of anti-discriminatory/anti-bias practice.				Yes / No	Yes / No	Yes / No	Yes / No	
E11	Include relevant references and a bibliography to support your work.				Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE E ACHIEVED					E/REFER		
D1	Identify accurately the importance of statutory assessment and statements.				Yes / No	Yes / No	Yes / No	Yes / No	
D2	Explain clearly the importance of working in partnership with the primary carer.				Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE D ACHIEVED					D		
C1	Explain the importance of a creative and flexible approach to educational techniques and the provision of appropriate resources.				Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE C ACHIEVED					C		
B1	Analyse the contributions of different theoretical perspectives.				Yes / No	Yes / No	Yes / No	Yes / No	
B2	Analyse the concept of inclusion.				Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE B ACHIEVED					B		
A1	Evaluate the role of the professional child care worker in meeting the overall development needs and progress of the child or young person.				Yes / No	Yes / No	Yes / No	Yes / No	
		CIRCLE IF CRITERIA FOR GRADE A ACHIEVED					A		

Signature of I.M. (if sampled):

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

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

This assignment provides the assessment for the unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

ASSIGNMENT TASK – What do I have to do?

The whole task must be completed to achieve the unit.

Many children and young people with special educational needs are now integrated into mainstream provision.

Choose one category of special need. Produce a report that will inform and support other members of staff for the admission into a mainstream school of a child or young person within this category of special need.

Your report should include:

- common theoretical models and accepted definitions of special needs
- the attitudes, perceptions and beliefs towards children and young people with special educational needs
- legal and social issues which apply to children and young people who have special needs
- the principles of inclusion of children and young people with special needs into mainstream provision
- the social and emotional impact on the child/young person and his/her family
- the range of factors which may have affected this child's/young person's ability to learn
- the roles and responsibilities of professionals working with this child/young person with special educational needs
- the adaptation of the National Curriculum or early years curriculum to meet the needs of this child/young person
- anti-discriminatory/anti-bias practice.

Throughout the assignment you should ensure that you address anti-discriminatory/anti-bias practice where it is appropriate to the task.

Your completed work should be up to **3500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre	
Site/Centre Code:	
Site/Centre Name:	

Declaration	
Unit 19 – Delivery Skills for Life: the national strategy for improving adult literacy and numeracy skills (Step in to Learning)	
I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.	
Candidate Name:	Candidate PIN:
Candidate Signature:	Date:

Tutor Feedback

Word Count
To be filled in by the candidate –
Number of words used in the assignment:



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

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

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

Criteria	Description
E1	Complete the assignment tasks.
	Task 1
E2	Identify the basic skills needs of parents/carers in either literacy, numeracy or language skills.
E3	Describe the views of staff on whether parents/carers need help and advice to improve their basic skills.
E4	Describe the expectations that staff have of parents/carers being involved in their children's learning AND the activities of the setting AND their own learning.
E5	Explain why staff have formed the impressions they have of parents/carers who need to improve their basic skills.
E6	Describe what staff feel about the principle of partnership with parents/carers.
E7	Describe how staff feel about motivating part/carers to develop AND access learning opportunities for their children.
E8	Describe how parents/carers view their role as educators of their children.
E9	Describe whether parents/carers feel that the staff value parents/carers role as educators.
E10	Identify the skills parent/carers need to help them feel confident about supporting their child's education.
E11	Identify the learning and training opportunities parents/carers should like to have to make them feel more confident in the Nursery and to improve their basic skills.
	Task 2
E11	Clearly present the information you gathered on the provision in your area showing how it can help parents/carers to improve their basic skills.
	Task 3
E12	Write a reflective account of the shadowed learning opportunity and how it could meet the needs of parents/carers in the setting.
E13	Throughout the assignment, demonstrate an understanding of confidentiality, anti-discriminatory/anti-bias practice.
D1	Discuss the value of the shadowed learning opportunity as part of your own learning.
C1	Explain the possible effects that staff perceptions of supporting parents/carers basic skills can have on the child's education.
B1	Analyse the availability and appropriateness of the provision in your local area.
A1	Evaluate the shadowed learning opportunity.

Signature of I.M. (if sampled):

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

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

The assignment provides the assessment for this unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

Throughout the task, you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

ASSIGNMENT TASK – What do I have to do?

