

CANDIDATE HANDBOOK



CACHE Level 3
Award/Certificate/Diploma in
Child Care and Education
ensuring exceptional development

cache
nurturing achievement

CACHE

Course Handbook

**Level 3 Award, Level 3 Certificate and Level 3 Diploma
in Child Care and Education**

Syllabus, Regulations and Assessment Materials

4th Edition

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CACHE Level 3 Certificate in Child Care and Education	500/1902/8
CACHE Level 3 Diploma in Child Care and Education	500/1901/6

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Candidate information

Your Personal Details

Name:

Address:

Telephone Number:

PIN:

Date you registered for the CACHE Level 3 Award in Child Care and Education:

Date you registered for the CACHE Level 3 Certificate in Child Care and Education:

Date you registered for the CACHE Level 3 Diploma in Child Care and Education:

Your Centre Details

Site/Centre name:

Site/Centre address:

Site/Centre Telephone number:

Site/Centre number:

Name of your course tutor:

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About this handbook

This handbook provides the information you will need for the 3 qualifications

- CACHE Level 3 Award in Child Care and Education 500/1900/4
- CACHE Level 3 Certificate in Child Care and Education. 500/1902/8
- CACHE Level 3 Diploma in Child Care and Education. 500/1901/6

References to qualifications in this handbook

For ease we have used Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education, instead of listing all 3 qualifications in full when referring to them.

What is included in this handbook

The *Introduction and Assessment of your learning* sections contain general information about the qualifications and explanations of the terms used throughout the handbook. Section 1 explains the methods that will be used to assess your learning. Section 2 explains the qualification structures and the combination of units needed to achieve the Award or the Certificate or the Diploma.

The syllabus section provides a breakdown of each unit. Under each unit heading, you will also find the assignment details and grading structure.

You can find out about CACHE in Section 5, and on the CACHE website.

The tables in Section 7 show how the CACHE Level 3 Award, the Level 3 Certificate and the Level 3 Diploma in Child Care and Education map to the Common Induction Standards, the National Occupational Standards in Children's Care, Learning and Development, Every Child Matters and the Early Years Foundation Stage.

The placement records Section 10 contains:

- The Placement Summary,
- Practice Evidence Records,
- Practice Evidence Record Diary,
- Professional Development Profiles.

This section can be detached from the rest of the handbook and taken with you to your placements.

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Introduction

Welcome to the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education.

These qualifications prepare you to work with children and their families in a variety of settings and environments within the sector of Children's Services.

The Diploma prepares you to work unsupervised, or in a supervisory capacity.

Your Centre will register you as a candidate with CACHE. You will receive a personal identification number (PIN) for entry to any assessment for these qualifications.

It is recommended that you take a practical placement throughout the qualifications to link theory with work-based practice.

This will be assessed through the Placement Summary, Practice Evidence Records, Practice Evidence Record Diary and Professional Development Profiles. For more information see *Practical training* overleaf.

Recommended Guided Learning Hours (GLH)

Guided Learning Hours include:

- time spent with your tutor(s), who use a number of different ways to help you learn, so that not all the recommended hours will be spent in the classroom, and
- time the tutor or placement supervisor spends with you in your placement supporting, or assessing you.

About the qualifications

It is expected that most people will progress through the Award and Certificate to complete the Diploma in order to be able to practice as an early years practitioner.

Award You must achieve Units 1 and 2; 120 Guided Learning Hours (GLH) to complete.

Certificate You must achieve Units 1 - 5; plus a short answer test; 360 GLH to complete.

Diploma You must achieve Units 1 - 9, plus three optional units chosen by your Centre from Units 10 - 21; plus short answer paper and research task; 1,009 GLH plus 750 recommended practical training hours in Unit 9.

Key Skills

This is not a compulsory part of this qualification, but you may be required to study Key Skills. With your tutor, you may wish to identify the best evidence for your Key Skills portfolio.

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 attended an insufficient number of learning hours, 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 Centre. The Centre may agree to a reduction of the teaching time required for each unit. However, you will still have to complete all the assessments to become qualified within your three-year registration period.

Practical training

Throughout the qualifications you will be expected to participate in professional practice in a variety of settings in order to apply what you have learnt in a practical environment. This will take an additional 750 recommended practical training hours and will be assessed when you reach Unit 9.

You will need to evidence your practical training through Practice Evidence Records (PERs), Practice Evidence Record Diary (PERD) and Professional Development Profiles (PDPs). PERs are used to show the practical application of your learning from Units 2, 3, 4, 5, 6, 7 and 8.

The PERD allows you to evaluate and reflect on your practice from Units 2, 3, 4, 5, 6, 7, 8 and your optional unit. PDPs are a reflection of your performance on each placement.

Age groups

A total of 125 days (750 hours) of practical training is recommended. Your Centre will allocate this time to the age groups below:

- birth to 11 months 15 days (recommended)
- 1 to 3 years 11 months 30 days (recommended)
- 4 to 7 years 11 months 40 days (recommended)

The remaining 40 days may be allocated to any of these groups, or to the age group from 7 years 11 months to 16 years.

It is recommended that practical training be undertaken during all of the qualifications. This will be planned by your Centre.

To become a competent practitioner, the range of work environments should provide for a spread of experience. Where you are in supervised employment with children in the age range from birth to 7 years 11 months you may complete some of your practical training in your place of employment as long as it is approved by your Centre and registered with the appropriate authorities. However, you must cover all the age ranges and should have placements outside your work environment to gain balanced and wider experience.

Placement monitoring

It is necessary for your Centre to work closely with practical work environments to assess your level of competence. You will be visited in your training environments by a tutor or placement officer from your Centre, who will give you verbal and written feedback following the visit.

Fees

CACHE charges a registration fee for all candidates, which will be dealt with by your Centre. If you require information about fees, you should contact your Centre or see the CACHE website.

Entry requirements

CACHE does not recommend any formal entry qualifications. However Candidates must be at least 16 years old in order to register for the Award, the Certificate or the Diploma. Candidates taking the Diploma should be able to show that they will be able to cope with the demands of the programme. For example, they have achieved a GCSE at grade C or above in English and at least one other subject. Mature applicants may have different equivalent qualifications.

You should not underestimate the demands of the Diploma. You will have to complete both academic and practical work at Level 3. You should have a sensible and mature attitude to both work and study and be prepared to make a considerable commitment of time and effort during your qualification.

Possible restrictions on entry to the qualification

If you work with children or in health and social care, you are exempt from the Rehabilitation of Offenders Act 1974. This means that prior convictions can not become spent and will remain on your record indefinitely. Centres should be aware of the implications of this when recruiting learners to their programmes.

Progression from these qualifications

You may want to progress on to higher level qualifications. These may include professional development such as CACHE Level 4 professional development qualifications or higher education qualifications, for example, nursing or teaching. This will be subject to the individual requirements of the university or higher education college.

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Section 1

Assessment of your learning

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Assessment of your learning

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. CACHE will be notified of any cases of plagiarism.

Buying and selling assignments

You are not allowed to buy or offer assignments for sale. This includes using sites such as eBay. If this happens CACHE reserves the right not to accept future entries from you.

Types of assessment

Award	Certificate	Unit 1	An introduction to working with children	Assessment task	
		Unit 2	Development from conception to age 16 years	Assessment task	
		Unit 3	Supporting children	Assessment task	
		Unit 4	Keeping children safe	Assessment task	
		Unit 5	The principles underpinning the role of the practitioner working with children	Assessment task	
	Diploma	External assessment; short answer test based on a seen case study			
		Unit 6	Promoting a healthy environment for children	Assessment task (portfolio)	
		Unit 7	Play and learning in children's education	Assessment task (portfolio)	
		Unit 8	Caring for children	Assessment task (portfolio)	
		Unit 9	Development of professional skills within children's education	Practice Evidence Records Practice Evidence Record Diary Professional Development Profiles	
		Units 10 - 21	3 Optional units	Assessment tasks	
		External assessment; research task			

Internally assessed unit assignments

Units 1 - 8 and the optional units are each assessed through assignment which is set by CACHE and marked by your Centre.

The assignment task and grading criteria are shown in the syllabus section. Your Centre will set the date when you are to submit the assignment to them. If you are not going to be able to meet the deadline you must discuss this as soon as you can with your tutor, who will inform you of your Centre's policy on handing in assignments after the submission date.

Your tutor will mark your assignments against the grading criteria written by CACHE. These can be found with each assignment. Then another tutor, who is called an internal moderator, will take a sample to ensure the correct standard has been achieved. The marker will return the assignment to you if you need or intend to upgrade or resubmit.

Internal assessment procedures

Each assignment will require a substantial amount of research and work. Assignments should be submitted on A4 paper, where possible, and can be written in ink, typed or word-processed. You need to write your name, personal identification number (PIN) and Centre number on each sheet of paper.

Referral of internally assessed 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 with you. Any additional work must be presented on a separate page and retained with your original work for marking and moderation.

If your assignment still does not achieve an E grade, your tutor will discuss an action plan which may involve some extra study, before you submit your assignment again. You can achieve a grade E to A at any stage.

All assignments must be achieved within your registration period.

Improving your grade for internally assessed assignments

Once you have achieved an E grade or above on the assignments marked by your Centre, you might want to consider trying to improve your grade. Your tutor can explain how you might be able to do this. Any additional work must be presented on a separate page and retained with your original work for marking and moderation.

From 1st September 2008, Centres may also allow you to re submit your assignment to achieve a higher grade after sending the unit grade to CACHE for processing. This must be within 3 months of issue of a unit/qualification certificate.

External assessment results

Your external assessment result will be available from your Centre on the day shown on the CACHE External Assessment Timetable. CACHE is not able to issue you with your result.

External assessment: Short answer test (seen)

The external assessment is a short answer test based on a seen case study which is prepared by CACHE and is available on paper. You will be given the case study in advance to help you to prepare for the test, but you will not see the questions before the test takes place. Your Centre and tutor will give you plenty of notice so that you will have time to prepare. Your paper will be graded from grade E to grade A.

Re-mark request for short answer test (seen)

Your Centre may request a re-mark if they, and you, do not think that the result is a true reflection of your performance. This must be done within 20 working days of the result reaching your Centre. If the result remains unchanged, CACHE will charge a fee for the re-mark. A fees list can be found on the CACHE website.

Referral on short answer test (seen)

Results that do not achieve a grade E will be graded as a referral. If you are referred on your short answer test, your Centre may re-enter you to take the test again. You can achieve a grade E or above.

You should discuss the arrangements for being re-entered for the test with your tutor and Centre. You can re-take the short answer test on any of the test dates offered by your Centre within your registration period. You must achieve grade E or above in the short answer test to gain the CACHE Level 3 Certificate.

External assessment: Research task

The external assessment is a research task which is prepared by CACHE. You will be given the research task by your tutor who will explain when you are required to submit your research task for assessment. The task will require a substantial amount of research and work. Your research task will be graded from grade E to grade A.

Re-mark request for research task

Your Centre may request a re-mark if they, and you, do not think that the result is a true reflection of your performance. This must be done within 20 working days of the result reaching your Centre. If the result remains unchanged, CACHE will charge a fee for the re-mark. A fees list can be found on the CACHE website. Re-marks may result in the candidate grade being decreased as well as increased.

Referral on research task

Results that do not achieve a grade E will be graded as a referral. If you are referred on your research task, your centre may re-enter you to submit your research task again. You can achieve a grade E or above.

You should discuss the arrangements to re-submit your research task with your tutor and Centre. You must re-submit your research task within your registration period. You must achieve grade E or above for the research task to gain the CACHE Level 3 Diploma.

Additional support

If you require additional support with your assignments, you can obtain a copy of the documents, *Finding the Level* and *Assignment Guidance* from the CACHE website.

Reasonable adjustments

If you need adjustments or arrangements in order 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 Centre. They have access to all the relevant regulations and will apply to CACHE on your behalf.

Certification

Certificates are issued by CACHE to reflect your achievements. Candidates can complete the Award, Certificate or Diploma and receive certification for these qualifications. You will need to keep these safe as evidence for future employment.

Re-mark enquiries and appeals procedure

CACHE operates an enquiries and appeals procedure that candidates may use if they wish to challenge an assessment decision. Details are available on the CACHE website: www.cache.org.uk.

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Section 2

Structure of the qualifications

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Structure of the qualification

CACHE Level 3 Award in Child Care and Education

Candidates must achieve two units:

- Units 1 and 2 (both mandatory)
- Guided Learning Hours total: 120

CACHE Level 3 Certificate in Child Care and Education

Candidates must achieve five units:

- Units 1 - 5 (all mandatory)
- Short answer paper
- Guided Learning Hours total: 360

CACHE Level 3 Diploma in Child Care and Education

Candidates must achieve twelve units:

- Units 1 - 9 (all mandatory units), plus three optional units chosen from Units 10 - 21, and
- Short answer paper and research task
- Guided Learning Hours total: 1,009 plus 750 recommended practical training hours in Unit 9

The CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education will be awarded at grades A - E.

These qualifications have been designed to provide the knowledge and understanding that support competent practice. It will help you to develop many of the practical skills and competencies set out in the National Occupational Standards in Children's Care, Learning and Development at Level 3.

Unit titles

Unit 1	An introduction to working with children	30 GLH
Unit 2	Development from conception to age 16 years	90 GLH
Unit 3	Supporting children	90 GLH
Unit 4	Keeping children safe	90 GLH
Unit 5	The principles underpinning the role of the practitioner working with children	60 GLH
Unit 6	Promoting a healthy environment for children	60 GLH
Unit 7	Play and learning in children's education	90 GLH
Unit 8	Caring for children	60 GLH
Unit 9	Development of professional skills within children's education <i>It is recommended that the practical training runs throughout the qualification as a practical unit. Practical training is linked to the other units through practical assessments</i>	259 GLH (including practical placement supervision) 750 recommended practical training hours throughout the qualification. See <i>Practical training</i> in the <i>Introduction</i> to this handbook
Unit 10	Research into child care, education and development	60 GLH
Unit 11	Care of sick children	60 GLH
Unit 12	Nutrition and healthy food for children	60 GLH
Unit 13	Child, family and outside world	60 GLH
Unit 14	Working with children with special needs	60 GLH
Unit 15	Developing children's (3 - 8 years) mathematical skills	60 GLH
Unit 16	Developing children's (3 - 8 years) communication, language and literacy skills	60 GLH
Unit 17	International approaches towards children's education	60 GLH
Unit 18	Working with babies from birth to 12 months	60 GLH
Unit 19	Multi-agency working with children	60 GLH
Unit 20	Children, parent and family needs	60 GLH
Unit 21	Supporting children with English as an additional language	60 GLH

Section 3

Assessment strategies

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Assessment strategies

CACHE Level 3 Award in Child Care and Education

Assessment of your learning

Unit 1 – An introduction to working with children (Graded)

Unit 2 – Development from conception to age 16 years (Graded)

Assessment tasks for each unit; externally devised and internally assessed

CACHE Level 3 Certificate in Child Care and Education

Assessment of your learning

Unit 1 – An introduction to working with children (Graded)

Unit 2 – Development from conception to age 16 years (Graded)

Unit 3 – Supporting children (Graded)

Unit 4 – Keeping children safe(Graded)

Unit 5 – The principles underpinning the role of the practitioner working with children (Graded)

Assessment tasks for each unit; externally devised and internally assessed

External assessment; short answer test based on a seen case study

CACHE Level 3 Diploma in Child Care and Education

Assessment of your learning

Unit 1 – An introduction to working with children (Graded)

Unit 2 – Development from conception to age 16 years (Graded)

Unit 3 – Supporting children (Graded)

Unit 4 – Keeping children safe (Graded)

Unit 5 – The principles underpinning the role of the practitioner working with Children (Graded)

Unit 6 – Promoting a healthy environment for children (Graded)

Unit 7 – Play and learning in children's education (Graded)

Unit 8 – Caring for children (Graded)

Assessment tasks for each unit; externally devised and internally assessed

Unit 9 – Development of professional skills within children's education (Graded)

Practice Evidence Records

Practical Evidence Record Diary

Professional Development Profiles

Optional units: Assessment tasks; externally devised and internally assessed

External assessment; Research task

Section 4

The syllabus

Please note only the mandatory units are printed in this section.

The optional units (pages 91-230) are available to download from [cachezone](#) and our website.

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References and bibliography

Your assessment may require you to include references and a bibliography. You should include at least two references in the text of your work. These references should be clearly identified and related to two or more sources of information which should be included in your bibliography.

Your bibliography should list two or more relevant sources of information which includes your wider reading. The CACHE booklet 'Finding the Level' explains how to show your references and bibliography.

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Unit 1

An introduction to working with children



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Unit 1 – An introduction to working with children

This unit will give you an overview of working in children's services and introduce you to the range of settings that provide care and education for children. You will develop your knowledge of professional practice and the principles and values that underpin working with children including the promotion of their rights.

The unit will also enable you to improve your study and time management skills to help you in your professional development.

Unit 1 – An introduction to working with children

GLH: 30

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will understand:	The learner can:
1. The range of provision for children.	1.1. Describe the main types of provision for children within the statutory, private, voluntary and independent sectors in the country and locality where they live.
2. Demonstrate an initial understanding of the roles and responsibilities in promoting the rights of children.	2.1. Describe some ways that the practitioner can promote the rights of children.
3. What is meant by professional practice.	3.1. Explain the key issues that will support their professional practice. 3.2. Show an understanding of the extent of the practitioner's role with children.
4. The principles and values that underpin working with children.	4.1. Show an awareness of the principles and values which are a basis for working with children.
5. How to develop relevant study and time management skills.	5.1. Reflect on ways to study and manage their time in order to extend the skills which will support their learning.

