

# **CACHE**

## **Candidate Handbook**

**CACHE Level 3 Diploma in Home-based Childcare**

**Syllabus, Regulations and Assessment Materials (Centres have a Centre  
Information Pack which contains additional information)**

**September 2006**

**2nd edition**

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## Information Sheet

### Your Personal Details

Name:

Address:

Telephone Number:

PIN:

Date you registered for the Diploma in Home-based Childcare:

### Your Study Centre Details

Site/Centre Name:

Address:

Telephone Number:

Site/Centre Number:

Name of your Course Tutor:

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## Introduction

### **The CACHE Level 3 Diploma in Home-based Childcare:**

- is a joint initiative qualification between CACHE and the National Childminding Association
- is a new 5 Unit Award for home-based childcare practitioners and an updated qualification for childminders
- outlines the necessary regulations and legislation governing home-based childcare
- includes Unit 1 Introducing Childcare Practice (a stand-alone unit) which has been updated to meet specific statutory requirements for home-based childcare practitioners seeking childminding registration and home-based childcarer approval
- develops the knowledge and skills needed for home-based childcare practitioners to support and enhance the development of children and young people from 0 – 16 years
- supports home-based childcare practitioners to develop skills in observation, assessment, and planning for children's learning
- promotes inclusion, diversity and equality of opportunity, and supports home-based childcare practitioners to meet each child's individual learning needs
- promotes positive partnerships between parents or primary carers and the home-based childcare practitioner in relation to the care and education of their children
- outlines the responsibilities of home-based childcare practitioners to support children's social and emotional development and well being, and keep them safe
- supports home-based childcare practitioners to offer a cohesive, effective childcare service for families seeking home-based care and education for their children

Achieving this qualification allows you to work in an unsupervised capacity in a range of settings.

Candidate Registration period is for three years and may be extended if necessary, as long as the award is accredited by the regulators.

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# Section 1

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## Section 1

### **What do I do first?**

You must register with CACHE through your centre. You will receive a personal identification number (PIN) from CACHE. You must have this PIN to enter for the external assessment for the award.

### **Award Fees**

CACHE charges a registration fee for all candidates which will be dealt with by your centre. If you need information about fees, you should contact your centre.

### **Entry Requirements for this Diploma**

There are no formal entry qualifications for this Diploma, however your centre may set their own criteria. You must be at least sixteen years old at the date of registration for the award.

### **Possible Restrictions on Candidate Entry**

If you work with children and young people you are exempt from the Rehabilitation of Offenders Act 1974. Criminal Record Bureau checks may be necessary for volunteers, candidates in placement and employees working in this vocational area.

### **The links between this Diploma programme and the National Occupational Standards**

This Diploma has been designed:

- firstly, to provide knowledge and understanding which supports competent performance, and
- secondly, to offer training in many of the practical skills and competencies set out in the National Occupational Standards in Children's Care, Learning and Development (2005) at level 3 which are available on the CACHE website. Please see Annex C – The CACHE website: [www.cache.org.uk](http://www.cache.org.uk).

### **Key Skills**

This is not a compulsory part of the CACHE Level 3 Diploma in Home-based Childcare, but you may be required to study Key Skills.

With your tutor, you may wish to use the website, to identify where the best evidence for your Key Skills portfolio can be found.

## The Structure of the Diploma

The Diploma has 5 units. You must complete all 5 units to gain the Diploma:

Unit	Title	Recommended Guided Learning Hours
1	Introduction to Childcare Practice (home-based)	12 hours
2	Childcare and Child Development (0-16) in the Home-based setting	30 hours
3	The Childcare Practitioner in the Home-based Setting	30 hours
4	Working in Partnership with Parents in the Home-Based Setting	30 hours
5	Planning to Meet the Children's Individual Learning Needs in the Home-based Setting	30 hours

Each individual unit can stand-alone, is individually assessed and can be certificated. Unit 1 should be taken first, units 2 – 5 can be studied in any order.

## Recommended guided learning hours

Your centre will use a number of different teaching methods so that not all the recommended hours will be spent in the classroom.

## Attendance at Classes

CACHE recommends that you attend at least 80% of the teaching time allocated by the centre for each unit. Your centre will keep a record of your attendance and if they feel that you have not attended sufficient teaching time, they may ask you to take additional study before allowing you to submit the relevant assignment.

## Remission of Tuition

If you have a considerable amount of experience or previous training, you should discuss remission of tuition with your study centre. The centre may agree a reduction of up to 50% teaching time. However, you will have to complete all the assessments and multiple choice question paper to gain the award.

## Accreditation of Prior Experience and Learning (APEL)

Candidates who have successfully completed Unit 1 (Introducing Childminding Practice) of the CACHE Level 3 Certificate in Childminding Practice award since **1 September 2002** may have this unit accredited against Unit 1 (Introduction to Childcare Practice) of the Diploma in Home-based Childcare. Your centre will explain how you can do this. You will then need to successfully complete units 2 – 5 of the Diploma to achieve the whole award.

## Practical Training

There is no formal assessment of your practical work but many of your assignments directly relate to your day-to-day work.

## Progression from the Diploma

After you have achieved the Diploma in Home-based Childcare, you could:

- work towards the NVQ level 3 in Children's Care, Learning and Development
- progress to a related Level 4 qualification.

## Credit Qualifications Framework for Wales (CQFW)

In Wales a credit and qualifications framework has been developed which enables small learning achievements to be recognised formally. These credits may be accumulated towards qualifications which gives a greater flexibility and allows you to gain a qualification in a manner that suits your circumstances.

Credit is a measurement of learning; 1 Credit represents 10 hours of learning needed to achieve the Learning Outcomes.