Produce a report about the learning needs of the parents and carers who use the setting, the adult literacy, numeracy and/or ESOL learning opportunities in the area and how the provision could meet the needs of the parents and carers.

The report should include:

Task 1 – The setting

- the basic skills needs of parents/carers in the setting in either literacy, numeracy or language
- views of staff on whether parents/carers need help and advice to improve their basic skills
- expectations that staff have of parents/carers being involved in their children's learning AND the activities of the setting AND their own learning
- impressions that staff have of parents/carers who need to improve their basic skills
- staff feelings about partnership with parents
- staff feelings about motivating parents/carers to develop AND access learning opportunities for their children
- parents/carers views on their role as educators of their children
- whether parents/carers feel the staff value parents/carers role as educators
- skills parents/carers need to feel confident about supporting their child's education

Task 2 – Local Provision

- provision in the area and how it can help parents/carers to improve their basic skills

Task 3 – Moving on

- reflections on a shadowed literacy, numeracy or ESOL session and how it could meet the needs of parents/carers in the setting

Your completed work should not exceed 3500 words. There is no lower word limit.
Work that is more than 10% over the word limit will not be marked. You should include references and a bibliography to support your work, where appropriate. References and quotations within the text are not included the word limit.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 20 – Working with children under three

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 20 - Grading criteria

Criteria	Description
E1	Complete the assignment.
E2	Describe the aims of the framework.
E3	Explain how the framework characterises children under three.
E4	Describe how your work will be organised to allow the children to develop relationships with care givers that support learning.
E5	Describe ways observations, which are linked to the framework, will be used to assess development and inform planning for children in the setting.
E6	Discuss how effective relationships with parents will be developed.
E7	Describe ways the framework resources will be used to develop activities and experiences to support the children's play and learning in the setting.
E8	Demonstrate understanding of anti-discriminatory/anti-bias practice.
E9	Include relevant references and a bibliography to support your work.
D1	Explain how flexible schedules and routines will be organised in the setting, to meet the children's individual needs.
C1	Explain how the framework provides opportunities for practitioners to reflect on their practice.
B1	Analyse the importance of play, interaction and creativity in growth, learning and development.
A1	Evaluate how recent research on early learning has influenced your assignment.

Signature of I.M. (if sampled):

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

Unit 20 Assignment – Working with Children Under Three

The assignment provides the assessment for this unit.

The completed assignment **must** be submitted and marked as a whole and not in separate sections.

Throughout the task, you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

ASSIGNMENT TASK – What do I have to do?

Explain how your work with children from birth to three years may be developed to provide quality provision and effective practice. The explanation needs to consider the aims and principles of the Birth to Three Matters Framework and how you may use the materials effectively.

The assignment must include:

- the aims of the framework
- how the framework characterises children under three
- how your work will be organised to allow the children to develop relationships with care givers which support learning
- ways observations, which are linked to the framework, will be used to assess development and inform planning for the children in the setting
- how effective relationships with parents will be developed
- ways the framework resources will be used to develop activities and experiences to support the children's play and learning in the setting.

Your completed work should be up to **3,500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** You should include references and a bibliography to support your work. References and quotations within the text are not included in the word limit.

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 21 – Communicating Matters within the Early Years Setting

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 21 – Communicating Matters within the Early Years Setting

Criteria	Grading Criteria	Grading requirements
E1	Complete the practical assessment task for each module	The task for each module must be completed. All sections of each task booklet must be attempted. The three tasks together must achieve the minimum of grade E. Confidentiality must be maintained throughout all tasks.
E2	Show understanding of one child's knowledge of language and language behaviour	<p>Module 1 task: Part 1. The five observations of one child participating in different day-to-day activities must be completed. One observation must include the practitioner and child in a one-to-one activity.</p> <p>The child's language behaviour and knowledge of language must be shown by using the information from the observations and must show how changes occur in the different situations observed. e.g. W. comments on his actions with simple repetitive words and phrases; W has a good control over the use of vocabulary and uses words like--; W's language is not directed at anyone in particular, he does not seem to use language to interact effectively; in observation four W showed how he can be a fairly fluent language user when...</p>
E3	Describe two ways to develop and improve your conversation with young children	<p>Module 1 task: Part 2. The transcription of a short section of a conversation must be completed and attached to the task booklet. Write about your role in the conversation and describe two ways in which you would change what you did or increase the child's contribution? e.g. my questions did not seem to encourage W to respond and I need to...</p>
E4	Describe two ways to develop children's ability to participate in discussion	<p>Module 2 task: Part 1. It must be clear that this task is your own action research. The transcription of the part of your activity which supports your descriptions must be completed and attached to the task booklet. Use the outcomes of this activity to write about two ways that you will change your language behaviour to develop children's ability to participate in discussions. e.g. it is important for me to find ways to leave more time for children to comment ---</p>