Unit 1 – An introduction to working with children

Delivery guidance

During this unit you will learn about:

The range of provision locally and nationally for children, including the statutory and independent sector.

The implications of funding for the statutory and independent sectors.

The rights of children and how to promote them.

The relevant legislation that underpins working with children.

How to value diversity, promote inclusiveness and differentiate activities.

Your role and the boundaries and limits of it.

The characteristics of working in a multi-agency approach.

How to support children and families through the multi-agency approach.

How to develop appropriate relationships with colleagues and children.

The importance of professional standards when working with children.

The importance of effective communication skills and how to communicate with children and adults.

The generic principles and values that underpin working in children's services and include:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being
- growing and development
- physical well-being
- emotional well-being

Your preferred learning style(s) and how to improve your ability to learn.

Principles that underpin the curriculum framework of the country in which you live.

Your preferred learning style(s) and how to improve your ability to learn.

The relevant study skills, for example, research, evaluation, referencing, that will support you in your course.

Unit 1 Assignment – An introduction to working with 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 assignment must be completed in order to achieve the unit.

You have chosen to study for a qualification that enables you to work with children. To show your knowledge and understanding of professional practice and the principles and values that underpin working with children in a range of settings you need to provide the following information:

1. Select **THREE (3)** different types of settings from the statutory, voluntary and private sectors for children in your area.
 - Describe each different type.
 - Describe how each of these identified settings aims to support children and their families.
2. Give details of:
 - the main legislation in your country that supports the rights of children.
 - the recognised principles and values that underpin working with children.
 - the importance of valuing and respecting all children in the setting.
3. Provide information on how developing professional skills and study skills supports you during your training and your work with children.
4. Consider the importance of these issues in developing professional practice.

This will include explanations and discussion of:

- Developing and maintaining appropriate relationships with parents and other professionals.
- The characteristics of working in a multi-agency team.
- Valuing and listening to children's views and opinions.
- Understanding the limits and boundaries of your role.
- The importance of a child centred approach.

Throughout the assignment you should ensure that you address diversity and inclusive practice where it is appropriate to the task. Your completed work should not exceed 3500 words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Unit 1 – An introduction to working with children

Assignment Criteria

E1	Describe THREE (3) different types of settings which provide care and education for children in your area. This must include ONE (1) example from the <ul style="list-style-type: none">• Statutory sector.• Voluntary sector.• Private sector.
E2	Describe how EACH of the types of settings identified in E1 aims to support children and their families.
E3	Describe the main legislation in your country that supports the rights of children.
E4	Describe the recognised principles and values that underpin working with children.
E5	Explain the importance of valuing and respecting all children in the setting.
E6	Describe THREE (3) professional skills that will support your work with children.
E7	Describe how study skills can support your learning during your training.
E8	Include references and a bibliography.
D1	Explain why the practitioner should develop and maintain appropriate relationships with parents and other professionals.
D2	Discuss the characteristics of working in a multi-agency team.
C	Explain why the early years practitioner should listen to children's views and value their opinions.
B	Explain why it is important that practitioners understand the limits and boundaries of their role when working with children.
A	Reflect on the importance of a child centred approach in early years settings.

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Unit 2

Development from conception to age 16 years



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Unit 2 – Development from conception to age 16 years

This unit will help you to understand areas of development from conception to age 16 years. You will learn about theories of development and consider how this knowledge influences practice. You will learn skills in observation and use these to develop your own practice in assessment and planning for children's learning.

Unit 2 – Development from conception to age 16 years	
(mapped to CCLD 303)	
GLH: 90	
LEARNING OUTCOMES The learner will understand:	ASSESSMENT CRITERIA The learner can:
1. How to apply the general principles and theoretical perspectives to all areas of development.	1.1. Show a detailed knowledge of the stages and sequence of development from birth to age 16 years. 1.2. Describe the main areas of development in relation to the stages and sequence of development. 1.3. Evaluate the influence of differing theories on the development of children.
2. How to use a range of observation techniques appropriate to different stages of development and circumstances.	2.1. Describe techniques to observe children. 2.2. Apply their knowledge of the issues which are essential to confidentiality and to objective observation. 2.3. Explain how to interpret and evaluate observations to assess development and meet individual needs.
3. How to assess the development of children, and reflect upon the implications for practice.	3.1. Analyse the implications of expected development on the ways that experiences are planned for children. 3.2. Evaluate the possible ways to use information from other sources about children.

Unit 2 – Development from conception to age 16 years

Delivery guidance

During this unit you will learn about:

A holistic overview of development.

The development of children from conception to age 16 years.

The areas of development (physical, communication and language, intellectual and learning, social, emotional and behavioural) in each of the following age groups:

- birth to 3 years
- 3 to 7 years
- 7 to 12 years
- 12 to 16 years

The differing opinions on development between biological theories and learning theories, and the relative influence on the different areas of development.

The theories of development to include:

- nature versus nurture
- Piaget's theory of cognitive development
- Vygotsky's studies of the way children learn
- Chomsky, Skinner and Vygotsky's views of language development
- psychoanalytical theory of social and emotional development
- attachment, separation and loss (Bowlby, James and Joyce Robertson)
- Skinner – operant conditioning and implications for behaviour management
- current theorists – Margaret Donaldson, Cathy Nutbrown, the Effective Provision of Pre-School Education (EPPE)
- Factors that affect development

The reasons for carrying out observations in different ways, in different types of settings.

The range of techniques used for different observational purposes and how to record observations.

How to practice the observation techniques in a range of practical contexts.

The importance of confidentiality of information in order to protect children and demonstrate a respect for their rights.

The need for objectivity when observing children, for example, avoiding personal views, jumping to conclusions, bias or stereotyping or labelling children.

The limitations of observations in providing a complete picture of development and individual needs.

Using observations to assess development and make comparisons to the stages and sequence of all aspects of development.

How to use developmental theory to interpret observations.

The evaluation of individual needs through observation.

Using the planning cycle to meet the individual needs of children and to promote development.

Using information from a range of sources, for example, other professionals and colleagues, to assess development and/or implications for practice.

Using information from observations to assess development and determine the implications for practice.

Unit 2 Assignment – Development from conception to age 16 years

The 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 assignment must be completed in order to achieve the unit.

Select **TWO (2)** age ranges from the following:

- birth to 3 years
 - 3 to 7 years
 - 7 to 12 years
 - 12 to 16 years
1. For each selected age range, give a description of how children develop in **TWO (2)** of the following areas:
 - physical development
 - communication and language development
 - intellectual development and learning
 - social and emotional development
 - behavioural development
 2. Select **TWO (2)** theoretical perspectives which relate to the areas of development
 - Explain how these theoretical perspectives relate to the areas of development
 - Evaluate how these theoretical perspectives may influence practice which affects the development of children
 3. For **ONE (1)** of the chosen age ranges carry out **THREE (3)** observations on the same child. Include the **THREE (3)** observations in an appendix to the assignment:
 - select **ONE (1)** area of the child's development from the list above to observe in the three observations
 - use a different technique for each observation

- demonstrate how confidentiality is maintained in each observation
- for each observation show the child's needs in the selected area of development
- explain how the observations can be used to support planning to meet the child's needs

4. Evaluate how assessment through observations can have implications for practice.

Throughout the assignment you should ensure that you address diversity and inclusive practice where it is appropriate to the task.

Your completed work should not exceed 3,500 words. There is no lower word limit. Work that is more than 10% above the word limit will not be marked. References and quotations within the text are not included in the word limit.

Unit 2 – Development from conception to age 16 years

Assignment criteria

E1	Describe the development of children in a selected age range and in TWO (2) areas of development
E2	Describe the development of children in a selected age range, different from E1 and in TWO (2) areas of development
E3	Explain TWO (2) theoretical perspectives relevant to the areas of development
E4	Include THREE (3) observations as appendices
E5	Identify and use THREE (3) different observation techniques
E6	Explain how to maintain confidentiality throughout the observation
E7	Show an understanding of diversity and inclusive practice
E8	Include references and a bibliography
D1	Discuss the child's needs in relation to the selected area of development
D2	Explain how the observations can be used to support planning to meet the child's needs
C1	Analyse the issues which are essential to confidentiality and objective observation
B1	Reflect on the implications for practice of the assessment of children through observation
A1	Evaluate the influence of theoretical perspectives on aspects of practice which affect the development of children

Unit 3

Supporting children



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Unit 3 – Supporting children

This unit looks closely at how the practitioner can support children through understanding of relevant legislation and by following policies and procedures that safeguard children. You will gain understanding of how to empower children and how to support them during transitions. The unit also looks at the causes and effects of discrimination in society.

Unit 3 – Supporting children

(mapped to CCLD 301, 305, 325 and 326)

GLH: 90

LEARNING OUTCOMES The learner will understand:	ASSESSMENT CRITERIA The learner can:
1. The implications of relevant legislation on working practices with children.	1.1. Describe the main legislation which relate to working with children. 1.2. Discuss the ways that different pieces of legislation determine and influence working practices.
2. How to recognise strategies, which are fair, just and inclusive and know how to promote them.	2.1. Explain how policies and practices can reflect fair, just and inclusive strategies.
3. Where to access the policies of the setting and how to follow the procedures for safeguarding children.	3.1. Describe some ways that settings may use to ensure that practitioners can access policies. 3.2. Apply knowledge of a wide range of procedures for safeguarding children to show understanding of the appropriate ways to follow these procedures in practice.
4. How to empower children to develop self-confidence and self-esteem and self-reliance.	4.1. Evaluate one theoretical perspective which underpins the development of strategies for empowering children. 4.2. Assess the effectiveness of strategies which empower children to develop self-confidence and self-reliance.
5. How to support children to prepare for transfer or transition.	5.1. Explain the key issues which relate to the practice which supports children to prepare for transfers or transitions.
6. The causes and effects of discrimination in society.	6.1. Discuss the causes and the effects on children of discrimination in society in ways that show a clear understanding of the nature of discrimination.

Unit 3 – Supporting children

Delivery guidance

During this unit you will learn about:

The recent and relevant legislation covering the following areas:

- diversity
- equal opportunities/equality of access
- child protection
- children's rights
- inclusion
- special needs
- Health and Safety

This will include:

Human Rights Act 2000

United Nations Convention on the Rights of the Child 1989

Children Act 1989

Children Act 2004

Child Care Act 2006

Disability Discrimination Act 1995

Disability Act 2000

The impact of legislation on working practices.

The responsibility of the setting to have policies and procedures in place.

How to follow the policies and procedures in a range of settings.

Child protection.

Forms of abuse.

Recognise signs of abuse and behavioural indicators.

The consequence of abuse.

The importance of recording and reporting signs of abuse and/or concerns and how to do this.

Responding to a child's disclosure of abuse.

How to work with other professionals to support children.

The safe working practices that protect children and the adults who work with them.

How to carry out risk assessments.

How to promote and maintain health and safety.

How to plan outings.

The theories that underpin the empowerment of children, eg Albert Bandura, Howard Gardner, Daniel Goleman.

Strategies to develop self-confidence and self-reliance.

How to develop relationships with children and adults.

How to value children and give them attention.

The importance of children's communication skills.

The importance of listening to children.

Strategies to show children you respect their individuality.

Encouraging children to respect other people's views.

How to be fair and consistent in supporting children.

The transitions children will experience, for example, a new sibling, moving house, bereavement, and the possible effects on behaviour.

How children feel when they transfer to a new school.

Working with the child and family.

Strategies to support and prepare children for transfers and transitions, for example, changing schools, bereavement or new siblings.

How to gather information which supports the child through a successful transition.

The importance of providing continuity of experiences for children.

How to promote communication between settings.

The promotion of citizenship and independence.

The characteristics of discrimination.

The causes of discrimination and the effects on children.

The adult's role in promoting diversity and inclusive practice.

Unit 3 Assignment – Supporting children

The 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 assignment must be completed in order to achieve the unit.

A Children's Centre is reviewing the policies and procedures which will promote children's health and welfare as well as their development.

1. Identify **FIVE (5)** pieces of current legislation which will influence policies within the setting AND:
 - show how each piece of legislation will influence working practices in the setting
 - describe how the policies and procedures will help to safeguard children
 - explain how the policies and procedures promote fair, just and inclusive strategies which support the children
2. Describe **TWO (2)** strategies which this setting may use to empower children to develop independence and self-reliance:
 - Assess the effectiveness of these strategies
 - Choose and evaluate **ONE (1)** theoretical perspective which supports the development of strategies for empowering children
3. Explain the key issues which the setting should consider for developing practice which supports children to prepare for transfers or transitions.
4. Discuss some of the causes and effects of discrimination on children and how these may affect the practice in the setting.

Throughout the assignment you should ensure that you address diversity and inclusive practice where it is appropriate to the task.

Your completed work should not exceed **3,500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Unit 3 – Supporting children

Assignment criteria

E1	Identify FIVE (5) pieces of current legislation
E2	Describe how each piece of legislation will influence working practices in the setting
E3	Describe how the policies and procedures will help safeguard children
E4	Describe how the policies and procedures promote fair, just and inclusive strategies
E5	Describe TWO (2) strategies which the setting may use to empower children to develop independence and self-reliance
E6	Give examples of how settings may prepare children for transfer or transitions
E7	Explain the causes and effects of discrimination on children
E8	Show an understanding of diversity and inclusive practice
E9	Include references and bibliography
D1	Explain the key issues relating to the practice which supports children to prepare for transitions
D2	Assess the effectiveness of the strategies which empower children to develop independence and self reliance
C1	Evaluate ONE (1) theoretical perspective which supports the development of strategies for empowering children
B1	Discuss how the causes and effects of discrimination may affect practice in the setting
A1	Reflect on the influence of legislation on working practices within early years settings

Unit 4

Keeping children safe



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Unit 4 – Keeping children safe

At the end of this unit you will have developed your understanding about how to keep children safe. You will know how to provide healthy, safe and secure environments that enable children to experience risk and challenge. This unit also teaches you about the procedures for dealing with illness and emergencies and how to encourage children to care for themselves.

Unit 4 – Keeping children safe	
(mapped to CCLD 302 and 306)	
GLH: 90	
LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will understand:	The learner can:
1. How to identify and develop strategies to establish and maintain healthy, safe and secure environments.	1.1. Explain how to use legislation and policies to support work in establishing and maintaining healthy, safe and secure environments. 1.2. Describe working practices which contribute to these environments.
2. The procedures for dealing with accidents, illnesses and other emergencies.	2.1. Apply knowledge of ways to establish safe environments to the procedures which are necessary for a range of accidents, illnesses and emergencies.
3. How to plan and provide an enabling physical environment for children.	3.1. Evaluate some of the initiatives and philosophies which influence the provision of environments for children. 3.2. Consider the different issues that relate to effective planning and suitable provision of an enabling physical environment. 3.3. Explain how to meet the care needs of children in ways that maintain their security and privacy and respect their wishes.
4. How to develop age appropriate routines which encourage children to care for themselves.	4.1. Discuss the importance of encouraging children to care for themselves. 4.2. Reflect on the impact of meeting the care needs of children on practitioners and identify possible sources of support.

Unit 4 – Keeping children safe

Delivery guidance

During this unit you will learn about:

The Health and Safety legislation and policies in a range of settings.

How to establish and maintain healthy, safe and secure environments in a range of settings.

Emergency procedures followed in your setting.

NB: It is anticipated that employers would expect specialised training and qualifications in First Aid to be completed by employees, in line with legislation. For example, the Sure Start Approval Scheme for nannies requires candidates to hold a relevant paediatric First Aid Certificate.

The identification of risks/hazards within the environment and in planning activities.

Food hygiene and basic hygiene practices.

The procedures for dealing with accidents, emergencies and signs of illness.

How to follow appropriate procedures including recording and reporting mechanisms.

How to provide appropriate comfort and reassurance.

The procedures for preventing cross-infection.

How to establish and maintain healthy and safe routines.

The current national and international initiatives and philosophies around indoor/outdoor environment.

Your role in curriculum planning.

How to provide physical play experiences that support development and are age and stage appropriate.

How to provide a stimulating and enabling physical environment.

The importance and implications of providing risk and challenge in the environment.

The need for age appropriate activities.

The care needs of individuals from birth to 16 years.

Children's rights to privacy and how to meet them.

How to assist daily living through practical activities.

How to plan care routines.

The role of the practitioner in encouraging independence.

The sources of support for practitioners to help deal with their own feelings.

Unit 4 Assignment – Keeping children safe

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 in order to achieve the unit.

1. Explain how strategies to establish and maintain healthy, safe and secure environments in early years settings are supported by legislation.
2. Describe the environment and procedures necessary to keep safe a child who:
 - receives a bump on the head
 - has an asthma attack
 - has sickness and diarrhoea
 - shows symptoms and signs of meningitis
3. Plan the care for a child aged 1 year and a child aged 3 years for a full day in the setting **AND**:
 - consider ways to maintain the security and privacy of the children and to respect their wishes
4. Write a handout for a staff meeting to consider how the practitioner can provide an enabling physical environment for children. The handout should include:
 - the issues that affect the planning of a challenging environment for children
 - an evaluation of **TWO (2)** initiatives that influence the provision of challenging environments for children
 - the importance of helping children to manage risk and challenge in their environment
5. Include in the handout an explanation of the ways that meeting the care needs of children can affect practitioners and possible sources of support for practitioners.