The Level 3 Diploma in Home-based Child Care has had credit assigned to its units and has been added to the Credit Qualifications Framework Wales (refer to table below).

Unit Title	Unit Level	Credit Value
1 - Introduction to Childcare Practice (home-based)	3	2
2 - Childcare and Child Development (0-16) in the Home-based Setting	3	5
3 - The Childcare Practitioner in the Home-based Setting	3	4
4 - Working in Partnership with Parents in the Home-based Setting	3	4
5 - Planning to Meet the Children's Individual Learning Needs in the Home-based Setting	3	5

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# **Section 2**

## **The Syllabus**

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## Section 2 – The Syllabus

### Unit 1 – Introduction to Childcare Practice (home-based)

This unit is for practitioners as they begin their home-based childcare careers. It will help you prepare for your new job by:

- teaching you how to assess the home-based setting for risks and make it a safe and healthy environment for children
- teaching you to plan how you will work with the children, including planning routines and activities, helping them settle into your care and managing their behaviour
- helping you make a good start in your relationships with parents and primary carers
- making you aware of your responsibility as a practitioner in taking action if you suspect children may be suffering abuse or neglect
- teaching you how to set up your childcare service and ensuring you know how to meet any legal requirements.

### Learning

This unit will teach you about:

- 1. Establishing a safe and healthy childcare environment in a home-based setting:**
- a) Assess and take appropriate action to ensure the home environment is safe for children of different ages and stages of development
  - b) Select appropriate equipment to meet the needs of children of different ages and ensure that it is safe for use
  - c) Maintain equipment according to manufacturer's guidance
  - d) Supervise children appropriately, according to their stage of development and the activities they are doing, both in and outside the home
  - e) Safeguard children outside the home by
    - observing road safety and relevant legislation when travelling with children by car and other modes of transport
    - assessing the safety of playgrounds and other outdoor environments.
  - f) Maintain a clean and safe home environment by knowing how to
    - use hygienic work practices
    - dispose of all waste materials safely
    - store and prepare food safely
    - assess risk in relation to pets

- g) Plan how to respond to accidents and incidents by
- making your own personal emergency plan
  - recording accidents and incidents
  - practising evacuation procedures with the children
- h) Understand the importance of having a current first aid qualification for babies and young children
- i) Know about the safe storage and administration of medicines.

**2. Establishing routines for home-based childcare:**

- a) The importance of establishing a routine for the child's day and of taking account of parent's wishes
- b) Planning and implementing routines which meet the needs of children of different ages and stages of development including
- arrivals and departures
  - taking children to and from school and playgroup/pre-school
  - meal and snack times
  - sleep and rest periods
  - children's play and activities
  - taking children out and about
  - homework and early evening activities for school age children.

**3. Providing play and other activities for children in a home-based setting:**

- a) The importance of play as a part of children and young people's learning and all round development
- b) Promoting development through play
- c) What you can learn about children from observing their behaviour and play
- d) Planning play and activities in the home, including using household items and domestic activities
- e) The availability and value of other resources including libraries, drop-ins, toy libraries and equipment loan schemes.

**4. Introducing children and their families to your childcare service:**

- a) The importance of working in partnership with parents for the well-being of the child
- b) The importance of sharing information with parents and ways to do this
- c) The effects on children of different ages and their families of the transition from the family home to other childcare setting or carer
- d) The importance of preparing the child and their family for this change
- e) Strategies to prepare and support the child and parents during the settling in period
- f) The importance of effective communication with parents and children.

**5. Managing children's behaviour in the home-based setting:**

- a) Factors which influence children's behaviour including behaviour related to particular stages of child development (ie. toddler tantrums, difficulties during transition from carer to carer or from one environment to another)
- b) The importance of consistency of care between the home-based practitioner and the parents
- c) How to develop and share a framework for children's behaviour such as 'house rules' and 'setting agreed boundaries'
- d) Strategies to promote positive behaviour and respond to challenging behaviour.

**6. Inclusion and anti-bias practice:**

- a) The importance of valuing each child as an individual
- b) Understanding that children develop and learn as individuals
- c) The effects of prejudice and stereotyping on children
- d) The importance of the home-based practitioner being a positive role model to the children
- e) Creating an environment in which all children feel welcomed, respected and included.

**7. Child protection in the home-based setting:**

- a) Definitions and types of abuse to include physical, emotional and sexual abuse and neglect
- b) Common signs and symptoms of possible abuse.
- c) Understanding the nature and extent of child abuse
- d) Empowering children to protect themselves and to understand that they have rights
- e) Bullying: recognition, prevention, supporting children and appropriate action

- f) Your responsibilities if you suspect that a child may have been abused including
  - the action that your local authority requires you to take if you suspect abuse
  - any specific local guidance and procedures
  - the importance of making a written record of what you have observed
- g) The vulnerability of practitioners, and in the case of childminders, their families, to allegations of abusing children, the importance of keeping records of incidents, and where and how to seek advice.

#### **8. Starting a home-based childcare service:**

- a) Current, relevant legislation and the role of regulatory bodies
- b) The importance of effective record-keeping and the information that needs to be kept on the child and their family
- c) How to negotiate and agree a contract with parents
- d) Sharing information, confidentiality and data protection
- e) Financial planning in setting rates for childcare services
- f) How to maintain accurate financial records, including deductible costs, and, in the case of childminders, to meet statutory requirements
- g) The importance of having written policies if required by law, sources of help and guidance
- h) The importance of having adequate public liability insurance cover
- i) How to market your childcare service effectively
- j) Sources of support and information on setting up and running your childcare service
- k) Information about continuing professional development, training and quality assurance.