Unit 21 – Communicating Matters within the Early Years Setting (continued)

Grading requirements	
Criteria	Grading Criteria
E5	Identify two strategies that you can use to encourage children to engage in sustained discussion
E6	Show understanding of one child's knowledge of language and language behaviour when this child is following a different pathway to communication and language.
E 7	Show understanding of one child's knowledge of language and language behaviour when this child is following a different pathway to communication and language.
E8	Describe two ways to interact communicatively with one child who is following a different pathway to communication and language
E9	Show an understanding of anti-discriminatory/anti-bias practice
E10	Show that Communicating Matters training materials have been used to support your work
	<p>Module 2 task: Part 2. It must be clear that this task continues your own action research and is based on the changes to your language behaviour described in E4. The transcription of the part of the activity which supports your strategies must be completed and attached to the task booklet. Use the outcomes of this activity to write about two strategies which you will use to encourage children to engage in sustained discussion. e.g. this activity shows that my strategy to withhold my immediate response and create a short quiet time when children find a way to comment can be effective to enable children to enter into the discussion.</p> <p>Module 3 task: Part 1. The five observations of one child participating in different day-to-day activities must be completed. The chosen child must be either a child following a different pathway to communication and language or a different pathway to learning English.</p> <p>The child's language behaviour and knowledge of language must be shown by using the information from the observations and must include the child's social communication skills, the different kinds of communication shown or experienced by the child and the issues for the setting. e.g. M makes detailed comments using a wide vocabulary and clearly understands the language she is using; M uses most aspects of oral language well but she seems to lack the interaction that encourages feedback from other children.</p> <p>Give one example of action which the setting should take in relation to this child's language behaviour or knowledge of language e.g. M rarely volunteers information and an issue for the setting is to encourage her to respond.</p> <p>Module 3 task: Part 2. The description or transcription of a one-to-one communicative activity between the practitioner and the child must be completed and attached to the task booklet. Write about the child's contribution to the activity, your own contribution and describe two ways either that you have used successfully or will use in the future to help children to communicate.</p> <p>This should be in evidence in responses to the communicative needs of the children observed in the tasks for Module 1 and Module 3, as shown in E2, E3, E6 and E7.</p> <p>Include two appropriate references to the Communicating Matters training materials within each of the three tasks.</p>

Unit 21 – Communicating Matters within the Early Years Setting (continued)

Criteria	Grading Criteria	Grading requirements
D1	Show an understanding of the strands of communication and language	The Strands of Communication and Language' given in the booklet are applied accurately. e.g. M is able to put together quite complex sentences that make grammatical sense and is showing her ability to structure language; W speaks clearly and knows and uses many of the sounds and signs of language confidently.
C1	Analyse the information about children's communicative behaviour that is obtained from the observations.	Where appropriate within each task, write in detail about a child or children's use of language and communication and their interaction with other children and adults. e.g. in which ways does the child initiate a comment; what are the individually different ways that the children use to take turns in a discussion, what communicative pathways are used?
B1	Examine your management of children's language behaviour	Where appropriate within each task, examine in detail the ways you enable a child or children to use and extend or develop their communicative abilities. e.g. why will you use particular strategies to develop children's discussion; how will changing what you did help the child to contribute to a conversation?
A1	Reflect on your language behaviour when communicating with young children	Where appropriate within each task, consider in detail the positive and negative aspects of your own use of language with young children. e.g. this may include a review of the role you take in conversations or discussions, why the changes to your language behaviour which you identify are necessary and how you evaluate your practice.