Throughout the assignment you should ensure that you address diversity and inclusive practice where it is appropriate to the task.

Your completed work should not exceed **3,500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Unit 4 – Keeping children safe

Assignment criteria

E1	Identify legislation which influences healthy, safe and secure environments for early years settings
E2	Describe the procedures which will keep a child safe for each accident, illness or emergency
E3	Plan the appropriate care of a child aged 1 for a full day in the setting
E4	Plan the appropriate care of a child aged 3 years for a full day in the setting
E5	Describe the issues that affect the planning of a challenging environment for children
E6	Describe the initiatives which influence the provision of challenging environments for children
E7	Explain the importance of helping children to manage risk and challenge in their environment
E8	Show an understanding of diversity and inclusive practice
E9	Include references and bibliography
D1	Explain how legislation can support strategies to establish and maintain healthy, safe and secure environments in early years settings
D2	Explain how establishing a safe environment can support the procedures necessary for accidents, illnesses and emergencies
C1	Evaluate how the TWO (2) initiatives contribute to the provision of an enabling environment for children
B1	Consider possible ways to maintain the safety and privacy of children and to respect their wishes
A1	Discuss the effect on practitioners of meeting the care needs of children

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Unit 5

The principles underpinning the role of the practitioner working with children



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Unit 5 – The principles underpinning the role of the practitioner working with children

During this unit you will develop your knowledge and understanding about the underpinning principles of the role of the practitioner in working with children. This will include maintaining professional relationships with children and adults and understanding current national and local initiatives that influence practice. You will also consider the skills of reflective practice and how to improve your own learning and performance.

Unit 5 – The principles underpinning the role of the practitioner working with children

(mapped to CCLD 301, 304, 305, 306 and 308)

GLH: 60

LEARNING OUTCOMES

The learner will understand:

1. How to maintain professional relationships with children and adults.
2. The skills needed to become a reflective practitioner.
3. Differing principles and practices that underpin working with children of different ages.
4. Current national and local initiatives and issues relevant to the sector.

ASSESSMENT CRITERIA

The learner can:

- 1.1. Analyse a range of issues which contribute to maintaining professional relationships with children and adults.
- 1.2. Discuss the responsibilities of the practitioner in all professional relationships.
- 2.1. Judge how to develop and improve their own performance by using reflective practice.
- 2.2. Compare different strategies for improving their own learning and performance.
- 3.1. Explain why it is important to value children's interests and experiences.
- 3.2. Discuss the differing principles that underpin working with children.
- 3.3. Explain how a multi-professional approach to working can benefit children's experiences and learning.
- 4.1. Evaluate different types of initiatives which relate to provision for children.
- 4.2. Explain how current research and up-to-date information can support practice.

Unit 5 – The principles underpinning the role of the practitioner working with children

Delivery guidance

During this unit you will learn about:

The range of professional relationships in multi-disciplinary teams.

The role and responsibilities of the practitioner in all professional relationships within a range of voluntary, private or public sector provision.

The codes of practice that underpin your work.

The key principles underpinning codes of practice.

Influence of the United Nation's Connection on the Rights of the Child 1989.

Establishing and maintaining relationships with parents.

How to improve communication skills in your own professional practice.

The need for reliability and accountability in professional practice.

Employment rights and responsibilities.

The reflective cycle and the skills of reflective practice.

Problem solving in the workplace as a reflective practitioner.

How to improve and evaluate your own learning and performance.

How to evaluate your own performance and receive feedback.

How to use feedback to set SMART targets to improve practice.

The differing principles and practices that underpin working with children.

The implications of child-centred versus adult-led practice.

How to provide an environment for children that facilitates independence in learning.

Valuing children's interests and experiences.

How to recognise the needs of the child as an individual.

The benefits of a multi-professional, multi-agency approach in maximising children's experiences and learning.

The government initiatives and local government and regional developments.

Current issues relevant to the sector.

Current research and the implications for practice through using professional literature and other sources.

Unit 5 Assignment – The principles underpinning the role of the practitioner working with 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 must be completed in order to achieve the unit.

An early years setting is preparing to review the roles of the practitioners. In preparation for the review, write about:

1. The practitioner's role in maintaining professional relationships with children and adults. This should include:
 - the responsibilities of the practitioner in all professional relationships
 - **TWO (2)** issues which contribute to maintaining professional relationships with children and adults
 - the value of a multi-professional approach when working with children
2. Developing reflective practice. This should include:
 - the benefits of developing reflective practice within the setting
 - the importance of reflective practice for improving own performance
 - **TWO (2)** strategies for improving own learning and performance
3. The principles and practices which support the practitioner's work with children. This should include:
 - a summary of the main principles that underpin work with children
 - an analysis of how these principles can support practice
 - the reasons why children's interests and experiences should be valued

4. Recent initiatives and research to provide:

- information about **ONE (1)** recent initiative and **ONE (1)** piece of current research which relate to provision for children
- evidence to show how the recent initiative can support practice within early years settings

Include an evaluation of how the current research can support the practitioner's practice in the setting.

Throughout the assignment you should ensure that you address diversity and inclusive practice where it is appropriate to the task.

Your completed work should not exceed **3,500** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Unit 5 – The principles underpinning the role of the practitioner working with children

Assignment criteria

E1	Describe the responsibility of the practitioner in professional relationships
E2	Discuss TWO (2) issues which contribute to maintaining professional relationships with children and adults
E3	Explain the value of a multi-professional approach when working with children and parents
E4	Describe the benefits of developing reflective practice within the setting
E5	Summarise the main principles that underpin work with children
E6	Explain the importance of valuing children's interests and experience
E7	Collate information about ONE (1) recent initiative and ONE (1) piece of current research which relate to provision for children
E8	Show an understanding of diversity and inclusive practice
E9	Include references and bibliography
D1	Explain the importance of reflective practice for improving your own performance
D2	Discuss TWO (2) strategies for improving your own learning and performance
C1	Analyse how the main principles that underpin work with children can support the practitioners' practice in the setting
B1	Evaluate how the recent initiative supports practice within early years settings
A1	Evaluate how the current research can support practitioners' professional practice

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Unit 6

Promoting a healthy environment for children



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Unit 6 – Promoting a healthy environment for children

During the course of this unit you will look closely at the factors that affect the health of children and consider their rights to a healthy lifestyle and environment. This will involve considering how to plan and implement routines and activities for children that help to maintain or bring about good health and promote healthy living.

Unit 6 – Promoting a healthy environment for children	
(mapped to CCLD 307 and 319)	
GLH: 60	
LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will understand:	The learner can:
1. The principles underpinning the rights of children to a healthy lifestyle and environment.	1.1. Analyse the ways that different types of relevant legislation support the rights of children to a healthy lifestyle. 1.2. Explain the concept of global rights in relation to the health of children.
2. The factors that affect the health of children.	2.1. Discuss the influences of the wider environment on the lifestyle of children. 2.2. Describe a range of factors which may affect the health of children at different times in their lives. 2.3. Assess the effects of these factors in ways that show an understanding of the implications of each factor.
3. How to plan and implement routines and activities for children.	3.1. Explain how to plan and implement routines for children which will support their rights to a healthy lifestyle. 3.2. Consider how to plan and implement activities for children that can contribute to promoting and maintaining a healthy lifestyle.

Unit 6 – Promoting a healthy environment for children

Delivery guidance

During this unit you will learn about:

The legislation that supports children's rights to a healthy lifestyle.

The concept of global rights in relation to children's health and well-being.

The centrality of the public health environment in modern life.

The factors that affect the health of children.

Influences of the wider environment that affect health, to include sociological, psychological and physical factors.

The range of factors that affect children at different times in their lives, to include parental health and lifestyle.

The range of factors that may affect the health of children at different times in their lives, to include diet and exercise, illness and disability.

The reasons for and benefits of planning routines and activities to support a healthy lifestyle.

The role of routines and activities in promoting and maintaining the health of children.

How to plan and implement activities in a range of settings that are appropriate for the age and stage of development of the child.

Unit 6 Assignment – Promoting a healthy environment for children

This assessment task provides the assessment for the unit.

The completed assessment task **MUST** be submitted and marked as a whole and not in separate sections.

Assignment task: What do I have to do?

The whole assignment must be completed in order to achieve the unit.

Collate a portfolio of research into these topics:

- The role of the practitioner in working towards a healthy lifestyle and environment for children
- The legislation which supports the rights of children to a healthy lifestyle
- Factors which may affect children's health and well-being at differing times in their lives
- How these factors may affect children's health
- The routines and activities for children which promote and maintain a healthy lifestyle
- Planning and implementing routines which promote and maintain a healthy lifestyle

The portfolio should include current and relevant research, information and materials from a variety of sources and identify, where appropriate, the relevance of current legislation.

The portfolio may include documents generated through different aspects of your work such as action plans, curriculum and routine plans, notes of activities, images, audio files, narrative accounts, media other than text, reports of presentations, leaflets, booklets, diaries and other suitable ways of showing research information and materials.

Throughout the portfolio you should ensure that you address diversity and inclusive practice where appropriate to the task.

You may use appropriate materials from this portfolio to contribute towards your external assessment task.

Unit 6 – Promoting a healthy environment for children

Assignment criteria

E1	Collate evidence which describes the role of the practitioner in working towards a healthy lifestyle and environment for children
E2	Provide information about legislation which supports the rights of children to a healthy lifestyle
E3	Provide information about a range of factors which may affect children's health and well-being at differing times in their lives
E4	Include evidence of the effects of these factors on children's health
E5	Include examples of different routines for children which will maintain a healthy lifestyle
E6	Include descriptions of TWO (2) activities which are suitable to use with children to promote a healthy lifestyle
E7	Provide evidence of current and relevant research throughout the portfolio
E8	Show an understanding of diversity and inclusive practice
E9	Include references and bibliography
D1	Include an explanation of how routines and activities can promote and maintain a healthy lifestyle
C1	Analyse the reasons for planning and implementing activities which contribute to promoting and maintaining a healthy lifestyle for children
B1	Evaluate the relevance of current legislation as it applies to supporting a healthy lifestyle for children
A1	Include a reflective account of the role of the practitioner in promoting and maintaining a healthy environment for children

Unit 7

Play and learning in children's education



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Unit 7 – Play and learning in children's education

This unit will provide you with the opportunity to evaluate play, learning and education in your own country and from an international perspective. The syllabus looks at theoretical approaches, including considering the impact of pioneers in play and education as well as current developments. You will learn how to assess the individual needs of children and provide learning opportunities to meet those needs.

Unit 7 – Play and learning in children's education	
(mapped to CCLD 309 and 310)	
GLH: 90	
LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will understand:	The learner can:
1. The relevant theoretical approaches in the field of play and education.	1.1. Describe the development, over time, of theoretical approaches to play and learning. 1.2. Evaluate different philosophical approaches to play and learning. 1.3. Discuss links between current influences on play and learning and the planning and provision of learning opportunities.
2. How to use appropriate tools to assess the learning needs of individual children.	2.1. Explain the use of observations to assess learning needs, consider how assessment based on observations can inform planning and respond to individual learning needs. 2.2. Discuss how information from other agencies can contribute to the assessment of learning needs.
3. How to plan and provide learning opportunities in consultation with others.	3.1. Explain how to plan curriculum activities which promote learning. 3.2. Assess the effectiveness of different approaches to planning learning opportunities. 3.3. Consider methods of involving parents and other professionals in reviewing assessments and plans.

Unit 7 – Play and learning in children's education

LEARNING OUTCOMES

The learner will understand:

4. How to record and evaluate the planning and assessment cycle.

ASSESSMENT CRITERIA

The learner can:

- 4.1. Analyse the key issues in ensuring that assessments are objective and valid.
- 4.2. Reflect on the role of the practitioner in meeting children's learning needs.

Unit 7 – Play and learning in children's education

Delivery guidance

During this unit you will learn about:

The importance of play.

The relationship between play and learning.

How to plan for play through observation and evaluation of children's activities.

The role of the adult in play.

The types of play.

The stages of play.

Child initiated play.

The pioneers in play and the development of theoretical approaches to play and learning, eg Rousen, Froebel, Steiner, Montessori, Isaacs, Piaget, Vygotsky, Bruner, Moyles.

Current developments in the understanding of play.

International perspectives of play and the impact on practice in a range of settings.

The relationship between play and learning how to plan for play through observation and evaluation of children's activities.

The use of observations to assess and respond to individuals learning needs.

Writing individual learning plans that are based on observations.

How to access and use information from other services/professionals to assess learning needs.

Different learning styles and how to differentiate activities.

How to plan and provide learning opportunities.

Curriculum frameworks in your own country and how these influence the provision of learning opportunities.

Types of planning.

The effectiveness of different approaches to planning such as long and short term, individual child and small group.

The importance of sharing information with families and other professionals through the multi-agency approach.

Methods of involving families and other professionals in assessment and planning.

Making and recording valid assessment processes and methods.

Agreeing plans and setting targets for activities and for self-development.

Unit 7 Assignment – Play and learning in children’s education

This assessment task provides the assessment for the the unit.

The completed assessment task **MUST** be submitted and marked as a whole and not in separate sections.

Assignment task: What do I have to do?

The whole assignment must be completed in order to achieve the unit.

Collate a portfolio of research into these topics:

- The role of the practitioner in meeting children's learning needs
- Current influences on play and on the planning and provision of learning opportunities
- Different theoretical models of how children learn and play
- Assessment through observation to inform planning and respond to individual learning needs
- The use of information from other agencies to contribute to assessment of learning needs
- Planning and providing curriculum activities to promote learning
- Different approaches to planning learning opportunities
- Planning and providing learning opportunities for children of different ages in consultation with parents and others
- Key issues in recording assessments

The portfolio should include current and relevant research, information and materials from a variety of sources and identify, where appropriate, the relevance of current legislation.

The portfolio may include documents generated through different aspects of your work such as action plans, curriculum and routine plans, notes of activities, images, audio files, narrative accounts, media other than text, reports of presentations, leaflets, booklets, diaries and other suitable ways of showing research information and materials.

Throughout the portfolio you should ensure that you address diversity and inclusive practice where appropriate to the task.

You may use appropriate materials from this portfolio to contribute towards your external assessment task.

Unit 7 – Play and learning in children’s education

Assignment criteria

E1	Collate evidence which describes the role of the practitioner in meeting children’s learning needs
E2	Provide information about current influences on play
E3	Provide information about current influences on the planning and provision of learning opportunities
E4	Include examples of different theoretical models of how children play and learn
E5	Include an explanation of how observations can inform planning to meet children’s learning needs
E6	Include TWO (2) examples of information from agencies outside the setting which may contribute to the assessment of learning needs
E7	Include TWO (2) plans for curriculum activities which show different approaches to planning learning opportunities
E8	Include information about the importance of consulting with parents and others when planning and providing learning opportunities
E9	Provide evidence of current and relevant research throughout the portfolio
E10	Show an understanding of diversity and inclusive practice
E11	Include references and a bibliography
D1	Provide evidence of how the planned curriculum activities can promote learning
D2	Include an explanation of the key issues in recording assessments
C1	Analyse the importance of planning and providing learning opportunities to meet children’s diverse needs
C2	Analyse the role of assessment in informing planning and responding to learning needs
B1	Evaluate how the current influences on play and different theoretical models affect the planning and provision of learning opportunities
A1	Include a reflective account of the role of the practitioner in supporting the learning needs of children

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Unit 8

Caring for children



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Unit 8 – Caring for children

This unit looks at the range of settings and providers that care for children across the private, voluntary and independent sectors. This will include thinking about the diverse needs of children and consider appropriate activities that promote and support independence and self-care. You will learn how to work with other professionals in a way that values and respects colleagues whilst caring for children.

Unit 8 – Caring for children	
(mapped to CCLD 301, 302, 303, 314, 320 and 324)	
GLH: 60	
LEARNING OUTCOMES The learner will understand:	ASSESSMENT CRITERIA The learner can:
1. The range of settings that provide care for children.	1.1. Explain how care for children may be provided within families and in society. 1.2. Compare the differing roles of statutory, private, voluntary and independent settings in relation to care for children. 1.3. Summarise the main regulations that govern the work of different types of settings and show how these can influence provision for care.
2. The diverse care needs of children.	2.1. Consider ways to use a detailed knowledge of development to recognise care needs. 2.2. Describe some activities which support and maintain the daily life of children. 2.3. Assess ways to promote independence and self-care.
3. How to work effectively in multi-professional teams to support the care of children.	3.1. Discuss a range of key issues which enable multi-professional teams to work together effectively to support the care of children.

Unit 8 – Caring for children

Delivery guidance

During this unit you will learn about:

Children, families and the outside world.

The importance of parents and primary carers.

Different family structures and parenting styles.

The diverse groups that care for children in a variety of environments.

The differing roles of the statutory, private, voluntary and independent settings that provide care for children.

The regulatory framework and its impact on the care given to children.

How to identify individual care needs.

How to use your knowledge of child development to recognise children's needs.

Activities that support and maintain daily living for children.

Promoting and supporting children's independence and self-care.

How to work with colleagues in multi-professional teams.

The importance of valuing and respecting families, colleagues and other professionals.