## Learning outcomes

On successful completion of this unit you should be able to:

1. provide a safe and healthy childcare environment in a home-based setting
2. provide a variety of suitable routines for children in a home-based setting
3. plan and provide appropriate play and other activities for children in a home-based setting
4. work in partnership with parents
5. evaluate a range of techniques for the management of children's behaviour in the home-based setting
6. promote anti-discriminatory, anti-bias practice in the home-based setting
7. protect children in the home-based setting
8. identify and evaluate key factors in setting up a childcare service.

You will need to demonstrate that you have achieved the outcomes by successfully completing the assessment for this unit.

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## Unit 2 – Childcare and Child Development (0-16) in the Home-based Setting

This unit will teach you about:

- Promoting children's rights
- Working with disabled children and their families
- Children's development and well-being.

### 1. Promoting children's rights

- a) The UN Convention on the rights of the child and its relevance for home-based childcare
- b) The historical and legislative background
- c) The law relating to children and young people in the UK
- d) Inequality and the effects on children and their families
- e) Negative effects of discrimination and prejudice on all children
- f) Equal opportunities and anti-bias practice in home-based care
- g) Strategies for challenging prejudice and discrimination
- h) Developing your own policy in relation to inclusion, diversity and equality of opportunity.

### 2. Working with disabled children and their families

- a) The importance of understanding disability equality issues, including
  - definitions of impairment and disability
  - the value of the social model of disability compared with the medical model
  - the significance of images and language.
- b) Inclusion and home-based childcare
  - the importance of treating the child as an individual, not labelled by the impairment or condition
  - how to provide play and learning activities for disabled children
  - how to help children learn about disability
- c) The role of the practitioner in working with the families of disabled children.

**3. Children's development and well-being:**

- a) Development from birth to 16 years
- b) Frameworks for understanding child care and development from birth to 16 years (e.g Birth to Three Matters)
- c) Planning and providing care for mixed age groups of children
- d) Caring for school age children
  - the importance of the three-way communication between you, the children's parents and school
  - planning suitable activities for before and after school, and in school holidays
  - the difficulties which may arise in combining the care of babies with looking after older children.
- e) Child health
  - the importance of working with parents to establish routines and continuity of all aspects of care
  - how to promote the health and physical development of children in a home-based setting
  - the safety and equality issues involved in physical development
  - the principles of providing a healthy, balanced and appropriate diet
  - the importance of ensuring that children have opportunities for physical activity and rest appropriate to their stage of development
  - how to recognise children's illnesses and how to deal with children who become ill whilst in your care
  - ways of helping children learn how to keep themselves safe and healthy.
- f) How children learn
  - the significance of children's sensory experiences
  - how children develop imagination and creativity
  - the importance of developing attention span and memory
  - how children develop understanding of mathematical and scientific concepts.

- g) Social and emotional development
- the importance of the development of self-image and self-esteem
  - children's interaction and relationships with others
  - balancing children's growing needs for independence with the need to keep children safe
  - the common causes of challenging behaviour in children
  - how you can take a positive approach to managing children's behaviour
  - the importance of working in partnership with parents
  - how to develop and promote positive relationships with children.
- h) Language and communication
- the importance of children's development of oracy and literacy
  - how children develop communication and language skills
  - the issues involved in adults' communication with children
  - using books and stories with children.
- i) The role of home-based practitioners in providing play and experiences of the real world, to help children develop and learn.

## Learning outcomes

On the successful completion of this unit, you should be able to:

1. Demonstrate how the home-based practitioner can promote the rights of all children
2. Explain the importance of inclusive practice and how this can be implemented in the home-based setting
3. Provide for children's development and well being from birth to 16 years

**You will need to demonstrate that you have achieved the outcomes by successfully completing the Unit Assignment.**

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## Unit 3 – The Childcare Practitioner in the Home-based Setting

This unit will teach you about:

- The reflective practitioner
- Assertiveness and valuing yourself
- Marketing your childcare service
- Policy writing
- Interagency working and other professionals
- Child Protection
- Continuing Professional Development.

### 1. The reflective practitioner:

- a) Understanding what is meant by being 'a reflective practitioner'
- b) Reflection on practice
- c) Evidence base for benefits of home-based care and learning.

### 2. Assertiveness and valuing yourself:

- a) The significance of valuing and protecting yourself
  - the importance of seeking support when you need it
  - the need to balance the demands of the job with family life
  - the meaning of assertiveness.
- b) Use of assertiveness techniques
  - personal rights and responsibilities
  - responding to requests
  - dealing with criticisms and conflict
  - challenging
  - listening
  - affirmation.

**3. Marketing and managing your childcare service:**

- a) Delivering a quality childcare service, including
  - being reliable and committed
  - being well organised and business-like
  - continuing to keep up-to-date and develop new knowledge and skills.
- b) Running the financial side of your childcare service, including
  - keeping financial records
  - maintaining effective contracts and reviewing your rates
  - claiming benefits
  - investing in your childcare service.
- c) Marketing your childcare service
  - working with local information and other services
  - marketing materials and advertising.

**4. Policy writing:**

- a) Statutory requirements in relation to policies in home-based settings
- b) How to write a policy
- c) Sharing policies with parents and others
- d) Monitoring, evaluating and reviewing your policies.

**5. Inter-agency working and other professionals:**

- a) The importance of treating your childcare role as a profession, and presenting yourself as a professional carer
- b) Working with other professionals
- c) Sharing information and liaising in the interests of the child
- d) The factors which make for successful relationships with other professionals.