Communicating Matters Module 1

An Introduction to communication and language in early years settings. 1771-2005DOC-EN

Communicating Matters Module 1 Task Booklet: 1772-2005DOC-EN

Communicating Matters Module 2

The management and organisation of communication and language

in early years settings by children and practitioners. 1773-2005DOC-EN

Communicating Matters Module 2 Task Booklet: 1774-2005DOC-EN

Communicating Matters Module 3 Exploring different pathways to communication, language and English. 1775-2005DOC-EN

Communicating Matters Module 3 Task Booklet: 1776-2005DOC-EN

Communicating Matters The Strands of Communication and Language: 1779-2005DOC-EN

Sure Start/DfES/ Primary National Strategy. Crown copyright 2005

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

Unit 21 Assessment – Communicating Matters within the Early Years Setting

The assignment provides the assessment for this unit.

Communicating Matters in the Early Years Setting has 3 modules within the unit.

You must complete the tasks for all three modules. The three tasks must be submitted as one assessment.

Throughout each task you should ensure that you address anti-discriminatory/anti-bias practice where appropriate to the task.

ASSIGNMENT TASK – What do I have to do?

- | | |
|----------|--|
| Module 1 | An introduction to communication and language in early years settings. |
| Module 2 | The management and organisation of communication and language in early years settings by children and practitioners. |
| Module 3 | Exploring different pathways to communication, language and English. |

This page is intentionally blank.

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

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

Unit Submission Form

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

Centre

Site/Centre Code:

Site/Centre Name:

Declaration

Unit 22 – Listening to Young Children within the Early Years Setting

I declare that this is entirely my own work and I understand that any grades are provisional until confirmed by CACHE.

Candidate Name:

Candidate PIN:

Candidate Signature:

Date:

Tutor Feedback

Word Count

To be filled in by the candidate –

Number of words used in the assignment:



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

Signatures

Grade awarded:

Tutor Signature:

Date:

IM Signature:
(if chosen for sample)

Date:

Unit 22: Listening to Young Children within the Early Years Setting

Criteria	Grading Criteria	Grading requirements
E1	Complete the assignment task	All aspects of the task must be completed within the word limit.
E2	Discuss the importance of listening to children	Write about a range of reasons for listening to young children which acknowledge that they are active participants in their daily lives e.g. valuing their contributions and perspectives, enabling them to contribute, recognising their unique contributions and rights; improving their safety.
E3	Describe ways of listening to children	Give more than one way of listening to children to show the physical and verbal complexities of listening and how the listener affects what children may say.
E4	Include information gathered from listening to a group of children	Provide information in the form of an observation record which includes relevant details of the children, the context, the child to child and child to adult interaction, what is said and who is saying it. The observation record should show your understanding of the relevant aspects of the ethical framework for participatory work with children.
E5	Describe how to interpret the information gathered from children	Give a description of how information gathered from listening to children can be used to inform adults. This may include considering how children express feelings, the effects of cultural differences or individual needs, evidence of their development, well-being or social interactions, perceptions of the world around them, approaches to problems and what they are learning from each other.
E6	Identify how the information gathered from children informed your practice	Show how the information gathered from listening to children enabled you to help children to continue talking about what interests or concerns them by, for example, using your understanding of their relationships with each other or aspects of their experience in the setting which need consideration and comment on the effect this information has had on your practice e.g. in making an effort not to 'lead' children's talk and behaviour.
E7	Reflect on your own effectiveness in listening to children	Write about why what you do to listen to children works or does not work, giving reasons which may be supported by your identification of how the information gathered from listening to children has informed your practice (E6) e. g. providing children with choice about how they participate in talk; making time for children to be heard.

Unit 22: Listening to Young Children within the Early Years Setting (continued)