Procedures and working methods in a variety of settings.

How to provide multi-disciplinary care of individuals.

How communication and confidentiality are managed within the team.

The roles and responsibilities of other professionals.

Unit 8 Assignment – Caring for children

This assessment task provides the assessment for the unit.

The completed assessment task **MUST** be submitted and marked as a whole and not in separate sections.

Assignment task: What do I have to do?

The whole assignment must be completed in order to achieve the unit.

Collate a portfolio of research into these topics:

- The role of the practitioner in caring for children
- The provision of care for children within families and society in a range of different settings
- The differing roles of statutory, private, voluntary and independent settings
- The main regulations that govern the work of different types of settings
- Meeting the diverse care needs of children
- Working in multi-disciplinary teams to support the care of children

The portfolio should include current and relevant research, information and materials from a variety of sources, refer to child development, and identify, where appropriate, the relevance of current legislation.

The portfolio may include documents generated through different aspects of work such as action plans, curriculum and routine plans, notes of activities, images, audio files, narrative accounts, media other than text, reports of presentations, leaflets, booklets, diaries and other suitable ways of showing research information and materials.

Throughout the portfolio you should ensure that you address diversity and inclusive practice where appropriate to the task.

You may use appropriate materials from this portfolio to contribute towards your external assessment task.

Unit 8 – Caring for children

Assignment criteria

E1	Collate evidence which describes the role of the practitioner in caring for children
E2	Collate information about how care for children may be provided within families and society
E3	Include evidence which compares the differing roles of statutory, private, voluntary and independent settings
E4	Include a summary of the main regulations that govern the care of children in different types of settings
E5	Include TWO (2) activities which will each support and maintain a different aspect of the daily care of children
E6	Include an explanation of the key issues which enable multi-professional teams to work together
E7	Provide evidence of current and relevant research throughout the portfolio
E8	Show an understanding of diversity and inclusive practice
E9	Include references and bibliography
D1	Provide evidence to show how knowledge of child development can contribute to the recognition of children's care needs
D2	Discuss TWO (2) strategies for improving your own learning and performance
C1	Analyse how the main regulations can influence the provision of care
B1	Evaluate ways to work effectively in multi-professional teams to support the care of children
A1	Include a reflective account of the role of the practitioner in caring for children

Unit 9

Development of professional skills within children's education



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Unit 9 – Development of professional skills within children's education

This unit will provide you with the opportunity to develop your professional skills and to apply theoretical knowledge in a practical environment. You will consider the professional standards expected of practitioners including appropriate dress codes, communication skills, confidentiality and good attendance and timekeeping. You will also gain knowledge and understanding of the planning cycle and how to meet the needs of individual and groups of children. Practical placements are a key feature of this unit.

Unit 9 – Development of professional skills within children's education

(mapped to CCLD 303, 304, 305, 306, 307, 308, 309, 310, 312 and 314)

GLH: 259

375 per year recommended practical training hours, 750 total

You will show fitness to practice by successfully completing the Practice Evidence Records and Professional Development Profiles for this unit.

LEARNING OUTCOMES The learner will understand:	ASSESSMENT CRITERIA The learner can:
1. The professional standards expected of the practitioner.	1.1. Provide evidence that shows competence in a wide range of set tasks. 1.2. Show, in practice, an understanding of the components of a professional approach to their work. 1.3. Maintain professional standards throughout all the aspects of their work.
2. How to apply theoretical knowledge to the professional setting.	2.1. Demonstrate an ability to uphold the CACHE Statement of Values. 2.2. Analyse their own knowledge of theory, development and observations and relate this to support their practical work.
3. How the planning cycle is used in various practical settings.	3.1. Show a detailed knowledge of the planning process to meet curriculum frameworks and learning needs within different settings.

Unit 9 – Development of professional skills within children's education	
LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will understand:	The learner can:
4. How to meet the needs of individual and groups of children in a variety of settings.	4.1. Demonstrate how individual needs can be met in practice.
5. How professional practice is linked to legislation, policies and procedures.	5.1. Apply understanding of legislation, policies and procedures to their own practice and to the working practices of different settings. 5.2. Reflect on their own practice to develop and improve their performance.

Unit 9 – Development of professional skills within children's education

Delivery guidance

During this unit you will learn about:

The professional standards expected of the practitioner to include:

- timekeeping
- regular attendance
- appropriate dress code
- communication skills
- personal hygiene
- role models

How to use placement diaries to reflect on experiences.

The CACHE Statement of Values that underpin good practice when working with children.

Theories of development and learning and how to apply theory in practice.

A range of observational techniques and how to make evaluations related to theories of development.

How to use the planning cycle in a variety of settings.

The use of observations for planning activities that promote development and meet care/health/education needs.

How to make assessments of development.

How to plan activities to meet curriculum frameworks and learning needs within different settings.

How to plan for individual and group work.

The practical application of knowledge gained through the other units.

How to apply differentiation in meeting the needs of children and encouraging development.

The importance of diversity and inclusive practice.

How to work with parents/carers and other professionals in a multi-agency approach.

How to respond to behaviour positively.

How to meet the needs of individuals and groups of children in a variety of settings.

The policies used by settings, for example, equal opportunities, outdoor play, Health and Safety.

Safe working practices in a variety of settings.

The importance of reflection to develop and improve your performance.

Unit 9 Assignment – Development of professional skills within children's education

Unit 9 contains **FOUR (4)** parts, which you must successfully complete to achieve the unit.

- 1. Placement Summary**
- 2. Practice Evidence Records**
- 3. Practice Evidence Record Diary**
- 4. Professional Development Profiles**

All records should be completed in ink, signed and dated as appropriate to ensure they are authentic. Corrections must only be made using a single line through the text to be amended. The use of correcting fluid or erasers of any type is not permitted. Supervisors should not use ditto marks or sign across statements.

1. Placement Summary

This is a record of the placements you have attended and the number of days or equivalent hours you have completed. You should fill in the record when you have completed each practical placement. Your tutor will then sign the Placement Summary at the end of your course. It is very important that you keep this record up to date and provide accurate information.

2. Practice Evidence Records

The Practice Evidence Records contain statements which describe the skills and tasks you must be able to perform competently in your practical placement.

The statements are linked to the learning outcomes in the relevant units and also show links to the National Occupational Standards in Children's Care, Learning and Development.

Your placement supervisor, tutor or teacher will sign each statement when they are satisfied that you are performing the task or skill satisfactorily.

Statements may be signed at different placements.

The Practice Evidence Record Diaries are available in Section 10 of this handbook. This work is graded and provides the overall grade for Unit 9.

3. Practice Evidence Records Diary

Student guidance

The practical elements of your course are very important to your future career in the sector. As part of the evidence you need to provide for your Practice Evidence Records, you are expected to complete a Practice Evidence Record Diary. This will be marked by your tutor and verified by your placement supervisor. The diary consists of tasks that you will ideally complete in your work placement. This Practice Evidence Diary will give you the opportunity to demonstrate your skills in evaluation and reflection. It will also give you the opportunity to evidence your understanding of all the practical skills you have gained whilst you have been on work placement and will be a useful addition to your portfolio when you decide to pursue a career. The Practice Evidence Diary tasks are available on the CACHE website. Your tutor will give you guidance on how to complete the diary. The diary must be completed to achieve an E grade or above for your practical unit.

Tutor guidance

As part of the practical unit, learners are required to complete a Practice Evidence Record Diary. The tutor will need to guide the learners to complete tasks that will be marked by the tutor against a set of criteria and given a grade. The learners will also be required to enlist the support of their placement supervisors to sign and verify the tasks as having been implemented, and to support the process where necessary. When it is difficult or not appropriate to implement the tasks in the settings they can be completed in a simulated situation.

The Practice Evidence Diary has been designed so that learners can provide evidence of their ability to evaluate and reflect upon their practice through a given task. Each task will have a sheet to be filled in and the learners are not expected to produce copious amounts of written material. These tasks are not assignments and do not have to be referenced. The criteria will guide learners on producing the evidence. Tutors will need to support learners by ensuring they have opportunity to explore ideas, activities and observation skills in class time. This support will enable the learners to produce good quality tasks with appropriate levels of evaluative and reflective skills.

4. Professional Development Profiles (PDPs)

There are nine sections in a Professional Development Profile. You must gain a pass in each section to achieve a satisfactory PDP. If you do not achieve a satisfactory PDP, you will be Referred.

Each placement supervisor will complete a final PDP towards the end of your placement, indicating a Pass or Refer and provide comments for each statement. It is important that you discuss the outcome with your supervisor and ask how you can improve your work, particularly if you are Referred.

You must complete **THREE (3)** PDPs satisfactorily (a Pass in each of the nine sections) in order to achieve an overall Pass in the Professional Development Profiles.

Each PDP must be completed over a period of at least 20 days unless it was achieved in a birth to 1 year environment.

If, at the end of your course of study, you have not achieved a Pass in the required number of PDPs you will be required to undertake an additional training placement of 25 days for each outstanding PDP.

Your Centre can photocopy additional copies of the PDP or take a copy from the CACHE website, if these are required.

Interim reports are not mandatory. They may be completed at any time to support you in achieving the placement.

If you sign the PDP, or falsify any area of the PDP, it will not be considered valid for assessment.

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Assignment planner

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate
Name:
PIN:
Site/Centre No:

It should be noted that this form is not mandatory and Centres may devise their own form for planning. Please enter the submission date into the appropriate box in the table below.

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Unit 1	IM											
	Marker											
Unit 2	IM											
	Marker											
Unit 3	IM											
	Marker											
Unit 4	IM											
	Marker											
Unit 5	IM											
	Marker											
Unit 6	IM											
	Marker											
Unit 7	IM											
	Marker											

Please refer to the External Assessment Timetable for test dates, which can be found on the CACHE website

Assignment planner

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name: _____

PIN: _____

Site/Centre No: _____

It should be noted that this form is not mandatory and Centres may devise their own form for planning. Please enter the submission date into the appropriate box in the table below.

		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Unit 8	Marker												
	IM												
Unit 9	Marker												
	IM												
Optional Unit	Marker												
	IM												
Optional Unit	Marker												
	IM												
Optional Unit	Marker												
	IM												
Research Task	Marker												
	IM												

Please refer to the External Assessment Timetable for test dates, which can be found on the CACHE website

Record of the grades achieved for the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Grades achieved	Unit grade: Grade A		Unit grade: Grade B		Unit grade: Grade C		Unit grade: Grade D		Unit grade: Grade E		Points/unit	Points/grade	
	Hours per unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points			
Unit 1 – A introduction to working with children	30	1	5	5	4	4	3	3	2	2	1	1	Award points: Award grade:
Unit 2 – Development from conception to age 16 years	90	3	5	15	4	12	3	9	2	6	13		
Unit 3 – Supporting children	90	3	5	15	4	12	3	9	2	6	1	3	Award points: + Certificate points: Total Certificate points: Certificate grade:
Unit 4 – Keeping children safe	90	3	5	15	4	12	3	9	2	6	1	3	
Unit 5 – The principles underpinning the role of the practitioner working with children	60	2	5	10	4	8	3	6	2	4	12		
Short answer test		3	5	15	4	12	3	9	2	6	1	3	
Unit 6 – Promoting a healthy environment for children	60	2	5	10	4	8	3	6	2	4	12		Certificate points:
Unit 7 – Play and learning in children's education	90	3	5	15	4	12	3	9	2	6	13		+ Diploma points:
Unit 8 – Caring for children	60	2	5	10	4	8	3	6	2	4	1	2	Diploma grade:
Unit 9 – Development of professional skills within children's education PERs	750	25	5	125	4	100	3	75	2	50	1	25	
PDPs	Pass only												
Optional unit	60	2	5	10	4	8	3	6	2	4	1	2	
Optional unit	60	2	5	10	4	8	3	6	2	4	1	2	
Optional unit	60	2	5	10	4	8	3	6	2	4	1	2	
Research task		5	5	25	4	20	3	15	2	10	1	5	

Qualification grade:

No of increments x grade value = points for unit assessment

To achieve the CACHE Level 3 Diploma in Child Care and Education candidates must achieve: the CACHE Level 3 Award in Child Care and Education, the CACHE Level 3 Certificate in Child Care and Education; achieve the required assessments for the Level 3 Diploma and be assessed as practically and professionally competent through the PERs and PDPs.

Points achieved are cumulative and are carried forward from the Award to contribute to the grades awarded for the Certificate and Diploma.

CACHE Level 3 Award in Child Care and Education

Candidates must achieve both units and are graded as follows:

Grade	CACHE Points score	UCAS Points
A	17 - 20	30
B	13 - 16	25
C	9 - 12	20
D	6 - 8	15
E	4 - 5	10

CACHE Level 3 Certificate in Child Care and Education

Candidates must achieve a pass in each unit and are graded as follows:

Grade	CACHE Points score	UCAS Points
A	62 - 75	110
B	48 - 61	90
C	36 - 47	70
D	24 - 35	55
E	15 - 23	35

CACHE Level 3 Diploma in Child Care and Education

Grade	CACHE Points score	UCAS points
A	256 - 290	360
B	219 - 255	300
C	166 - 218	240
D	110 - 165	180
E	58 - 109	120

A table of UCAS points and the equivalent grades is also available on the UCAS website www.ucas.com

Section 5

About CACHE

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Section 5 – About CACHE

What is CACHE?

Council for Awards in Care, Health and Education (CACHE).

CACHE is the leading provider of nationally recognised qualifications in early years care and education and in playwork. Its courses and qualifications 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. CACHE also awards Key Skills, Assessor and Verifier Qualifications, NVQs in Children's Care, Learning and Development, NVQs in Playwork, NVQs for Teaching Assistants 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 Equality and Diversity Statement

CACHE and its Board of Trustees value diversity and believe that people from differing backgrounds bring different ideas, perspectives and experiences to all aspects of learning and development.

CACHE is fully committed to treating everyone fairly, with respect and with dignity in their employment and in their learning.

CACHE requires its approved Centres to have their own Diversity/Equal Opportunities Policy, to make sure that all candidates and those who have responsibility for the recruitment, teaching and the assessment of these candidates, can enjoy a positive learning environment whilst at the same time safeguarding the integrity of CACHE awards.

CACHE is committed to developing and promoting an understanding of diversity throughout all products and activities relating to our awards. This includes our curricula, publications, training and assessment procedures to support candidates to have a positive and inclusive learning experience.

CACHE is committed to continue helping everyone who works in the sector to work towards a truly diverse and inclusive society.

The Trustees and staff at CACHE are fully committed to complying with legislation and requirements from regulators on diversity and inclusion. We will continue to support our approved centres to provide an enriched and inclusive learning experience for all candidates.

This CACHE policy statement is dynamic and evolving, and conforms to current legislation.

CACHE Statement of Values

This statement of values should underpin the content and delivery of the syllabus for these qualifications 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, or those in a parenting role, as the primary carer and educator of the child
- Respect the contribution and expertise of staff in the child care and education field and other professionals with whom they may be involved
- Respect the customs, values and spiritual beliefs of the child and their family
- Uphold CACHE's Equality and Diversity Statement
- 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

Section 6

The CACHE website:
www.cache.org.uk

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Section 6 – The CACHE website: www.cache.org.uk

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

These include the following **CACHE procedures**:

- re-mark enquiry
- appeals
- complaints
- malpractice

Useful publications offering additional guidance include:

- **Finding the Level** helps you to understand the different levels of demand when studying for CACHE qualifications
- **Assignment Guidance** supports tutors and candidates with the assessment requirements of CACHE unit assignments
- **Little Book of Qualifications**

e|ngage – for CACHE Centres

If your Centre is registered to use e|ngage on the CACHE website and you have a username and password, you will be able to register your candidates for the CACHE qualifications online. You could also take advantage of the following benefits:

- Certificate Claim/Mark Record Summary Sheet (MRSS) – Provides a list of your candidates in alphabetical order, which is then used to claim for certificates
- Externally Assessed Confirmation of Entry (EACOE) – Allows you to view a list of candidates due to sit a particular examination
- External Assessment Results List – Enables you to view the results of your candidates for particular examinations
- Pass List – Shows all candidates at your Centre who have been issued with a qualification certificate in the last three months.

If you would like to access e|ngage but you are not currently registered to do so, you can email reg.cert@cache.org.uk to be provided with a username and login details.