**6. Child Protection:**

- a) Review of previous learning and experience
- b) The social context of abuse including reasons for abusive behaviour
- c) Strategies to enable children to protect themselves from abuse and bullying, working in partnership with parents
- d) Issues in relation to home-based childcare and child protection e.g. "whistle blowing"
- e) The issues involved in working with children who have been abused
  - the importance of developing clear communication and shared expectations in working with the child's family, social worker or other professionals
  - the importance of understanding the boundaries of your role
  - the importance of seeking support for yourself.

**7. Continuing Professional Development:**

- a) The importance of continuing to undertake training to up-date and refresh skills and knowledge
- b) Planning, recording and reflecting on your professional development needs
- c) Quality assurance schemes including Quality First for individual practitioners and Children Come First childminding networks
- d) The qualifications framework including NVQs and Foundation degrees, Sources of help, guidance and funding in relation to CPD.

## Learning outcomes

On the successful completion of this unit, you will be able to:

1. Demonstrate the importance of reflective practice and how to become a reflective practitioner in the home based setting
2. Show an understanding of the skills and knowledge required to be an assertive practitioner and the importance of valuing the skills of the home-based practitioner
3. Demonstrate how to market and manage your own childcare service
4. Identify the main principles of developing and implementing policies in the home-based setting
5. Explain the importance of inter-agency work and how the home-based practitioner can work effectively with other professionals
6. Explain the main issues involved in the protection of all children
7. Explain the importance of continuing professional development to the home-based practitioner.

**You will need to demonstrate that you have achieved the outcomes by successfully completing the Unit Assignment for this unit.**

## Unit 4 – Working in Partnership with Parents in the Home-based Setting

This unit will teach you about:

- The childcare practitioner and the community
- Families, cultures
- Promoting positive relationships with parents or other primary carer
- Confidentiality, data protection and the law
- Contracts and complaints
- Communication with the child's primary carer

### 1. The childcare practitioner and the community:

- a) Childcare, parenting and government policy
- b) Factors that influence parents in choosing childcare
- c) History of childminding, nannies and home-based childcare.

### 2. Families and cultures:

- a) Different family structures and traditions
- b) The importance of understanding and respecting variations in families' values and practices in childrearing and child care.

### 3. Promoting positive relationships with parents and the importance of valuing the child's primary carer:

- a) How parenting skills are learned, and the importance of acknowledging and respecting differences
- b) The issues involved in supporting the child's parents in their role
  - understanding that there is no one 'correct' way to bring up children
  - understanding that all parents find the role difficult at times
- c) Understanding that the child's parents have negative as well as positive feelings about their children
- d) The stresses that parents may be under and how those stresses may affect their ability to exercise their parenting skills
  - the factors which make it more or less difficult to cope with stress
  - understanding why you should not be judgmental or stereotype families
- e) Supporting parents experiencing difficulties
- f) Supporting parents who want to access Government guidance and funding for Early Years Education.

**4. Confidentiality, data protection and the law:**

- a) What is meant by confidentiality
- b) The importance of handling information about children and families in a confidential way
- c) Why and how confidentiality must be maintained and the circumstances in which it can be breached.

**5. Contracts and complaints:**

- a) The importance of monitoring and reviewing contracts at agreed intervals
- b) Complaints policy, procedure and protecting yourself against complaints
- c) The role of the regulator and other bodies in dealing with complaints.

**6. Communication:**

- a) The importance of effective communication between you and parents, including the need for a regular exchange of information about children
- b) Communication difficulties and strategies for addressing them
- c) The importance of maintaining the balance between the personal/friendly and the business/contractual aspects of the relationship
- d) Conflict resolution.

## Learning outcomes

On the successful completion of this unit, you will be able to:

1. Describe the factors that have influenced the development of home based child care and the choices parents make
2. Explain different family structures and the importance of valuing different family types and traditions
3. Show how the home based practitioner can promote positive relationships with all parents
4. Evaluate the role of the home-based practitioner when maintaining confidentiality
5. Show an understanding of contracts and how to deal with complaints
6. Explain how to communicate effectively with parents and how to resolve conflicts

**You will need to demonstrate that you have achieved the outcomes by successfully completing the Unit Assignment for this unit.**

## Unit 5 – Planning to Meet the Children’s Individual Learning Needs in the Home-based Setting

This unit will teach you about:

- Observation and assessment of children's development in a home-based setting
- Prepare, implement and evaluate plans for home-based groups of children of different ages and abilities
- Meeting individual learning needs in the home-based setting

### **1. Observation and assessment of children's development in a home-based setting:**

- a) The planning cycle
- b) Rationale for and methods of child observation and assessment
- c) Interpretation and evaluation of observations
- d) Using observation and assessment to inform planning
- e) Monitoring and evaluation of the planning cycle
- f) Record keeping and sharing information with families.

### **2. Prepare, implement and evaluate plans for home-based groups of children of different ages and abilities:**

- a) How various approaches (e.g. Early Learning Goals/Desirable Outcomes for Children's Learning, the National Curriculum, or curriculum framework appropriate to the country in which you work) categorise areas of children's development and learning in different ways
- b) Promoting children's development through planned and unplanned experiences and play
- c) Implementing frameworks for early education and learning (e.g. Birth to Three Matters, Foundation Stage/Phase, or curriculum framework appropriate to the country in which you work)
- d) Curriculum plans
  - the purpose of having a curriculum
  - curriculum plans – long, medium and short-term
  - planning for individual children's learning, and in mixed age groups.
- e) Care and learning needs of older children and young people
- f) The importance of helping children to have high expectations and aspirations
- g) The importance of valuing and celebrating differences amongst people and helping children to learn about cultures different from their own
- h) Assessing and evaluating children's learning in the home-based setting.