Criteria	Grading Criteria	Grading requirements
E8	Describe how to establish a listening culture in a setting	Give more than one way to encourage and promote changes which will help to develop a listening culture by subscribing to a reflective practice within the setting e.g. ensuring that children's voices and views are heard; monitoring the effect of adults' attitudes.
E9	Show an understanding of anti-discriminatory/anti-bias practice	The information gathered from listening to children (E4) together with evidence of the ways in which this information has been interpreted (E5) and has informed your practice in listening to young children (E6) will meet this criterion.
E10	Include references and a bibliography to support your work	Include at least two different appropriate references within the text of the assignment AND a bibliography at the end of the work.
D1	Explain how to overcome barriers to listening to children	A development of E2 and E8. Identify reasons why adults may not engage in active listening, e.g. they may not recognise the value, and show how understanding the benefits to children of promoting a listening culture can develop positive attitudes in adults.
C1	Explain how listening helps children form socially inclusive adult-child relationships	A development of E6. Consider how listening to young children can enable them to develop the competencies that support their participation in mutually respectful, reciprocal adult-child relationships e.g. children can find ways to contribute their own ideas in their own way when adults show that they value children's perspectives.
B1	Analyse the theories and research which underpin the methodology of the 'Listening to Young Children' Project	This should be a considered response to the conceptual framework for 'Listening to Young Children' and to each of the three key principles which are embedded in the resource.
A1	Evaluate the concept of young children as active participants in the planning, delivery and evaluation of policies and services that are relevant to them.	Consider the ethical issues which underpin young children's right to be heard and critically assess what is involved in promoting young children's right to participate in decision-making processes on matters which affect their lives.

Coram Family Publication: Listening to Young Children

Listening to Young Children: A Training Framework
 Listening and Looking: The Practitioner Handbook
 Promoting Listening to Young Children: The Reader

Open University Press; Mc Graw-Hill Education
 ISBN 0-335-21372-3

This page is intentionally blank.

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

Unit 22 Assignment – Listening to Young Children within the Early Years Setting

The Assignment Task – What do I have to do?

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottinghamshire NG150DJ
Tel: 0845 60 22 260
Fax: 0845 60 33 360
www.dfes.gov.uk
Email: dfes@prolog.uk.com

DfES booklet reference numbers:

The Strands of Communication and Language – Ref: 1779-2005DOC-EN

Module 1	An introduction to communication and language in early years settings – Ref: 1771-2005DOC-EN
Module 1	Task Booklet – Ref: 1772-2005DOC-EN
Module 2	The management and organisation of communication and language in early years settings by children and practitioners – Ref: 1773-2005DOC-EN
Module 2	Task Booklet – Ref: 1774-2005DOC-EN
Module 3	Exploring different pathways to communication, language and English – Ref: 1775-2005DOC-EN
Module 3	Task Booklet – Ref: 1776-2005DOC-EN

This page is intentionally blank.

Candidate's Record of Grades achieved for the CACHE Level 3 CPD

Grades achieved	Description of Unit	Hours per Unit	No of Increments	Unit Grade Grade A		Unit Grade Grade B		Unit Grade Grade C		Unit Grade Grade D		Unit Grade Grade E		Points achieved per unit
				Grade Value	Points	Grade Value	Points	Grade Value	Points	Grade Value	Points	Grade Value	Points	
				Distinction		Merit		Pass						
				Grade Value	Points	Grade Value	Points	Grade Value	Points	Grade Value	Points	Grade Value	Points	
MANDATORY UNIT Individual Professional Development	60	2	5	10	4	8	3	6	2	4	1	2		
			5	10	4	8	3	6	2	4	1	2		
			Distinction		Merit		Pass							
OPTION UNIT 1 <i>Unit Title:</i> OR PROFESSIONAL DEVELOPMENT AWARD 1 <i>Unit Title:</i>	60	2	5	10	4	8	3	6	2	4	1	2		
			5	10	4	8	3	6	2	4	1	2		
			Distinction		Merit		Pass							
OPTION UNIT 2 <i>Unit Title:</i> OR PROFESSIONAL DEVELOPMENT AWARD 2 <i>Unit Title:</i>	60	2	5	10	4	8	3	6	2	4	1	2		
			5	10	4	8	3	6	2	4	1	2		
			Distinction		Merit		Pass							
Total number of points achieved:														



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

No of Increments x Grade Value = Points for unit assignment

To achieve the CACHE Level 3 Certificate of Professional Development in Work with Children and Young People (CPD) candidates must achieve a minimum of Grade E for each Option Unit of the CPD or a minimum of a Pass grade for a CACHE Professional Development Award

The overall grade for the CACHE Level 3 Certificate of Professional Development in Work with Children and Young People is determined by the number of points gained within the ranges shown:

Candidates must achieve	to gain overall Grade
26 – 30 points	A
21 – 25 points	B
16 – 20 points	C
10 – 15 points	D
6 – 9 points	E

This page is intentionally blank.