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Section 7

Mapping

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Mapping of the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education to the following:

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education	Common Induction Standards	CCLD Level 3	Every Child Matters
Unit 1 An introduction to working with children	1,2,7	-	1,3,5
Unit 2 Development from conception to age 16 years	5	303	2,5,6
Unit 3 Supporting children	1,2,3,4,5,6	305,306,326,325,301	3,4,6
Unit 4 Keeping children safe	2,3,4,6	302,306	3
Unit 5 The principles underpinning the role of the practitioner working with children	1	301,304,305	1,5,6
Unit 6 Promoting a healthy environment for children	3,4	307,319	2
Unit 7 Play and learning in children's education	4,5	309,310	2
Unit 8 Caring for children	1,2,4,5,7	301,302,303,314,320,324	5
Unit 9 Development of professional skills within children's education	1,7	303,304,305,306,307,308,309,310,312,314	1,2,6
Unit 10 Research into child care, education and development	-	304	5,6
Unit 11 Care of sick children	3	302,314	2,5,6

Mapping of the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education to the following:

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education		Common Induction Standards	CCLD Level 3	Every Child Matters
Unit 12	Nutrition and healthy food for children	2,3,5	307,314,319	2
Unit 13	Child, family and outside world	2,4,5	313,317,319, 322,324,330	3,5,6
Unit 14	Working with children with special needs	1,2,3,4,5,6	321,339	1,2,3,5,6
Unit 15	Developing children's (3 - 8 years) mathematical skills	5	315,346	2
Unit 16	Developing children's (3 - 8 years) communication, language and literacy skills	5	315,345	2
Unit 17	International approaches towards children's education	5	-	2
Unit 18	Working with babies from birth to 12 months	1,3,5	312,314	2,6
Unit 19	Multi-agency working with children	1,2,5	313,324,330	1,5,6
Unit 20	Children, parent and family needs	1,2,4,5	313,317,324, 330	2,3,6
Unit 21	Supporting children with English as an additional language	1,4,5	334	2,5,6

The Foundation Phase Framework for children's learning for 3 to 7 year olds in Wales is implemented from September 2008, for children aged 3 and 4 years in the first year of implementation. For further information from the Welsh Assembly Government, see the website: www.wales.gov.uk

Mapping of the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education to the Early Years Foundation Stage

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education	A unique child	Empowering relationships	Enabling environments	Holistic learning and development
Unit 1 An introduction to working with children	✓	✓		
Unit 2 Development from conception to age 16 years	✓	✓	✓	✓
Unit 3 Supporting children	✓	✓	✓	
Unit 4 Keeping children safe	✓	✓	✓	✓
Unit 5 The principles underpinning the role of the practitioner working with children	✓	✓	✓	✓
Unit 6 Promoting a healthy environment for children	✓	✓	✓	✓
Unit 7 Play and learning in children's education	✓	✓	✓	✓
Unit 8 Caring for children	✓	✓	✓	
Unit 9 Development of professional skills within children's education	✓	✓	✓	✓
Unit 10 Research into child care, education and development				
Unit 11 Care of sick children	✓	✓	✓	

Mapping of the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education to the Early Years Foundation Stage

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education	A unique child	Empowering relationships	Enabling environments	Holistic learning and development
Unit 12 Nutrition and healthy food for children	✓	✓		
Unit 13 Child, family and outside world	✓	✓	✓	
Unit 14 Working with children with special needs	✓	✓	✓	✓
Unit 15 Developing children's (3 - 8 years) mathematical skills		✓	✓	✓
Unit 16 Developing children's (3 - 8 years) communication, language and literacy skills		✓	✓	✓
Unit 17 International approaches towards children's education			✓	✓
Unit 18 Working with babies from birth to 12 months	✓	✓	✓	✓
Unit 19 Multi-agency working with children		✓	✓	
Unit 20 Children, parent and family needs		✓		✓
Unit 21 Supporting children with English as an additional language	✓	✓	✓	✓

Section 8

Key Skills

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Section 8 – Key Skills

Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education to the following:

		Key Skills																				
Unit		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Communication																						
C1.1			✓	✓	✓	✓	✓	✓			✓				✓			✓		✓		
C1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C2.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C2.1b		✓			✓	✓	✓	✓			✓				✓			✓		✓		
C2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1a		✓		✓	✓	✓	✓	✓			✓				✓			✓		✓		
C3.1b		✓			✓	✓	✓	✓			✓				✓			✓		✓		
C3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application of Number																						
N1.1											✓		✓									
N1.2											✓		✓									
N1.3											✓		✓									
N2.1											✓		✓									
N2.2											✓		✓									
N2.3											✓		✓									
N3.1											✓		✓									

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
N3.2										✓		✓									
N3.3										✓		✓									
Information Communication Technology																					
ICT1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working with Others																					
WO1.1				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO1.2				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO1.3				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO2.1				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO2.2				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO2.3				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO3.1				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO3.2				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓
WO3.3				✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Improving Own Learning and Performance																					
LP1.1	✓				✓			✓	✓												
LP1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓			
LP1.3	✓				✓				✓												
LP2.1	✓				✓			✓	✓												
LP2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓			
LP2.3	✓				✓				✓												
LP3.1	✓				✓			✓	✓												
LP3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓			
LP3.3	✓				✓				✓												
Problem Solving																					
PS1.1			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS1.2			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS1.3			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS2.1			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS2.2			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS2.3			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS3.1			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS3.2			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓
PS3.3			✓	✓	✓	✓				✓		✓	✓	✓				✓	✓	✓	✓

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Section 9

Assignment and marking forms

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Compensatory marking grid: Guidance for awarding marks

These descriptions provide general guidelines. They indicate the level of work that is required. The descriptions should be applied to the requirements of the grading criteria. Final grades are determined by the total mark achieved. It may be possible for a candidate to achieve an E grade even though all criteria have not been attempted or awarded any marks.

	To achieve 0 – 1 mark	To achieve 2 – 3 marks	To achieve 4 – 5 marks
E	<ul style="list-style-type: none"> 0 marks: no relevant information given 1 mark: response simplistic and underdeveloped, limited ideas 	<ul style="list-style-type: none"> 2 marks: knowledge of relevant points, little development of ideas, some understanding of professional terms 3 marks: sound knowledge of subject, some development of ideas; may use some references and/or examples 	<ul style="list-style-type: none"> 4 – 5 marks: detailed/clear knowledge, understanding expressed accurately, professional terms used correctly; ideas expressed accurately and logically; may use relevant references, examples, research or theory (as appropriate), that show application of knowledge and support the work
	<p>Show an understanding of diversity and inclusive practice:</p> <ul style="list-style-type: none"> 0 marks: no evidence of understanding or appropriate responses 1 mark: basic understanding 	<ul style="list-style-type: none"> 2 marks: reasonable understanding shown in suitable responses 3 marks: may apply knowledge to practical situations, some ideas developed 	<ul style="list-style-type: none"> 4 – 5 marks: clear understanding, recognition of own role; may refer to current information, policy, legislation or research; may use relevant examples to apply knowledge to practical situations
	<p>Include references and a bibliography:</p> <ul style="list-style-type: none"> 0 marks: no evidence of references and bibliography 1 mark: one reference; one source given as a bibliography 	<ul style="list-style-type: none"> 2 marks: two relevant references attempted; bibliography with one source 3 marks: two relevant references attempted; bibliography with more than one source 	<ul style="list-style-type: none"> 4 – 5 marks: more than two relevant references given; wider range of appropriate sources; may include background reading in bibliography; information clearly presented to enable checking of sources

	To achieve 0 – 3 marks	To achieve 4 – 7 marks	To achieve 8 – 10 marks
D	<ul style="list-style-type: none"> 0 marks: no relevant points, explanations or reasons given 1 – 2 marks: basic understanding shown in relation to the subject 2 – 3 marks: brief explanation relevant to the subject 	<ul style="list-style-type: none"> 4 – 5 marks: mainly correct but without depth; may use common vocational terms; limited ability to develop ideas 6 - 7 marks: mainly correct, more depth, may give relevant examples of practical situations or include theory; some development of ideas 	<ul style="list-style-type: none"> 8 marks: a fuller explanation showing clear understanding of the subject; may include relevant examples or refer to practical experience; relates appropriately to theory or current research to support work; ideas are well expressed 9 – 10 marks: shows increasing understanding with some breadth or depth of response
	To achieve 0 – 3 marks	To achieve 4 – 7 marks	To achieve 8 – 10 marks
C	<ul style="list-style-type: none"> 0 marks: no relevant knowledge shown 1 – 2 marks: basic understanding shown in relation to subject 3 marks: brief relevant information 	<ul style="list-style-type: none"> 4 – 5 marks: sound but basic or descriptive response, some ability to develop ideas 6 – 7 marks: development of ideas, mainly accurate; shows understanding of relevant theories and/or includes practical examples 	<ul style="list-style-type: none"> 8 marks: detailed response showing clear understanding of the subject; relevant ideas expressed; uses relevant practical examples and/or relates work to research or theories to support work; 9 – 10 marks: greater understanding: showing breadth and depth relevant coherent responses; ideas well expressed
	To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
B	<ul style="list-style-type: none"> 0 marks: no relevant knowledge shown 1 – 3 marks: little evidence of knowledge; simple statements or judgements; 4 – 5 marks: basic explanation relevant to the subject; some points given in detail, mainly from one perspective 	<ul style="list-style-type: none"> 6 - 8 marks: some ideas developed; mainly accurate; some analysis of information from more than one perspective 9 – 10 marks: increased breadth and depth of knowledge; application of knowledge clear; focussed work; research evident; aspects of the subject may be compared; use of relevant references 	<ul style="list-style-type: none"> 11 – 13 marks: aspects of the subject examined in detail from more than one perspective; relevant examples included that apply knowledge and understanding to different situations; clear evidence of understanding current research and theories 14 – 15 marks: relevant and coherent response; greater breadth and depth of research; analytical skills evident; reasoned judgements based on research or theory

	To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
A	<ul style="list-style-type: none"> 0 marks: no relevant knowledge shown; no examination of the subject 1 – 3 marks: little evidence of knowledge and understanding; simple statements and judgements; points considered from only one perspective 4 – 5 marks: basic understanding of some points, limited conclusions 	<ul style="list-style-type: none"> 6 – 8 marks: main issues in relation to the subject are given; conclusions drawn, limited reasoning; referencing and/or use of examples 9 – 10 marks: evidence of clear knowledge of main issues, some comparison of different aspects of the subject, impact of these may be considered; well reasoned; well focussed referencing and/or use of examples 	<ul style="list-style-type: none"> 11 – 13 marks: breadth and depth of knowledge and understanding with a clear focus on the subject; points for and against relevant issues are given clearly with implications considered; response supported by links to current research, theories; examples of application within the vocational context 14 – 15 marks: response is excellent overall; well presented and reasoned in a clear and precise way

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Unit submission form

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment on submission. The assignment will not be accepted without this form.

Candidate	
Name:	
PIN:	
Site/Centre No:	

Candidate declaration	
Unit 1 – An introduction to working with children	
I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.	
Candidate signature:	Date:

Tutor feedback	
Grade awarded:	

Word count	
Number of words used in the assignment: <i>(to be filled in by the candidate)</i>	

Signatures	
Tutor signature:	Date:
IM signature: <i>(if chosen for sample)</i>	Date:



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Compensatory marking grid

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 1 – An introduction to working with children

Candidate		
Name:		
PIN:		
Site/Centre No:		

Criteria	Description	Internal marker (Circle mark achieved)	Resubmission/upgrade	
			Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)
E1	Describe THREE (3) different types of settings which provide care and education for children in your area. This must include ONE (1) example from the <ul style="list-style-type: none"> • Statutory sector. • Voluntary sector. • Private sector. 	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E2	Describe how EACH of the types of settings identified in E1 aims to support children and their families.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E3	Describe the main legislation in your country that supports the rights of children.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E4	Describe the recognised principles and values that underpin working with children.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E5	Explain the importance of valuing and respecting all children in the setting.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Compensatory marking grid

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 1 – An introduction to working with children (continued)

Candidate	
Name:	
PIN:	
Site/Centre No:	

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)
E6	Describe THREE (3) professional skills that will support your work 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
E7	Describe how study skills can support your learning during your training.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E8	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
D1	Explain why the practitioner should develop and maintain appropriate relationships with parents and other professionals.	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
D2	Discuss the characteristics of working in a multi-agency team.	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
C1	Explain why the early years practitioner should listen to children's views and value their opinions.	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

Compensatory marking grid

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 1 – An introduction to working with children (continued)

Candidate

Name:

PIN:

Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)
B1	Explain why it is important that practitioners understand the limits and boundaries of their role when working with 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
A1	Reflect on the importance of a child centred approach in early years settings.	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
Total marks:					
Grade:					

Internal marker signature:

Internal moderator signature (if chosen for sample):

Date:

A = 80 – 100

B = 70 – 79

C = 60 – 69

D = 50 – 59

E = 35 – 49

Refer = 0 – 34

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Unit submission form

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment on submission. The assignment will not be accepted without this form.

Candidate	
Name:	
PIN:	
Site/Centre No:	

Candidate declaration	
Unit 2 – Development from conception to age 16 years	
I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.	
Candidate signature:	Date:

Tutor feedback	
Grade awarded:	

Word count	
Number of words used in the assignment: <i>(to be filled in by the candidate)</i>	

Signatures	
Tutor signature:	Date:
IM signature: <i>(if chosen for sample)</i>	Date:



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Compensatory marking grid

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 2 – Development from conception to age 16 years

Candidate

Name:

PIN:

Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E1	Describe the development of children in a selected age range and in TWO (2) areas 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
E2	Describe the development of children in a selected age range, different from E1 and in TWO (2) areas 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
E3	Explain TWO (2) theoretical perspectives relevant to the areas 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
E4	Include THREE (3) observations as appendices	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E5	Identify and use THREE (3) different observation techniques	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Compensatory marking grid

**CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in
Child Care and Education**

Unit 2 – Development from conception to age 16 years (continued)

Candidate
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker <i>(Circle mark achieved)</i>	Internal moderator <i>(Circle mark achieved)</i>	Resubmission/upgrade	
				Internal marker <i>(Circle mark achieved)</i>	Internal Moderator <i>(Circle mark achieved)</i>
E6	Explain how to maintain confidentiality throughout the observation	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E7	Show an understanding of diversity and inclusive 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
E8	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
D1	Discuss the child's needs in relation to the selected area of development	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
D2	Explain how the observations can be used to support planning to meet the child's needs	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
C1	Analyse the issues which are essential to confidentiality and objective observation	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

Compensatory marking grid

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 2 – Development from conception to age 16 years (continued)

Candidate	
Name:	
PIN:	
Site/Centre No:	

Criteria	Description	Internal marker <i>(Circle mark achieved)</i>	Internal moderator <i>(Circle mark achieved)</i>	Resubmission/upgrade	
				Internal marker <i>(Circle mark achieved)</i>	Internal Moderator <i>(Circle mark achieved)</i>
B1	Reflect on the implications for practice of the assessment of children through observation	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
A1	Evaluate the influence of theoretical perspectives on aspects of practice which affect the development of 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
Total marks:					
Grade:					

Grade boundaries

A = 80 - 100
 B = 70 - 79
 C = 60 - 69
 D = 50 - 59
 E = 35 - 49
 Refer = 0 - 34

Internal marker signature:
Internal Moderator signature <i>(if chosen for sample)</i> :
Date:

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Unit submission form

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment on submission. The assignment will not be accepted without this form.

Candidate	
Name:	
PIN:	
Site/Centre No:	

Candidate declaration	
Unit 3 – Supporting children	
I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.	
Candidate signature:	Date:

Tutor feedback	
Grade awarded:	

Word count	
Number of words used in the assignment: <i>(to be filled in by the candidate)</i>	

Signatures	
Tutor signature:	Date:
IM signature: <i>(if chosen for sample)</i>	Date:



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Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 3 – Supporting children

Candidate
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E1	Identify FIVE (5) pieces of current legislation	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E2	Describe how each piece of legislation will influence working practices in the 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
E3	Describe how the policies and procedures will help safeguard 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
E4	Describe how the policies and procedures promote fair, just and inclusive strategies	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E5	Describe TWO (2) strategies which the setting may use to empower children to develop independence and self-reliance	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E6	Give examples of how settings may prepare children for transfer or transitions	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 3 – Supporting children (continued)

Candidate

Name: _____

PIN: _____

Site/Centre No: _____

Criteria	Description	Internal marker (Circle mark achieved)	Resubmission/upgrade	
			Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E7	Explain the causes and effects of discrimination on children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E8	Show an understanding of diversity and inclusive practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E9	Include references and bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D1	Explain the key issues relating to the practice which supports children to prepare for transitions	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
D2	Assess the effectiveness of the strategies which empower children to develop autonomy and self reliance	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
C1	Evaluate ONE (1) theoretical perspective which supports the development of strategies for empowering children	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

Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 3 – Supporting children (continued)

Candidate

Name: _____
 PIN: _____
 Site/Centre No: _____

Criteria	Description	Internal marker (Circle mark achieved)	Resubmission/upgrade	
			Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
B1	Discuss how the causes and effects of discrimination may affect practice in the setting	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
A1	Reflect on the influence of legislation on working practices within early years settings	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
Total marks:				
Grade:				

Grade boundaries

- A = 80 - 105
- B = 70 - 79
- C = 60 - 69
- D = 50 - 59
- E = 35 - 49
- Refer = 0 - 34

Internal marker signature:

Internal Moderator signature (if chosen for sample):

Date:

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Unit submission form

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment
on submission. The assignment will not be accepted without this form.

Candidate

Name:

PIN:

Site/Centre No:

Candidate declaration

Unit 4 – Keeping children safe

I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.