**3. Meeting individual learning needs in the home-based setting:**

- a) The importance of identifying the child's individual needs through observation and assessment
- b) Legislation and funding for 'special educational needs' in home-based childcare
- c) The role of the practitioner in working with children with 'special educational needs'
  - the Code of Practice
  - statementing: the graduated approach and supporting a child's primary carer through the process of statementing.
- d) The role of the Special Educational Needs Co-ordinator in supporting home-based practitioners
- e) Individual learning plans
- f) Sources of support and information for home-based practitioners and parents
- g) Working with parents and others in meeting children's individual learning needs.

**Learning outcomes**

On successful completion of this unit you will be able to:

1. Use a range of methods of observation and assessment to support your work with children
2. Plan, provide and evaluate appropriate experiences and play
3. Explain how you meet children's individual learning needs in a home-based setting

**You will need to demonstrate that you have achieved the outcomes by successfully completing the assignment for this unit.**

## **Section 3**

### **Assessment of your learning and practical competence**

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## Section 3 – Assessment of your learning and practical competence

You will have to complete each of the following assessments at E grade or above to gain the Diploma.

Units	Type of Assessment
1	Multiple choice questions
2	Assignment
3	Assignment
4	Assignment
5	Assignment

### External assessment by multiple choice question paper

The multiple choice question paper measures your knowledge of Unit 1.

You will not see the paper in advance, so you will have to make sure you are confident about everything that you have learned in the unit. The paper is written by CACHE and is available monthly. Your centre and tutor will give you plenty of notice so that you can prepare. The test consists of 25 multiple-choice questions. You can only achieve a Pass or Refer grade for this unit.

Your centre may request a remark if they, and you, do not think the result is a true reflection of your performance. This must be done within 20 working days of the result reaching your centre. You must be aware that the mark sheets are optically read and the result is unlikely to change. If the result remains unchanged CACHE will charge your centre.

### Referral on multiple choice question paper

Results that do not achieve a pass mark will be graded as a referral. You should discuss the arrangements for being re-entered for the test with your tutor and centre.

If you are referred on your Multiple Choice Question Paper your centre may re-enter you to take the question paper again until you get enough marks.

This can be on any of the dates published by CACHE within your registration period.

## E-assessment

The assessment for this qualification is now available by e-assessment. Further details and information are available on the CACHE website or by contacting Customer Services at CACHE.

## Assessment Procedures

Each assignment will require a substantial amount of research and work.

Assignments should be submitted on A4 paper where appropriate and can be hand written in ink, typed or word-processed. You need to write your name, personal identification number and centre name and number on each sheet of paper.

## Unit Assignments

Units 2 – 5 are assessed through an assignment which is set by CACHE and marked by your centre. The assignments can be found in Section 4 of this handbook.

Your centre will set the date when you are to submit the assignment to them. There may be extenuating circumstances around your submission – you must discuss these with your tutor who will inform you of the centre's policy on handing in assignments after the date your tutor has set.

The tutor marks the assignments against the grading criteria written by CACHE which is found in Section 4 of this handbook with the assignment. The marks will be awarded according to the Grade Boundary Chart overleaf. The marker will return the assignment if you intend or need to upgrade, see referral of unit assignments below.

Then another tutor who is called an internal moderator will take a sample to ensure the correct standard has been achieved.

Finally the CACHE external moderator may select specific unit assignments to make sure that the marking at your centre is of the same standard as all other centres. The external moderator is appointed by CACHE and is independent of your centre.

### Unit Assignment (Grade boundaries)

<b>E1</b> <b>E2</b> <b>E3</b> <b>E4</b> <b>E5</b> <b>E6</b> <b>E7</b> <b>E8</b>	The candidate demonstrates a basic knowledge and understanding of the subject but there are significant omissions.  <b>For each E criteria:</b> <b>0 1</b>	The candidate demonstrates a basic knowledge and understanding of the subject with few omissions.  <b>2 3</b>	The candidate demonstrates a sound knowledge and understanding of the subject.  <b>4 5</b>
<b>E9</b>	The candidate demonstrates some understanding of individual needs and responses but is not consistent throughout.  <b>0 1</b>	The candidate demonstrates a broad understanding of individuality but is not consistent throughout.  <b>2 3</b>	The candidate demonstrates an intrinsic understanding of individuality and their role in responding to individual needs.  <b>4 5</b>
<b>E10</b>	The candidate gives at least one relevant reference or lists a source in a bibliography.  <b>0 1</b>	The candidate clearly gives at least one relevant reference. The source is listed at the end of the assignment.  <b>2 3</b>	The candidate clearly gives at least two different relevant references. The source(s) are clearly listed in a bibliography.  <b>4 5</b>
<b>D</b>	The candidate demonstrates a basic and relevant application of knowledge and understanding but there are significant omissions.  <b>0 1 2 3</b>	The candidate demonstrates a basic and relevant application of knowledge and understanding with few omissions.  <b>4 5 6 7</b>	The candidate demonstrates a full and relevant description of an application of knowledge and understanding.  <b>8 9 10</b>
<b>C</b>	The candidate provides a brief explanation relevant to the subject.  <b>0 1 2 3</b>	The candidate provides a sound but largely unsupported explanation relevant to the subject.  <b>4 5 6 7</b>	The candidate provides a full explanation, well supported by relevant examples and/or evidence.  <b>8 9 10</b>

<b>B</b>	The candidate compares some aspects. <b>0 1 2 3 4 5</b>	The candidate compares some aspects, demonstrating the relative impact of some of these. <b>6 7 8 9 10</b>	The candidate provides a full range of relevant information, demonstrating the relative impact of each aspect. <b>11 12 13 14 15</b>
<b>A</b>	The candidate draws a basic conclusion or makes a judgement without supporting evidence. <b>0 1 2 3 4 5</b>	The candidate draws a conclusion or makes a judgement based on some of the evidence available. <b>6 7 8 9 10</b>	The candidate draws a valid conclusion or makes a reasoned judgement based on a comprehensive evaluation of the evidence. <b>11 12 13 14 15</b>

A = 80 – 100  
 B = 70 – 79  
 C = 60 – 69  
 D = 50 – 59  
 E = 40 – 49

## Referral of unit assignments

If your assignment does not meet the criteria for an E grade it will be graded as a referral. You may resubmit your work with improvements. Your tutor will negotiate a resubmission date. If your assignment still does not achieve an E grade your tutor will discuss an action plan involving some extra teaching before you rewrite your assignment. All assignments must be achieved within your registration period of three years.