Candidate signature:

Date:

Tutor feedback

Grade awarded:

Word count

Number of words used in the assignment:
(to be filled in by the candidate)

Signatures

Tutor signature:

Date:

IM signature:

(if chosen for sample)

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

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Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 4 – Keeping children safe

Candidate
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E1	Identify legislation which influences healthy, safe and secure environments for early years settings	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E2	Describe the procedures which will keep a child safe for each accident, illness or emergency	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E3	Plan the appropriate care of a child aged 1 for a full day in the 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
E4	Plan the appropriate care of a child aged 3 years for a full day in a 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
E5	Describe the issues that affect the planning of a challenging environment for 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

Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 4 – Keeping children safe (continued)

Candidate

Name: _____
 PIN: _____
 Site/Centre No: _____

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E6	Describe the initiatives which influence the provision of challenging environments for 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
E7	Explain the importance of helping children to manage risk and challenge in their environment	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E8	Show an understanding of diversity and inclusive 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
E9	Include references and 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
D1	Explain how legislation can support strategies to establish and maintain healthy, safe and secure environments in early years settings	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

Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 4 – Keeping children safe (continued)

Candidate

Name:

PIN:

Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D2	Explain how establishing a safe environment can support the procedures necessary for accidents, illnesses and emergencies	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
C1	Evaluate how the TWO (2) initiatives contribute to the provision of an enabling environment for children	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
B1	Consider possible ways to maintain the safety and privacy of children and to respect their wishes	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
A1	Discuss the effect on practitioners of meeting the care needs of 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
Total marks:					
Grade:					

Grade boundaries

A = 80 - 105

B = 70 - 79

C = 60 - 69

D = 50 - 59

E = 35 - 49

Refer = 0 - 34

Internal marker signature:

Internal Moderator signature (if chosen for sample):

Date:

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Unit submission form

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment on submission. The assignment will not be accepted without this form.

Candidate	
Name:	
PIN:	
Site/Centre No:	

Candidate declaration

Unit 5 – The principles underpinning the role of the practitioner working with children

I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.

Candidate signature:

Date:

Tutor feedback

Grade awarded:

Word count

Number of words used in the assignment:
(to be filled in by the candidate)

Signatures

Tutor signature:

Date:

IM signature:

(if chosen for sample)

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

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Compensatory marking grid

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 5 – The principles underpinning the role of the practitioner working with children

Candidate
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E1	Describe the responsibility of the practitioner in professional relationships	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E2	Discuss TWO (2) issues which contribute to maintaining professional relationships with children and adults	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E3	Explain the value of a multi-professional approach when working with children 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
E4	Describe the benefits of developing reflective practice within the 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
E5	Summarise the main principles that underpin work 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
E6	Explain the importance of valuing children's interests and 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

Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and
EducationUnit 5 – The principles underpinning the role of the practitioner working
with children (continued)

Candidate
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E7	Collate information about ONE (1) recent initiative and ONE (1) piece of current research which relate to provision for 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
E8	Show an understanding of diversity and inclusive 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
E9	Include references and 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
D1	Explain the importance of reflective practice for improving your own performance	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
D2	Discuss TWO (2) strategies for improving your own learning and performance	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
C1	Analyse how the main principles that underpin work with children can support the practitioners' practice in the 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

Compensatory marking grid

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 5 – The principles underpinning the role of the practitioner working with children

Candidate

Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
B1	Evaluate how the recent initiative supports practice within early years settings	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
A1	Evaluate how the current research can support practitioners' professional 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
Total marks:					
Grade:					

Grade boundaries

A = 80 - 105
B = 70 - 79
C = 60 - 69
E = 35 - 49
Refer = 0 - 34

Internal marker signature:

Internal Moderator signature (if chosen for sample):

Date:

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Unit submission form

CACHE Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment on submission. The assignment will not be accepted without this form.

Candidate

Name:

PIN:

Site/Centre No:

Candidate declaration

Unit 6 – Promoting a health environment for children

I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.

Candidate signature:

Date:

Tutor feedback

Grade awarded:

Signatures

Tutor signature:

Date:

IM signature:

(if chosen for sample)

Date:

cache
nurturing achievement
Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

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Candidate

Name:

PIN:

Site/Centre No:

Compensatory marking grid

CACHE Level 3 Diploma in Child Care and Education

Unit 6 – Promoting a healthy environment for children

Criteria	Description	Internal marker (Circle mark achieved)	Resubmission/upgrade	
			Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E1	Collate evidence which describes the role of the practitioner in working towards a healthy lifestyle and environment for children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E2	Provide information about legislation which supports the rights of children to a healthy lifestyle	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E3	Provide information about a range of factors which may affect children's health and well-being at differing times in their lives	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E4	Include evidence of the effects of these factors on children's health	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E5	Include examples of different routines for children which will maintain a healthy lifestyle	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E6	Include descriptions of TWO (2) activities which are suitable to use with children to promote a healthy lifestyle	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E7	Provide evidence of current and relevant research throughout the portfolio	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E8	Show an understanding of diversity and inclusive practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Compensatory marking grid

CACHE Level 3 Diploma in Child Care and Education

Unit 6 – Promoting a healthy environment for children

Candidate

Name: _____
 PIN: _____
 Site/Centre No: _____

Criteria	Description	Internal marker (Circle mark achieved)	Resubmission/upgrade	
			Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E9	Include references and bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D1	Include an explanation of how routines and activities can promote and maintain a healthy lifestyle	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
C1	Analyse the reasons for planning and implementing activities which contribute to promoting and maintaining a healthy lifestyle for children	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
B1	Evaluate the relevance of current legislation as it applies to supporting a healthy lifestyle 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
A1	Include a reflective account of the role of the practitioner in promoting and maintaining a healthy environment 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
Total marks:				
Grade:				

Grade boundaries

- A = 80 - 95
- B = 70 - 79
- C = 60 - 69
- D = 50 - 59
- E = 35 - 49
- Refer = 0 - 34

Internal marker signature:

Internal Moderator signature (if chosen for sample):

Date:

Unit submission form

CACHE Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment on submission. The assignment will not be accepted without this form.

Candidate

Name:

PIN:

Site/Centre No:

Candidate declaration

Unit 7 – Play and learning in children's education

I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.

Candidate signature:

Date:

Tutor feedback

Grade awarded:

Signatures

Tutor signature:

Date:

IM signature:

(if chosen for sample)

Date:

cache
nurturing achievement

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St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

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Candidate
Name:
PIN:
Site/Centre No:

Compensatory marking grid
CACHE Level 3 Diploma in Child Care and Education
Unit 7 – Play and learning in children’s education

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E1	Collate evidence which describes the role of the practitioner in meeting children's 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
E2	Provide information about current influences on play	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E3	Provide information about current influences on the planning and provision of learning opportunities	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E4	Include examples of different theoretical models of how children play and learn	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E5	Include an explanation of how observations can inform planning to meet children's 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

Candidate
Name:
PIN:
Site/Centre No:

Compensatory marking grid
CACHE Level 3 Diploma in Child Care and Education
Unit 7 – Play and learning in children’s education (continued)

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
E6	Include TWO (2) examples of information from agencies outside the setting which may contribute to the assessment of 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
E7	Include TWO (2) plans for curriculum activities which show different approaches to planning learning opportunities	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E8	Include information about the importance of consulting with parents and others when planning and providing learning opportunities	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E9	Provide evidence of current and relevant research throughout the portfolio	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E10	Show an understanding of diversity and inclusive 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
E11	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
D1	Provide evidence of how the planned curriculum activities can promote learning	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

Candidate

Name:
PIN:
Site/Centre No:

Compensatory marking grid

CACHE Level 3 Diploma in Child Care and Education

Unit 7 – Play and learning in children’s education (continued)

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D2	Include an explanation of the key issues in recording assessments	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
C1	Analyse the importance of planning and providing learning opportunities to meet children’s diverse needs	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
C2	Analyse the role of assessment in informing planning and responding to learning needs	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
B1	Evaluate how the current influences on play and different theoretical models affect the planning and provision of learning opportunities	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
A1	Include a reflective account of the role of the practitioner in supporting the learning needs of 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
Total marks:					
Grade:					

Grade boundaries

A = 80 - 125
B = 70 - 79
C = 60 - 69
E = 35 - 49
Refer = 0 - 34

Internal marker signature:

Internal Moderator signature (if chosen for sample):

Date:

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Unit submission form

CACHE Level 3 Diploma in Child Care and Education

You must complete this form and attach it to your assignment
on submission. The assignment will not be accepted without this form.

Candidate

Name:

PIN:

Site/Centre No:

Candidate declaration

Unit 8 – Caring for children

I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.

Candidate signature:

Date:

Tutor feedback

Grade awarded:

Signatures

Tutor signature:

Date:

IM signature:

(if chosen for sample)

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

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Candidate

Name: _____

PIN: _____

Site/Centre No: _____

Compensatory marking grid
CACHE Level 3 Diploma in Child Care and Education
Unit 8 – Caring for children

Criteria	Description	Internal marker <i>(Circle mark achieved)</i>	Internal moderator <i>(Circle mark achieved)</i>	Resubmission/upgrade	
				Internal marker <i>(Circle mark achieved)</i>	Internal Moderator <i>(Circle mark achieved)</i>
E1	Collate evidence which describes the role of the practitioner in caring for 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
E2	Collate information about how care for children may be provided within families and society	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E3	Include evidence which compares the differing roles of statutory, private, voluntary and independent settings	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E4	Include a summary of the main regulations that govern the care of children in different types of settings	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E5	Include TWO (2) activities which will each support and maintain a different aspect of the daily care of 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

Candidate
Name:
PIN:
Site/Centre No:

Compensatory marking grid
CACHE Level 3 Diploma in Child Care and Education
Unit 8 – Caring for children (continued)

Criteria	Description	Internal marker <i>(Circle mark achieved)</i>	Resubmission/upgrade	
			Internal marker <i>(Circle mark achieved)</i>	Internal Moderator <i>(Circle mark achieved)</i>
E6	Include an explanation of the key issues which enable multi-professional teams to work together	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E7	Provide evidence of current and relevant research throughout the portfolio	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E8	Show an understanding of diversity and inclusive practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
E9	Include references and bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D1	Provide evidence to show how knowledge of child development can contribute to the recognition of children's care needs	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
D2	Discuss TWO (2) strategies for improving your own learning and performance	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

Candidate

Name:

PIN:

Site/Centre No:

Compensatory marking grid
CACHE Level 3 Diploma in Child Care and Education
Unit 8 – Caring for children

Criteria	Description	Internal marker <i>(Circle mark achieved)</i>	Internal moderator <i>(Circle mark achieved)</i>	Resubmission/upgrade	
				Internal marker <i>(Circle mark achieved)</i>	Internal Moderator <i>(Circle mark achieved)</i>
C1	Analyse how the main regulations can influence the provision of care	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
B1	Evaluate ways to work effectively in multi-professional teams to support the care of 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
A1	Include a reflective account of the role of the practitioner in caring 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
Total marks:					
Grade:					

Grade boundaries

- A = 80 - 105
- B = 70 - 79
- C = 60 - 69
- D = 50 - 59
- E = 35 - 49
- Refer = 0 - 34

Internal marker signature:

Internal Moderator signature *(if chosen for sample)*:

Date:

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Section 10

Placement records

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Candidate information

Your Personal Details	
Name:	
Address:	
Telephone Number:	
PIN:	
Date you registered for the CACHE Level 3 Award in Child Care and Education:	
Date you registered for the CACHE Level 3 Certificate in Child Care and Education:	
Date you registered for the CACHE Level 3 Diploma in Child Care and Education:	

Your Centre Details	
Site/Centre name:	
Site/Centre address:	
Site/Centre Telephone number:	
Site/Centre number:	
Name of your course tutor:	

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Evidence of internal moderation

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Site/Centre No:

Placement Summary

Complete

Practice Evidence Records

Complete

Practice Evidence Record Diary

Complete

Professional Development Profiles

Complete

Candidate declaration

I declare that this is my own work and I understand that any grades are provisional until internal and standards moderation have taken place.

Candidate signature:

Date:

Tutor feedback

Grade awarded:

Signatures

Tutor name:

Tutor signature:

Date:

IM name:

(if chosen for sample)

IM signature:

(if chosen for sample)

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

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Placement Summary

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Site/Centre No:

Placement Summary

Placement dates		Name of placement supervisor and name and address of placement	Number of days*/hours with children in age ranges:				Placement Supervisor Signature
			Birth to 1y	1y to 3y 11m	4y to 7y 11m	8y to 16y	
From	To						
Total number of days*/hours attended throughout course: *A day represents approximately six hours							

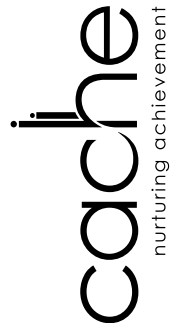
Authorisation

Tutor's name:

Site/Centre name:

Tutor's signature:

Date:



Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Placement Summary

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

Placement Summary

Placement dates		Name of placement supervisor and name and address of placement	Number of days*/hours with children in age ranges:				Placement Supervisor Signature
From	To		Birth to 1y	1y to 3y 11m	4y to 7y 11m	8y to 16y	
Total number of days*/hours attended throughout course: *A day represents approximately six hours							

Authorisation

Tutor's name: Site/Centre name:
Tutor's signature: Date:

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nurturing achievement
Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Practice Evidence Records (PERs)

You must identify evidence that shows your competence (ability) in each task. Evidence should be obtained through observation, by your supervisor or the person who visits you in placement. If this is not possible, discussion with your supervisor, tutor or teacher, or assignment work can be used as evidence.

You must complete evidence for all the tasks to complete the qualification. If you sign a PER yourself, or falsify any area of the PERs, that part of your work will not be considered valid for assessment. All PERs must be completed in approved placements, closely monitored by your placement supervisor, tutor or teacher. Evidence of your performance in the PERs must be from an approved placement only.

Practice Evidence Record Diary (PERD)

The practical elements of your course are important to your work in the sector. As part of the evidence to achieve your PERs you are expected to complete a Practice Evidence Record Diary, which will be marked by your tutor and verified as an accurate account by your placement supervisor. The diary consists of tasks that you should complete in your placement. This Practice Evidence Record Diary will give you the opportunity to demonstrate your skills in evaluation and reflection. It will also give you the opportunity to show your understanding of the practical skills you have gained in placement. The PERs tasks can be found on the CACHE website. Your tutor will give you guidance on how to complete the Practice Evidence Diary. You will receive a grade from E to A when you have completed the PERs, including your Practice Evidence Record Diary. You must achieve a grade E to achieve Unit 9.

Each of the mandatory units, except unit 1, has a PER and a PERD. There are no PERs for the optional units but there is a generic task to include in the Practice Evidence Record Diary which you will find on page 387.

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CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 2 Practice Evidence Record – Development from conception to age 16 years

NOS Children's Care, Learning and Development Level 2	Unit and assessment criteria	The candidate is able to:	Evidence 1 (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor
CCLD 309.1.11 304.1.1 307.1.7 307.1.6 307.1.8	Unit 2 1.1 1.2	Plan, provide and review activities which reflect the needs of individual children and promote, for example: <ul style="list-style-type: none"> • fine manipulative skills • gross motor skills • locomotion and balance • eye-hand co-ordination 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 306.1.9	Unit 2 1.1 3.1	Promote the child's sensory development through appropriate activities/experiences.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301.2.2 301.2.4	Unit 2 3.1	Listen and encourage the child to talk about their experiences including, where appropriate, giving opportunities for children who are learning English to describe their experiences.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 2	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 306:3.3 301:1.3 307:1.10	Unit 2 1.3 2.2 3.1	Promote the children's self-reliance and self-esteem by, for example: <ul style="list-style-type: none"> giving praise and recognition for effort and achievement encouraging discussion with the child about their needs and preferences encouraging the child to work at developing a skill on their own but be there to help when necessary 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301:3.5 301:3.4	Unit 2 2.1 2.3	Encourage the child/children to resolve arguments and difficulties themselves in a safe and reassuring manner. Support children who have been upset by others.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____
PIN: _____

Centre number: _____
Tutor signature: _____
Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 301.1.6	Unit 2 1.2	Provide attention to individual children in a positive sensitive manner that is fair to them and the group as a whole.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301.1.2	Unit 2 2.3 3.1	Be consistent in approach and adapt your behaviour to meet the age, needs and abilities of individual children.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301.3.2	Unit 2 3.2	Manage incidents of unwanted behaviour in a calm and controlled way that enables children to understand other people's feelings.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor
CCLD 308.2 308.1	Unit 2 2.3 3.1	Promote the children's active enjoyment in the day-to-day life of the setting. Provide a positive environment that encourages children to relate to adults and other children.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 308.1.2/3	Unit 2 1.1	Encourage children to share and co-operate in activities and to consider the feelings of others in the group.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 345.3.1/8/9	Unit 2 1.1	Support the development of literacy skills by encouraging the child to, for example: <ul style="list-style-type: none"> • join in conversations and discussions • listen to others' contributions and respond positively to what they say • respect and value home languages, local accents and dialects in a way that values cultural diversity 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

PIN: _____

Centre number: _____

Tutor signature: _____

Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor
CCLD 314.4.9	Unit 2 1.1 1.3	Understand the importance of encouraging parents to share information that may affect the baby's development and wellbeing.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 314.3.11	Unit 2 2.1 3.1	Support effective communication with parents to keep them informed about the child's development and progress.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 332.13	Unit 2 2.2	Show a non-judgmental attitude that values diversity and takes into account cultural, religious and ethnic differences.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