## Improving your grades for assignments

If you have achieved an E grade or above on your assignments marked in your centre, you may want to try to improve your result to achieve a higher grade. You have one attempt only to improve your result.

Your tutor will explain this to you.

## Plagiarism

This means claiming work to be your own which has been copied from elsewhere. All the work you submit must be your own and not copied from somewhere else unless it has been clearly referenced. Your tutor will explain how to provide a reference list showing where you found your information. If the centre has evidence that your work has been copied, it will not be accepted and you may be subject to their disciplinary procedure. To complete, you will have to submit a further piece of work for assessment.

## Additional Support

If you require additional support with your unit assignments, you can access the following documents from the CACHE website:

- Finding the Level
- Assignment Guidance.

Both of these documents will help you understand what is required to complete the assignment.

Your tutor can direct you to the website – [www.cache.org.uk](http://www.cache.org.uk)

## **Reasonable Adjustments**

If you need to have special arrangements made in order for you to be able to complete the test paper or the assignments, you should discuss this with your tutor.

Different conditions and requirements apply in different circumstances. You should discuss your own particular circumstances with your study centre. They will have access to all the regulations and will apply to CACHE on your behalf.

## **Candidate Enquiries and Appeals Policy and Procedure**

CACHE operates enquiries and appeals policy and procedures which candidates may use if they wish to challenge an assessment decision. Details are available on the CACHE website: [www.cache.org.uk](http://www.cache.org.uk)

# Section 4

## Unit Assignments

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COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

## CACHE Level 3 Diploma in Home-based Childcare Unit Submission Form

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

### Centre

Site/Centre Code:

Site/Centre Name:

### Declaration

#### Unit 2 – Childcare and Child Development (0 – 16) in the Home-based Setting

Candidate Name:

Candidate PIN:

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

Candidate Signature:

Date:

### Tutor Feedback



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's Signature:

Date:

IM Signature:  
(if chosen for sample)

Date:

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## Unit 2 – Childcare and Child Development (0-16) in the Home-based Setting

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E1</b>	Identify one piece of legislation, which promotes children's rights in your setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe the role of the practitioner in meeting the individual needs of all children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Discuss how your daily routines support children's well being	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Discuss how your daily routines could meet the developmental needs of pre-school and school-aged children in your home-based setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Discuss how you promote children's safety	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Identify strategies for communicating with children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Discuss one factor that affects children's behaviour	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E8</b>	Describe strategies for challenging prejudice and discrimination when working with children and families	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E9</b>	Show an understanding of anti-discriminatory/anti-bias practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain how to implement children's rights in the home-based setting	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain why it is important to promote children's rights in the home-based setting	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse the role of the practitioner in promoting children's rights	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the impact of recent and relevant research on children's rights in relation to practice	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

A = 80 – 100      B = 70 – 79  
 C = 60 – 69      D = 50 – 59  
 E = 40 – 49

Signature of IM if sampled

## Unit 2 – Childcare and Child Development (0 – 16) in the Home-based Setting

### Internal Assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 Identify one piece of legislation, which promotes children's rights in your setting
- E2 Describe the role of the practitioner in meeting the individual needs of all children
- E3 Discuss how your daily routines support children's well being
- E4 Discuss how your daily routines could meet the developmental needs of pre-school and school-aged children in your home-based setting
- E5 Discuss how you promote children's safety
- E6 Identify strategies for communicating with children
- E7 Discuss one factor that affects children's behaviour
- E8 Describe strategies for challenging prejudice and discrimination when working with children and families
- E9 Show an understanding of anti-discriminatory/anti-bias practice
- E10 Include references and a bibliography

- D Explain how to implement children's rights in the home-based setting
- C Explain why it is important to promote children's rights in the home-based setting
- B Analyse the role of the practitioner in promoting children's rights
- A Evaluate the impact of recent and relevant research on children's rights in relation to practice

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

**Centre**

Site/Centre Code:

Site/Centre Name:

## CACHE Level 3 Diploma in Home-based Childcare Unit Submission Form

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

**Declaration****Unit 3 – The Childcare Practitioner in the Home-based Setting**

Candidate Name:

Candidate PIN:

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

Candidate Signature:

Date:

**Tutor Feedback**

Large empty box for Tutor Feedback.