Date: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor
CCLD 314.3.1/2/3	Unit 2 1.1 2.3	Carry out routines suited to the individual needs of the baby, for example: <ul style="list-style-type: none"> • washing • dressing • nappy changing • bathing 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 314.3.7 314.3.8	Unit 2 1.2	Use care routines to promote sensory development. Identify learning and development opportunities when carrying out routines of care.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 314.2.3	Unit 2 1.1	Make up infant feeds for babies.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____ Date: _____
 PIN: _____ Tutor signature: _____ Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor
CCLD 314.2.4 314.2.7 314.4.1	Unit 2 1.3	Feed a baby (bottle or spoon feeding). Interact sensitively with the baby to make feeding a positive social and emotional experience.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 314.1.1 314.3.10	Unit 2 2.3	Plan, provide and review opportunities for physical development according to age, need and ability.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 314.4.2 314.4.3	Unit 2 1.1 1.2	Promote the social and emotional development of the baby by, for example: <ul style="list-style-type: none"> • responding promptly to signs of distress • using different ways to calm and reassure a baby who is upset • taking into account their age, needs and level of understanding 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 2 Practice Evidence Record – Development from conception to age 16 years (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 312.2.9 312.3.3	Unit 2 1.1 1.2 3.1	Promote the language and learning of the baby by planning, providing and reviewing a variety of activities that are developmentally appropriate, for example: <ul style="list-style-type: none"> • listening • talking • singing • rhymes Use the child's home language where possible.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____
 PIN: _____ Tutor signature: _____ Date: _____

Practice Evidence Record

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 3 Practice Evidence Record – Supporting children

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 301.1.1	Unit 3 4.2	Provide a positive role model for children that helps them feel welcome and valued.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____ Centre number: _____

PIN: _____ Tutor signature: _____ Date: _____

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Practice Evidence Record

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 4 Practice Evidence Record – Keeping children safe

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 302.1.2	Unit 4 1.1	Identify potential hazards in the setting and know what to do with this information.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 302.1.4	Unit 4 1.2	Follow set procedures for managing potential hazards with placement supervisor.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 302.1.5	Unit 4 1.2	Show an understanding of the security procedures around arrival and departure times.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____ Date: _____

Unit 4 Practice Evidence Record – Keeping children safe (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 302.3.2 302.3.4	Unit 4 2.1	Follow the correct procedures in the setting when dealing with minor accidents/injuries, for example, reassuring the child in a calm manner.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:
CCLD 302.3.3	Unit 4 3.1	Follow the correct procedures to avoid transmitting infection, for example: <ul style="list-style-type: none"> • hand washing • use of disposable gloves • safe disposal of waste • safe handling of body fluids • safe handling of food 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____ Centre number: _____ Date: _____
 PIN: _____ Tutor signature: _____ Date: _____

Unit 4 Practice Evidence Record – Keeping children safe (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 302.2.3 309.2.6	Unit 4 4.1	Support children in their personal hygiene routines (respecting parents/carers wishes) and the child's age/stage of development, by promoting hygiene awareness, for example: during the following routines: <ul style="list-style-type: none"> • hand washing • care of the teeth • care of the hair and skin • toileting 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 307.2.3/4/5	Unit 4 3.2	Encourage healthy eating by involving children in planning and preparing food or snacks appropriate to their age/stage of development and following safety procedures.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 4 Practice Evidence Record – Keeping children safe (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 302.2.1/4	Unit 4 1.1	Ensure safety and encourage the children to use equipment/resources in a safe and controlled way.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 302.3.4	Unit 4 2.1	Comfort a child who is ill or feeling unwell.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 302.2.66	Unit 4 2.1	Report information concerning a child who is ill in an accurate way to the appropriate adult.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____ Date: _____
 PIN: _____ Tutor signature: _____ Date: _____

Unit 4 Practice Evidence Record – Keeping children safe (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 314.1	Unit 4 2.1	Follow set procedures for Health and Safety.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 314.2.3	Unit 4 1.1	Sterilise feeding equipment.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____

PIN: _____ Tutor signature: _____ Date: _____

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Practice Evidence Record

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Unit 5 Practice Evidence Record – The principles underpinning the role of the practitioner working with children

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 338.1/2/3/7	Unit 5 1.2	Contribute to the work of the team in a positive and effective way.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301.1/3/4	Unit 5 1.1 1.2	Participate in team meetings in an appropriate way.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301.4.2	Unit 5 3.1 3.2	Follow procedures set out in the Diversity/Equal Opportunities policy of the work setting.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 5 Practice Evidence Record – The principles underpinning the role of the practitioner working with children (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 338.4	Unit 5 1.2	Carry out instructions and responsibilities given by the placement supervisor, in a responsible and effective way.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 301.4.4	Unit 5 2.1	Provide feedback to the team concerning the task that they been involved in.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 304.2.1	Unit 5 2.2	Reflect on the task carried out and identify where improvements could be made.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____ Date: _____
 PIN: _____ Tutor signature: _____ Date: _____

Unit 5 Practice Evidence Record – The principles underpinning the role of the practitioner working with children (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 304.2.2	Unit 5 3.3	Act upon advice given by other members of the team.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

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CACHE Level 3 Diploma in Child Care and Education

Unit 6 Practice Evidence Record – Promoting a healthy environment for children

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 307.2.1 307.2.4	Unit 6 3.1	Plan, provide and review activities/experiences which promote the personal health of the child, which avoid bias and which take account of any cultural or social factors.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:
CCLD 307.2.1/2	Unit 6 3.1 3.2	Provide food and drink (in a real or simulated situation) which meets the dietary and nutritional needs of the child, follows the principles of healthy eating and is prepared according to dietary and cultural requirements.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:
CCLD 307.2.7	Unit 6 2.2	Follow set procedures regarding special dietary requirements of individual children and maintain accurate records.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

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CACHE Level 3 Diploma in Child Care and Education

Unit 7 Practice Evidence Record – Play and learning in children's education

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 309.1.5/6 305.2.1/2	Unit 7 3.1 3.2	Set out and clear away resources which promote children's learning through play, for example: <ul style="list-style-type: none"> • sand play • water play • malleable materials, dough, clay, etc. • painting, drawing and three dimensional creative materials • items for heuristic play and stimulating sensory experiences • small scale equipment and toys Provide a learning environment that promotes positive images of children and reflects a diverse society.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 309.2.4/5/7	Unit 7 1.2 1.3 3.2	Encourage children to participate in curriculum activities that support, for example: <ul style="list-style-type: none"> • communication, language and literacy • understanding of mathematics • knowledge and understanding of the world • personal, social and emotional development • physical development • creative development 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:
CCLD 306.2.3	Unit 7 4.2	Encourage children to participate in the setting out, clearing away and cleaning of play materials as appropriate.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____ Centre number: _____ Date: _____
 PIN: _____ Tutor signature: _____ Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 307.1.3/4	Unit 7	Provide protective clothing and clean and safe resources to ensure children's well-being when playing.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:
CCLD 345.3.2/5/7	Unit 7 3.1 3.2 3.3	Encourage the child to develop and extend his/her vocabulary by: <ul style="list-style-type: none"> • using every opportunity to introduce new words to the child • using open-ended questions to encourage the child to join in conversations and discussions • giving praise and encouragement to enhance self-confidence 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____ Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence (Candidate to complete by ticking evidence type)	Signature of tutor/supervisor/ placement visitor
CCLD 345.1.5	Unit 7 4.2	Support the development of children's reading skills.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 345.2.5	Unit 7 4.1	Support the development of children's writing skills.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____

PIN: _____ Tutor signature: _____ Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 346.1.6 346.11.7	Unit 7 3.3 4.2	Support the development of numeracy skills by: <ul style="list-style-type: none"> • helping children to interpret and follow mathematical instructions in activities • asking questions which encourage understanding of mathematical concepts, for example, 'How many more/less?' • explaining and repeating the correct use of mathematical language • using praise and giving help in order to maintain the child's interest in numeracy 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____

Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 346.2.6	Unit 7 4.2	Support activities which promote children's understanding of shape, space and measure.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 346.2.6	Unit 7 4.1 4.2	Support and encourage children in solving numerical problems and interpreting simple data	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 306.2.5	Unit 7 4.2	Support children using information and communication technology.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____ Date: _____
 PIN: _____ Tutor signature: _____ Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 309.1.4/6 301.2.3	Unit 7 1.1 2.1 4.2	Support activities which promote children's understanding of science: <ul style="list-style-type: none"> provide children with resources that enable them to investigate and understand scientific concepts ask questions, which will encourage children to investigate, understand and develop scientific thinking 	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 3-5.2.1/2	Unit 7 3.1 3.2	Support a learning environment that promotes positive images of children and reflects a diverse society.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____ Date: _____

Unit 7 Practice Evidence Record – Play and learning in children's education (continued)

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 302.1.5	Unit 7 3.2	Provide activities to encourage children's awareness of their own safety and the safety of others.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: Signature: Date:

Candidate name: _____

Centre number: _____

PIN: _____

Tutor signature: _____ Date: _____

Practice Evidence Record

CACHE Level 3 Diploma in Child Care and Education

Unit 8 Practice Evidence Record – Caring for children

NOS Children's Care, Learning and Development Level 3	Unit and assessment criteria	The candidate is able to:	Evidence 1 <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor	Optional evidence 2 additional evidence <i>(Candidate to complete by ticking evidence type)</i>	Signature of tutor/supervisor/ placement visitor
CCLD 314.4.10	Unit 8 1.1	Maintain confidentiality of any personal information shared with you concerning the parent.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 332.1.3 332.1.1	Unit 8 2.1 2.2	Greet the child's parent in a respectful, welcoming manner making no stereotypical assumptions and taking care to demonstrate an attitude that values diversity.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____
CCLD 332.1.5	Unit 8 1.1	Respond to enquiries by referring the parent to appropriate staff when necessary.	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____	Seen <input type="checkbox"/> Age ____ or Other <input type="checkbox"/> Age ____	Name: _____ Signature: _____ Date: _____

Candidate name: _____ Centre number: _____

PIN: _____ Tutor signature: _____ Date: _____

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Practice Evidence Record Diary

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate	
Name:	
PIN:	

Unit 2: Development from conception to age 16 years	PERs evidence numbers:
<p>Task 1:</p> <p>Write a reflective account of TWO (2) activities or experiences which you have been involved in within your setting and which have promoted either:</p> <ul style="list-style-type: none"> • children’s sensory development OR • children’s self reliance and self esteem OR • children’s physical development OR • opportunities for children who are learning English to describe their experiences OR • opportunities for encouraging children to share <p>Include in your account:</p> <ul style="list-style-type: none"> • how the activities or experiences are planned • what you considered when providing the activity or experience • a review of how effective the activities or experiences were • an evaluation of how you encouraged and supported the children during the activities or experiences 	

Assignment criteria

P2.1 Describe the TWO (2) activities or experiences
P2.2 Evaluate ways in which you have encouraged and supported the children during the activities or experiences
P2.3 Reflect on the effectiveness of the activities or experiences to promote your chosen option

Record of Unit 2 Task 1 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Practice Evidence Record Diary

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 2: Development from conception to age 16 years

PERs
evidence
numbers:

Task 2:

Write a reflective account of how you gave positive and sensitive support to EITHER

- manage a child's behaviour OR
- comfort a child who has been upset by other children.

Evaluate your personal learning from giving this support

Assignment criteria

P2.4 Reflect on how you supported the child/children

P2.5 Evaluate your personal learning from giving this support

Record of Unit 2 Task 2

Record of Unit 2 Task 2 cont.

[Large empty rounded rectangular box for recording the task results]

Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 2: Development from conception to age 16 years

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P2.1 Describe the TWO (2) activities or experiences	0 1	2 3	4 5
P2.2 Evaluate ways in which you have encouraged and supported the children during the activities or experiences	0 1	2 3	4 5
P2.3 Reflect on the effectiveness of the activities or experiences to promote your chosen option	0 1	2 3	4 5
P2.4 Reflect on how you supported the child/children	0 1	2 3	4 5
P2.5 Evaluate your personal learning from giving this support	0 1	2 3	4 5

Unit 2: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 3: Supporting children

PERs
evidence
numbers:

Task1:

Provide a list of **FIVE (5)** ways, with reasons, that you have been a positive role model for children in your setting. Ask your placement supervisor to make a brief comment to support your list

Assignment criteria

P3.1 Include a list of **FIVE (5)** ways in which you have been a positive role model for children in your setting

P3.2 Give reasons to support your list

Record of Unit 3 Task 1

Record of Unit 3 Task 1 cont.

[Large empty rounded rectangular box for recording task progress]

Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 3: Supporting children

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P3.1 Include a list of FIVE (5) ways in which you have been a positive role model for children in your setting	0 1	2 3	4 5
P3.2 Give reasons to support your list	0 1	2 3	4 5

Unit 3: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 4: Keeping children safe

PERs
evidence
numbers:

Task 1: Choose **TWO 2** ways from the list in which you have been involved in keeping children safe:

- identifying possible hazards in the setting
- sterilising feeding equipment
- encouraging children to use resources in a safe and controlled way
- comforting a child who is ill and reporting necessary information to the appropriate person
- dealing with a minor accident or injury
- following a procedure to avoid transmitting infection
- maintaining security during arrival and departure times in the setting

Describe how you were involved in each situation. Explain the procedures you followed in each situation. Evaluate briefly your role when involved in, and following, the procedures in each situation.

Assignment criteria

P4.1 Describe your involvement in EACH situation

P4.2 Show evidence of your knowledge of procedures in EACH situation

P4.3 Evaluate briefly your role in EACH situation

Record of Unit 4 Task 1 cont.

Large empty rectangular area for recording the results of Unit 4 Task 1.

Signatures

Supervisor/tutor comment:

Date:

Signature:

Practice Evidence Record Diary

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 4: Keeping children safe

PERs
evidence
numbers:

Task 2:

Write a short report of an activity which you planned and carried out with children to promote EITHER:

- supporting children in their hygiene routines
- encouraging healthy eating by involving children in planning and preparing food or snacks

Evaluate how effective the activity was.

Explain the changes you would make and give reasons.

Assignment criteria

P4.4 Describe your chosen activity

P4.5 Evaluate the effectiveness of the activity

P4.6 Explain, with reasons, the changes you would make

Record of Unit 4 Task 2

Record of Unit 4 Task 2 cont.

[Large empty rounded rectangular box for recording the task results]

Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 4: Keeping children safe

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P4.1 Describe your involvement in EACH situation	0 1	2 3	4 5
P4.2 Show evidence of your knowledge of procedures in EACH situation	0 1	2 3	4 5
P4.3 Evaluate briefly your role in EACH situation	0 1	2 3	4 5
P4.4 Describe your chosen activity	0 1	2 3	4 5
P4.5 Evaluate the effectiveness of the activity	0 1	2 3	4 5
P4.6 Explain, with reasons, the changes you would make	0 1	2 3	4 5

Unit 4: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 5: The principles underpinning the role of the practitioner working with children

PERs evidence numbers:

Task 1:

Give examples of situations in which you have worked as part of the team to:

- carry out instructions given to you by the placement supervisor in a responsible way
- provide feedback to team members about a task in which you have been involved
- reflect on each situation and identify where you could make improvements and act upon advice given to you.

Assignment criteria

P5.1 Give examples of EACH situation in which you have worked as part of the team

P5.2 Describe how you carried out the instructions given to you in a responsible way

P5.3 Describe how you provided feedback to team members about a task in which you have been involved

P5.4 Reflect on each situation and identify where you could make improvements and act on advice given to you

Record of Unit 5 Task 1

Record of Unit 5 Task 1 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 5: The principles underpinning the role of the practitioner working with children

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P5.1 Give examples of EACH situation in which you have worked as part of the team	0 1	2 3	4 5
P5.2 Describe how you carried out the instructions given to you in a responsible way	0 1	2 3	4 5
P5.3 Describe how you provided feedback to team members about a task in which you have been involved	0 1	2 3	4 5
P5.4 Reflect on each situation and identify where you could make improvements and act on advice given to you	0 1	2 3	4 5

Unit 5: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 6: Promoting a healthy environment for children

PERs
evidence
numbers:

Task 1:

Write a reflective account of **TWO (2)** activities or experiences you helped to provide in your setting to promote the personal health of a child or children. Include in your account:

- what was considered when providing the activities or experiences
- explain how the activities or experiences linked to the planning and procedures of the setting
- an explanation of how cultural and social factors were considered
- a brief evaluation of your effectiveness when helping to implement the activities or experiences

Assignment criteria

P6.1 Describe what was considered when providing the activities or experiences

P6.2 Explain how the activities or experiences linked to the planning and procedures of the setting

P6.3 Explain how cultural and social factors were considered

P6.4 Evaluate briefly how effective you were when helping to implement the activities or experiences

Record of Unit 6 Task 1

Record of Unit 6 Task 1 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 6: Promoting a healthy environment for children

PERs
evidence
numbers:

Task 2:

Write a report about **ONE (1)** occasion when you provided food and drinks which met the dietary and nutritional needs of a child. You should include:

- how you planned to provide the food and drinks for a child
- how you met the dietary and nutritional needs of the child
- a brief evaluation of your own learning

Assignment criteria

P6.5 Explain your planning to provide the food and drinks

P6.6 Explain how you met the child's dietary and nutritional needs

P6.7 Evaluate briefly your own learning

Record of Unit 6 Task 2

Record of Unit 6 Task 2 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 6: Promoting a healthy environment for children

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P6.1 Describe what was considered when providing the activities or experiences	0 1	2 3	4 5
P6.2 Explain how the activities or experiences linked to the planning and procedures of the setting	0 1	2 3	4 5
P6.3 Explain how cultural and social factors were considered	0 1	2 3	4 5
P6.4 Evaluate briefly how effective you were when helping to implement the activities or experiences	0 1	2 3	4 5
P6.5 Explain your planning to provide the food and drinks	0 1	2 3	4 5
P6.6 Explain how you met the child's dietary and nutritional needs	0 1	2 3	4 5
P6.7 Evaluate briefly your own learning	0 1	2 3	4 5

Unit 6: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate	
Name:	
PIN:	

Unit 7: Play and learning in children's education	PERs evidence numbers:
<p>Task 1: Write a reflective account of TWO (2) activities or experiences you have provided in your setting which have promoted children's understanding of science. Include in your account:</p> <ul style="list-style-type: none"> • what you have considered when organising the activities or experiences • how your activities or experiences helped the children to investigate and understand scientific ideas • a question you asked to encourage the children to investigate, understand and develop scientific thinking • evaluate your effectiveness in implementing the activities or experiences 	

Assignment criteria

P7.1	Explain what you considered when organising the activities or experiences
P7.2	Explain how your activities or experiences helped the children to investigate and understand scientific ideas
P7.3	Include a relevant question you asked the children
P7.4	Evaluate how effective you were in implementing the activities or experiences

Record of Unit 7 Task 1

Record of Unit 7 Task 1 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 7: Play and learning in children's education

PERs
evidence
numbers:

Task 2:

Write a short report on how your setting promotes positive images of children and reflects a diverse society. Include in your report:

- a description of a resource which uses positive images
- a brief evaluation of your own learning from finding information for the report

Assignment criteria

P7.5 Explain how the setting promotes positive images of children and reflects a diverse society

P7.6 Describe a resource which uses positive images

P7.7 Evaluate briefly your learning from finding information for this report

Record of Unit 7 Task 2

Record of Unit 7 Task 2 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 7: Play and learning in children's education

PERs
evidence
numbers:

Task 3:

Describe **TWO (2)** examples of activities or experiences which encourage children's awareness of their own and other's safety. Reflect on the effectiveness of the activities or experiences in practice.