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's Signature:

Date:

IM Signature:  
*(if chosen for sample)*

Date:

### Unit 3 – The childcare practitioner in the home-based setting

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E1</b>	Identify the benefits of home-based childcare	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe how to market a home based childcare service	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Identify TWO policies that the practitioner may use in a home-based setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Describe how the practitioner can work with other professionals	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Identify TWO ways the practitioner can help children protect themselves from bullying or abuse	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Describe ways to balance the practitioner's individual needs with the demands of the role	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Identify one strength and one area for development in your practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E8</b>	Describe how you will improve on the identified area for development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E9</b>	Show an understanding of anti-discriminatory/anti-bias practice in relation to working in a home-based setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Describe how to implement one childcare policy in your setting	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain why it is important to enable children to protect themselves	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse the importance of working with other professionals in the interests of the child	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the role of the reflective practitioner	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

A = 80 – 100      B = 70 – 79  
 C = 60 – 69      D = 50 – 59  
 E = 40 – 49

Signature of IM if sampled

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## Unit 3 – The Childcare Practitioner in the Home-based Setting

### Internal Assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 Identify the benefits of home-based childcare
- E2 Describe how to market a home based childcare service
- E3 Identify TWO policies that the practitioner may use in a home-based setting
- E4 Describe how the practitioner can work with other professionals
- E5 Identify TWO ways the practitioner can help children protect themselves from bullying or abuse
- E6 Describe ways to balance the practitioner's individual needs with the demands of the role
- E7 Identify one strength and one area for development in your practice
- E8 Describe how you will improve on the identified area for development
- E9 Show an understanding of anti-discriminatory/anti-bias practice in relation to working in a home-based setting
- E10 Include references and a bibliography

- D Describe how to implement one childcare policy in your setting
- C Explain why it is important to enable children to protect themselves
- B Analyse the importance of working with other professionals in the interests of the child
- A Evaluate the role of the reflective practitioner

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

## CACHE Level 3 Diploma in Home-based Childcare Unit Submission Form

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

### Centre

Site/Centre Code:

Site/Centre Name:

### Declaration

#### Unit 4 – Working in Partnership with Parents in the Home-based Setting

Candidate Name:

Candidate PIN:

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

Candidate Signature:

Date:

### Tutor Feedback

Large empty box for Tutor Feedback.



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

### Signatures

Grade awarded:

Tutor's Signature:

Date:

IM Signature:  
(if chosen for sample)

Date:

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**Unit 4 – Working in Partnership with Parents in the Home-based Setting**

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E1</b>	Describe TWO factors that influence a parent's choice of childcare	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe TWO different family structures	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Describe how the practitioner may promote positive relationships with parents	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Discuss TWO sources of stress that some parents may experience	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe how to resolve TWO potential areas of conflict between parent and practitioner	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Identify information, which needs to be shared between the practitioner and parents	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Describe how you keep information confidential	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E8</b>	Discuss ways to support a parent experiencing an identified stress	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E9</b>	Show an understanding of anti-discriminatory/anti-bias practice in relation to working in partnership with parents	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain how and when the practitioner should breach confidentiality	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain the importance of respecting and valuing different family structures	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse the benefits of home-based care	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the concept of working in partnership with parents	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

A = 80 – 100

B = 70 – 79

C = 60 – 69

D = 50 – 59

E = 40 – 49

Signature of IM if sampled

## Unit 4 – Working in Partnership with Parents in the Home-based Setting

### Internal Assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 Describe TWO factors that influence a parent's choice of childcare
- E2 Describe TWO different family structures
- E3 Describe how the practitioner may promote positive relationships with parents
- E4 Discuss TWO sources of stress that some parents may experience
- E5 Describe how to resolve TWO potential areas of conflict between parent and practitioner
- E6 Identify information, which needs to be shared between the practitioner and parents
- E7 Describe how you keep information confidential
- E8 Discuss ways to support a parent experiencing an identified stress
- E9 Show an understanding of anti-discriminatory/anti-bias practice in relation to working in partnership with parents
- E10 Include references and a bibliography

- D Explain how and when the practitioner should breach confidentiality
- C Explain the importance of respecting and valuing different family structures
- B Analyse the benefits of home-based care
- A Evaluate the concept of working in partnership with parents

COUNCIL FOR AWARDS IN CHILDREN'S CARE AND EDUCATION

## CACHE Level 3 Diploma in Home-based Childcare Unit Submission Form

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

### Centre

Site/Centre Code:

Site/Centre Name:

### Declaration

#### Unit 5 – Planning to Meet the Children's Individual Learning Needs in the Home-based Setting

Candidate Name:

Candidate PIN:

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

Candidate Signature:

Date:

### Tutor Feedback



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's Signature:

Date:

IM Signature:  
(if chosen for sample)

Date:

This page is intentionally blank.

**Unit 5 – Planning to Meet the Children’s Individual Learning Needs in the Home-based Setting**

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E1</b>	Include THREE observations that you have carried out on one child, in an appendix	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Discuss why it is important for the practitioner to observe children in their care	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Discuss the importance of planning for individual children's development and learning needs	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Describe the interests and learning needs of the child observed	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe THREE activities/experiences that would meet the developmental needs of this child	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Identify the learning that may occur for the child during the activities/experiences described in E5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Discuss the information the practitioner may record following the implementation of the activities/experiences described in E5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E8</b>	Describe how the practitioner may adapt activities/experiences described in E5 for children of a different age or stage of development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Description	Internal Marker Circle mark achieved	Internal Moderator Circle mark achieved	Resubmission/upgrade	
				Internal Marker	Internal Moderator
<b>E9</b>	Show an understanding of anti-discriminatory/anti-bias practice in planning for children's learning and development in the home-based setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain why it is important to include the child's interests when planning	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain how to meet the learning needs of mixed age groups in the home-based setting	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse the importance of planning for all children	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the implications of using an inappropriate curriculum framework for children	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