Assignment criteria

P7.8 Describe **TWO (2)** examples of activities or experiences which encourage children's awareness of their own and other's safety

P7.9 Reflect on the effectiveness of the activities or experiences in practice

Record of Unit 7 Task 3

Record of Unit 7 Task 3 cont.

[Large empty rounded rectangular box for recording the task results]

Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 7: Play and learning in children's education Grading Criteria

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P7.1 Explain what you considered when organising the activities or experiences	0 1	2 3	4 5
P7.2 Explain how your activities or experiences helped the children to investigate and understand scientific ideas	0 1	2 3	4 5
P7.3 Include a relevant question you asked the children	0 1	2 3	4 5
P7.4 Evaluate how effective you were in implementing the activities or experiences	0 1	2 3	4 5
P7.5 Explain how the setting promotes positive images of children and reflects a diverse society	0 1	2 3	4 5
P7.6 Describe a resource which uses positive images	0 1	2 3	4 5
P7.7 Evaluate briefly your learning from finding information for this report	0 1	2 3	4 5
P7.8 Describe TWO (2) examples of activities or experiences which encourage children's awareness of their own and other's safety.	0 1	2 3	4 5
P7.9 Reflect on the effectiveness of the activities or experiences in practice	0 1	2 3	4 5

Unit 7: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Unit 8: Caring for children

PERs
evidence
numbers:

Task 1:

Write a reflective account of how the practitioner should respond to parents. You should include:

- how to respond to enquiries from parents
- how to maintain confidentiality
- ways to greet and welcome parents

Assignment criteria

P8.1 Explain how to respond to enquiries from parents

P8.2 Explain ways to maintain confidentiality

P8.3 Include suitable ways to greet and welcome parents

Record of Unit 8 Task 1

Record of Unit 8 Task 1 cont.

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Signatures

Supervisor/tutor comment:

Date:

Signature:

Unit 8: Caring for children

Grading Criteria

	0 – 1 mark The candidate demonstrates a basic knowledge	2 – 3 marks The candidate demonstrates application of knowledge	4 – 5 marks The candidate applies knowledge and demonstrates understanding
P8.1 Explain how to respond to enquiries from parents	0 1	2 3	4 5
P8.2 Explain ways to maintain confidentiality	0 1	2 3	4 5
P8.3 Include suitable ways to greet and welcome parents	0 1	2 3	4 5

Unit 8: Total marks

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Practice Evidence Record Diary

CACHE Level 3 Diploma in Child Care and Education

Candidate	
Name:	
PIN:	

Optional Unit	PERs evidence numbers:
<p>Task: Write a detailed reflective account of an event or activity that must be directly linked to the optional unit you are studying in one of the following:</p> <ul style="list-style-type: none">• EITHER an activity or event which has taken place in the setting OR• an activity or event you have planned OR• an occasion when you have responded to the individual needs of a particular child	

Assignment criteria

P10.1 Give a detailed written account of the event or activity
P10.2 Reflect on the links to your learning during the optional unit
P10.3 Reflect on the effectiveness of your role during the event or activity
P10.4 Give TWO (2) examples of how you could improve your practice in the future

Record of Optional Unit Task

Record of Optional Unit Task cont.

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Signatures

Supervisor/tutor signature:

Date:

Signature:

Level 3 Optional Unit

Grading Criteria

	0 - 1 mark The candidate demonstrates a basic knowledge	2 - 3 mark The candidate demonstrates application of knowledge	4 - 5 mark The candidate applies knowledge and demonstrates understanding
P10.1 Give a detailed written account of the event or activity	0 1	2 3	4 5
P10.2 Reflect on the links to your learning during the optional unit	0 1	2 3	4 5
P10.3 Reflect on the effectiveness of your role during the event or activity	0 1	2 3	4 5
P10.4 Give TWO (2) examples of how you could improve your practice in the future	0 1	2 3	4 5

Optional unit: Total marks

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Grade for Practice Evidence Record Diary

	Marks
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Unit 6	
Unit 7	
Unit 8	
Optional Unit	

Candidate

Name: _____

PIN: _____

Total mark

Overall marks 200

- A = 160 – 200 marks B = 140 – 159 marks**
- C = 120 – 139 marks D = 100 – 119 marks**
- E = 80 – 99 marks**
- Refer – 79 marks or under**

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Professional Development Profile: Interim report 1 (not mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name: _____
 PIN: _____
 Site/Centre No: _____

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:		Placement supervisor signature:	Date:

Placement name

Tutor's comments

Tutor signature: _____ Date: _____

Supervisor/placement visitor guidance on PDP 1 – Interim report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- At the interim stage you should develop an action plan with the candidate and Centre staff which should help the candidate achieve a Pass by the end of the placement

Professional Development Profile: Final report 1 (mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:			Date:
Placement supervisor signature:			Date:

Placement name

Tutor's comments

Tutor signature:

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 1 – Final report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- If the candidate has not improved following an interim action plan you should choose the Refer option on the final Professional Development Profile
- Please include feedback in the comments column as to why a Pass has not been achieved
- Candidates need a Pass in every criteria to achieve a Pass in the PDP

Professional Development Profile: Interim report 2 (not mandatory)

Candidate

Name:
PIN:
Site/Centre No:

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass	Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.
2.	Pass	Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.
3.	Pass	Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.
4.	Pass	Refer	The ability to communicate effectively with children.
5.	Pass	Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.
6.	Pass	Refer	Demonstrates professional standards of timekeeping.
7.	Pass	Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.
8.	Pass	Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.
9.	Pass	Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.
Number of days attended by candidate:			Date:
Placement supervisor signature:			

Placement name

Tutor's comments

Tutor signature:

Date:

Supervisor/placement visitor guidance on PDP 2 – Interim report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- At the interim stage you should develop an action plan with the candidate and Centre staff which should help the candidate achieve a Pass by the end of the placement

Professional Development Profile: Final report 2 (mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:			Date:
Placement supervisor signature:			

Placement name

Tutor's comments

Tutor signature:

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 2 – Final report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- If the candidate has not improved following an interim action plan you should choose the Refer option on the final Professional Development Profile
- Please include feedback in the comments column as to why a Pass has not been achieved
- Candidates need a Pass in every criteria to achieve a Pass in the PDP

Professional Development Profile: Interim report 3 (not mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:		Placement supervisor signature:	Date:

Placement name

Tutor's comments

Tutor signature:

Date:

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St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 3 – Interim report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- At the interim stage you should develop an action plan with the candidate and Centre staff which should help the candidate achieve a Pass by the end of the placement

Professional Development Profile: Final report 3 (mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:		Placement supervisor signature:	Date:

Placement name

Tutor's comments

Tutor signature:

Date:

Supervisor/placement visitor guidance on PDP 3 – Final report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- If the candidate has not improved following an interim action plan you should choose the Refer option on the final Professional Development Profile
- Please include feedback in the comments column as to why a Pass has not been achieved
- Candidates need a Pass in every criteria to achieve a Pass in the PDP

Professional Development Profile: Interim report 4 (not mandatory)

Candidate

Name:
PIN:
Site/Centre No:

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:		Placement supervisor signature:	Date:

Placement name

Tutor's comments

Tutor signature:

Date:

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nurturing achievement
Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 4 – Interim report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- At the interim stage you should develop an action plan with the candidate and Centre staff which should help the candidate achieve a Pass by the end of the placement

Professional Development Profile: Final report 4 (mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:		Placement supervisor signature:	Date:

Placement name

Tutor's comments

Tutor signature:

Date:

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nurturing achievement

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St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 4 – Final report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- If the candidate has not improved following an interim action plan you should choose the Refer option on the final Professional Development Profile
- Please include feedback in the comments column as to why a Pass has not been achieved
- Candidates need a Pass in every criteria to achieve a Pass in the PDP

Professional Development Profile: Interim report 5 (not mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:			Date:
Placement supervisor signature:			

Placement name

Tutor's comments

Tutor signature:

Date:

Supervisor/placement visitor guidance on PDP 5 – Interim report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- At the interim stage you should develop an action plan with the candidate and Centre staff which should help the candidate achieve a Pass by the end of the placement

Professional Development Profile: Final report 5 (mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:
PIN:
Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass	Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.
2.	Pass	Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.
3.	Pass	Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.
4.	Pass	Refer	The ability to communicate effectively with children.
5.	Pass	Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.
6.	Pass	Refer	Demonstrates professional standards of timekeeping.
7.	Pass	Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.
8.	Pass	Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.
9.	Pass	Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.
Number of days attended by candidate:		Placement supervisor signature:	Date:

Placement name

Tutor's comments

Tutor signature:

Date:

cache
nurturing achievement

Apex House, 81, Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 5 – Final report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
7.	<ul style="list-style-type: none"> The candidate discusses work plan(s) with the placement supervisor The candidate takes responsibility for completing the plan(s) on time The candidate is aware of routine tasks to be completed and carries them out appropriately within the confines of their job role The candidate is able to ask for clarification when needed The candidate is willing to undertake a wide range of tasks within their job role
8.	<ul style="list-style-type: none"> The candidate is able to accept and act upon constructive criticism given by the staff in the setting The candidate understands their job role within the placement The candidate recognises the importance of preparing, providing and reviewing tasks that they have agreed to undertake
9.	<ul style="list-style-type: none"> The candidate has up to date and accurate information about health, safety and security requirements for the placement The candidate follows health, safety and security procedures in the placement The candidate supervises children according to legislation and accepted policy and practice in the placement

- If the candidate has not improved following an interim action plan you should choose the Refer option on the final Professional Development Profile
- Please include feedback in the comments column as to why a Pass has not been achieved
- Candidates need a Pass in every criteria to achieve a Pass in the PDP

Professional Development Profile: Interim report 6 (not mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name:

PIN:

Site/Centre No:

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:			Date:
Placement supervisor signature:			

Placement name

Tutor's comments

Tutor signature:

Date:

cache
nurturing achievement

Apex House, 81 Camp Road
St Albans, Hertfordshire AL1 5GB
Tel: 0845 347 2123 www.cache.org.uk

Supervisor/placement visitor guidance on PDP 6 – Interim report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
3.	<ul style="list-style-type: none"> The candidate works with ALL children in the class/setting The candidate values children's identity and promotes the child's positive self-esteem The candidate challenges stereotypical views
4.	<ul style="list-style-type: none"> The candidate communicates with children in a way that is appropriate to their age, needs and abilities The candidate listens and responds to children The candidate encourages children to ask questions and offer ideas The candidate recognises when there are communication difficulties and is able to adapt accordingly
5.	<ul style="list-style-type: none"> The candidate demonstrates a non-judgmental attitude The candidate values diversity and recognises cultural, religious and ethnic difference The candidate communicates with parents in an open welcoming manner The candidate respects the setting's policy relating to their role with parents etc
6.	<ul style="list-style-type: none"> The candidate arrives at the time agreed with the supervisor The candidate leaves at the time agreed with the supervisor The candidate follows placement procedures concerning late arrival or absence
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- At the interim stage you should develop an action plan with the candidate and Centre staff which should help the candidate achieve a Pass by the end of the placement

Professional Development Profile: Final report 6 (not mandatory)

CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education

Candidate

Name: _____
 PIN: _____
 Site/Centre No: _____

No.	Grade	Core principles	Comments from placement supervisor
1.	Pass Refer	Demonstrates positive and consistent attitudes and behaviour which shows commitment to the welfare of the child and family.	
2.	Pass Refer	Respects confidentiality of information relating to the child, family and the setting, recognising the boundaries and limits within their role.	
3.	Pass Refer	Demonstrates a commitment to diversity, inclusiveness and differentiation.	
4.	Pass Refer	The ability to communicate effectively with children.	
5.	Pass Refer	Ability to relate politely, courteously and appropriately with parents, carers and other adults.	
6.	Pass Refer	Demonstrates professional standards of timekeeping.	
7.	Pass Refer	Use of personal initiative within the setting and with regard to centre course work completed within the setting.	
8.	Pass Refer	A recognition and respect for the contribution of other professional staff and the ability to work effectively as a team member.	
9.	Pass Refer	A knowledge and awareness of hygiene, safety and security and the ability to implement this in practice.	
Number of days attended by candidate:			Date:
Placement supervisor signature:			Date:

Placement name

Tutor's comments

Tutor signature: _____
 Date: _____

Supervisor/placement visitor guidance on PDP 6 – Final report

	Criteria
1.	<ul style="list-style-type: none"> The candidate is consistently open, friendly and enthusiastic towards children and their families The candidate values the child as an individual and enjoys being in their company The candidate is suitable to continue training and working with young children
2.	<ul style="list-style-type: none"> The candidate understands the principles of confidentiality on a 'need to know' basis
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- Candidates need a Pass in every criteria to achieve a Pass in the PDP

Handbook feedback for: Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education Course Handbook

Please use this form to let us know what you think of this handbook. Examples of the things we would like to know are:

- does the handbook contain everything you need?
- what you did or did not like about the handbook
- was it easy to find the information you needed?
- any other comments or suggestions about the handbook

Your comments

There is a larger comments box overleaf if needed.

Your contact details

Please write your contact details here so we can respond to your comments.

Post or fax to: CACHE Qualifications Manager
CACHE
Apex House
81 Camp Road
St. Albans
Herts
AL1 5GB
Fax: 01727 818613



Your comments continued*

* If you complete this box and are faxing this form to us, please remember to fax both sides.

Council for Awards in Care, Health and Education (Incorporating CEYA, NNEB and NAMCW)

Patron: Her Majesty The Queen

CACHE Qualifications:

Vocational Related Qualifications (VQs):

- CACHE Entry Level Certificate in Preparation for Childcare
- CACHE Level 1 Award in Getting Started in a Pre-school Setting
- CACHE Foundation Award in Caring for Children
- CACHE Level 2 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 2 Certificate in Children's Care, Learning and Development
- CACHE Level 2 Certificate in Pre-school Practice
- CACHE Level 2 Certificate in Supporting Playwork Practice
- CACHE Level 2 Award/Certificate/Diploma in Playwork
- CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium)
- CACHE Level 2 Award/Certificate in Support Work in Schools
- CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Early Years Foundation Stage Practice
- CACHE Level 3 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 3 Certificate in Children's Care, Learning and Development
- CACHE Level 3 Award/Certificate/Diploma in Playwork
- CACHE Level 3 Certificate of Professional Development in Work with Children and Young People
- CACHE Level 3 Diploma in Home-Based Childcare
- CACHE Level 3 Diploma in Pre-school Practice
- CACHE Level 3 Diploma in Playgroup Practice in Wales
- CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)
- CACHE Level 3 Award/Certificate/Diploma in Support Work in Schools
- CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Award in Early Years and Child Care for Playworkers
- CACHE Level 3 Award in Playwork for Early Years and Child Care Workers
- CACHE Level 4 Certificate in Managing Quality Standards Children's Services

National Vocational Qualifications (NVQs):

- CACHE Levels 2, 3 and 4 NVQ in Children's Care, Learning and Development
- CACHE Level 2 NVQ in Health and Social Care
- CACHE Level 3 NVQ in Health and Social Care (Children and Young People)
- CACHE Level 3 NVQ in Health and Social Care (Adults)
- CACHE Levels 2 and 3 NVQ in Playwork
- CACHE Levels 2 and 3 NVQ in Supporting Teaching and Learning in Schools
- CACHE Levels 3 and 4 Assessor and Verifier Awards

Other CACHE qualifications:

- The Key Skills Units



All our handbooks are printed on paper sourced from sustainable forests.

(N.B. This list was correct at time of going to print, Qualifications may be added, or end, at a future date).

Council for Awards in Care, Health and Education

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