A = 80 – 100      B = 70 – 79  
 C = 60 – 69      D = 50 – 59  
 E = 40 – 49

Signature of IM if sampled

## Unit 5 – Planning to Meet the Children’s Individual Learning Needs in the Home-based Setting

### Internal Assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 Include THREE observations that you have carried out on one child in an appendix
- E2 Discuss why it is important for the practitioner to observe children in their care
- E3 Discuss the importance of planning for individual children's development and learning needs
- E4 Describe the interests and learning needs of the child observed
- E5 Describe THREE activities/experiences that would meet the developmental needs of this child
- E6 Identify the learning that may occur for the child during the activities/experiences described in E5
- E7 Discuss the information the practitioner may record following the implementation of the activities/experiences described in E5
- E8 Describe how the practitioner may adapt activities/experiences described in E5 for children of a different age or stage of development
- E9 Show an understanding of anti-discriminatory/anti-bias practice in planning for children’s learning and development in the home-based setting
- E10 Include references and a bibliography

- D Explain why it is important to include the child's interests when planning
- C Explain how to meet the learning needs of mixed age groups in the home-based setting
- B Analyse the importance of planning for all children
- A Evaluate the implications of using an inappropriate curriculum framework for children

## Candidate record of the grades achieved for the CACHE Level 3 Diploma in Home-based Childcare (DHC)

Grades achieved	Grade A	Grade B	Grade C	Grade D	Grade E	Pass (Unit 1)	Points achieved per unit
<b>Unit 1</b> Unit 1 Introduction to Childcare Practice (home-based)						1	
<b>Unit 2</b> Childcare and Child Development (0-16) in the Home-based Setting	5	4	3	2	1		
<b>Unit 3</b> The Childcare Practitioner in the Home-based Setting	5	4	3	2	1		
<b>Unit 4</b> Working in Partnership with Parents in the Home-based Setting	5	4	3	2	1		
<b>Unit 5</b> Planning to Meet the Children's individual learning needs in the Home-Based Setting	5	4	3	2	1		
<b>TOTAL NUMBER OF POINTS ACHIEVED</b>							



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

The overall grade for the Level 3 Diploma in Home based child care is determined by the number of points gained within the ranges shown	Candidates must achieve	to gain overall Grade
	19 - 21	A
	15 - 18	B
	11 - 14	C
	8 - 10	D
	5 - 7	E
<b>Candidates must pass unit 1 and achieve a minimum of grade E for units 2-5</b>		

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# **Annex A**

## **About CACHE**

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## Annex A – About CACHE

### What is CACHE?

Council for Awards in Children's Care and Education (CACHE)

CACHE is the leading provider of nationally recognised awards in early years care and education, and in playwork. Its courses and awards (shown on the back cover) provide the underpinning knowledge and practical training for child care and education practitioners who work with children and families in a wide range of settings. The settings include childminding, play groups, crèches, nursery, infant or primary schools or classes, day nurseries, family centres, play settings and hospitals within the public, private and voluntary sectors. The Council also awards Key Skills, NVQs for Teaching Assistants, Assessors and Verifiers Units, NVQs in Early Years Care and Education, NVQs in Playwork and NVQs in Care for those involved in working with children, families and young people in the voluntary, public or private sectors.

### CACHE Mission Statement

"Cache is dedicated to raising the professional standards of children and young people's care and education, and to offer the best quality courses and qualifications as a service to children and their families."

### CACHE Statement of Values

This statement of values should underpin the content and delivery of the syllabus for this award and every aspect of the assessment.

The CACHE candidate will:

- Put the child first by:
  - ensuring the child's welfare and safety
  - showing compassion and sensitivity
  - respecting the child as an individual
  - upholding the child's rights and dignity
  - enabling the child to achieve their full learning potential

- Never use physical punishment
- Respect the parent as the primary carer and educator of the child
- Respect the contribution and expertise of staff in the child care, education and playwork field and other professionals with whom they may be involved
- Respect the customs, values and spiritual beliefs of the child and their family
- Uphold the Council's Equality and Diversity Policy
- Honour the confidentiality of information relating to the child and their family, unless its disclosure is required by law or is in the best interest of the child

# **Annex B**

## **CACHE Equality and Diversity Policy**

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## Annex B – CACHE Equality and Diversity Policy

CACHE and its Board of Trustees value diversity. We believe that a variety of backgrounds enriches all aspects of life.

CACHE fully believes that all individuals should be treated fairly, with respect and dignity in their employment and in their learning.

CACHE requires its approved centres to have their own Diversity/Equality Policy.

We will encourage centres to create a positive environment for candidates and those who have responsibility for the recruitment, teaching and the assessment of these candidates.

CACHE will continue to promote the development and understanding of diversity and anti-bias practice throughout all products and activities relating to our awards.

This includes curricula, publications, training and assessment procedures CACHE is committed to complying fully with current and future legislation and requirements from regulators and to develop lead practice in the areas of diversity and inclusion.

CACHE is committed to complying fully with current and future legislation and requirements from regulators and to develop lead practice in the areas of diversity and inclusion.

This CACHE statement will evolve to reflect the changing laws and mores of our society and this will be reflected in all policies and procedures.

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# Annex C

The CACHED website:  
[www.cache.org.uk](http://www.cache.org.uk)

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## Annex C – The CACHE website: [www.cache.org.uk](http://www.cache.org.uk)

The CACHE website offers a huge variety of resources to support candidates and centres.

These include the following **CACHE policies**:

- Enquiries and Appeals
- Malpractice procedures
- Diversity Statement
- CACHE Complaints Procedure.

You will also be able to access mapping for the following:

- **Key Skills (2004)** to Award Unit Assignments
- **Birth to Three Matters Framework**
- **Common Core** of Skills and Knowledge
- **National Occupational Standards** relating to this award.

Useful publications offering additional guidance include:

- **Finding the Level** helps understand the different levels of demand when studying for CACHE awards
- **Assignment Guidance** supports tutors and candidates with the assessment requirements of CACHE unit assignments.

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