

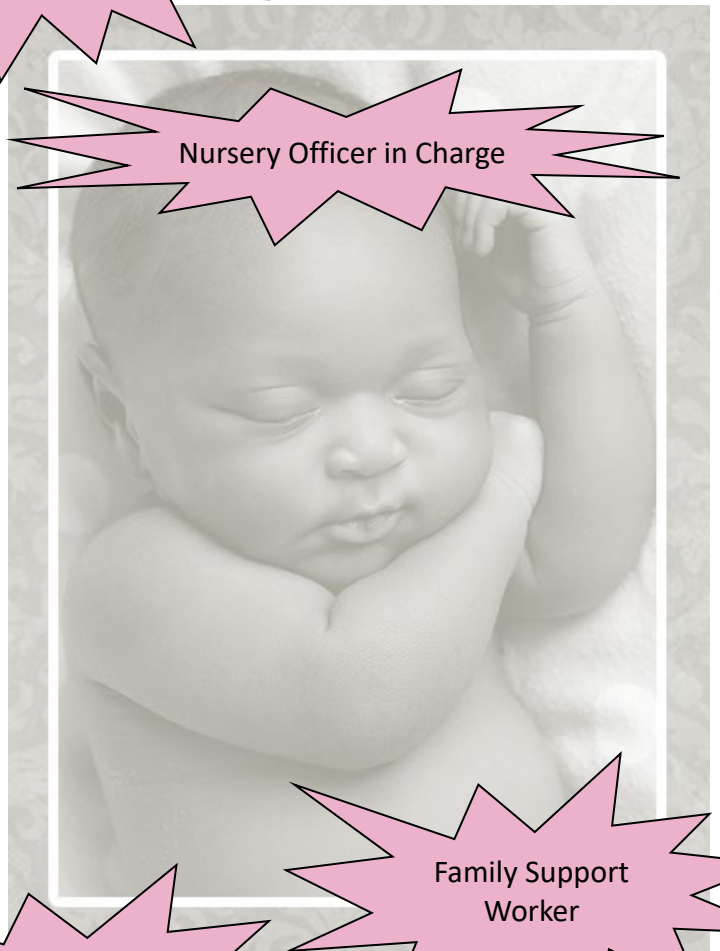


Swanshurst School Health, Social and Child Care Department



Welcome Pack and Preparation

Work for Level 3, CACHE Award, Certificate
and Diploma in Childcare



You have chosen to start out on
a journey that will give you

A Career in Childcare



Welcome to Childcare

So.....what does this mean?

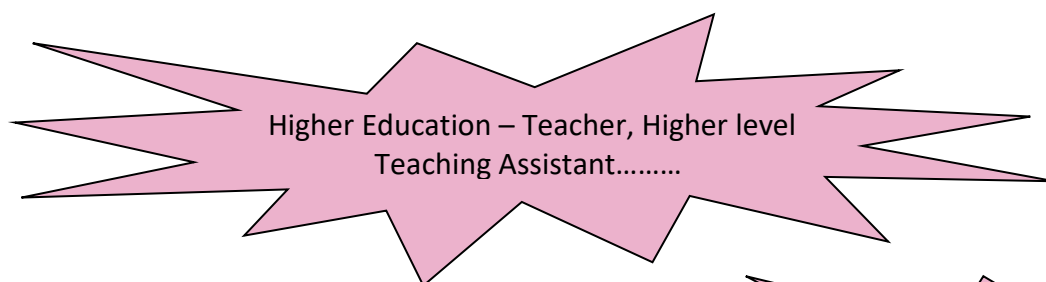
What have you got to do?



You will attend Swanshurst Sixth form for three days a week and a work experience placement for two days a week.

This is a two year course and both years need to be completed and passed in order for you to qualify as a practicing childcare worker.

Your qualification is split into three parts, the AWARD, the CERTIFICATE and the DIPLOMA. In your first year you will work towards completing the Award and Certificate. It is the DIPLOMA that will be completed by the end of the second year that gives you a license to become a childcare practitioner.



Qualification summary

Title	NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)
Aim	This qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement of this qualification learners will be able to enter the workforce as Early Years Educators or access Higher Education.

Learning hours	Total	1196	Guided	938
Age ranges covered by the qualification	The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years or access Higher Education.			
Real work environment	750 hours split across the age ranges, 0 to 1 year 11 months, and 2 years to 2 years 11 months, 3 to 5 years and 5 to 7 years.			
Rules of combination	In order to achieve the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) learners must achieve a pass grade D or above in all externally set, internally assessed unit assessments for 14 mandatory units. Learners must also achieve a pass grade D or above for the external assessments CCE1 and DCE2 (externally set, externally assessed).			
Progression	The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement, this qualification enables learners to enter the workforce as Early Years Educators or access Higher Education.			
Grading system	A*–D Pass grade: D Exception: Unit 16: Professional Practice Portfolio is graded Achieved/Not Yet Achieved.			
How long will it take to complete?	2 years			

Visit the CACHE childcare website for further information about the qualification: <https://www.cache.org.uk/>

When you begin your course you will be given a CACHE handbook which contains the specification for all the taught units and the 'be able to' criteria that you will need to achieve during the two years in sixth form and at your work experience.

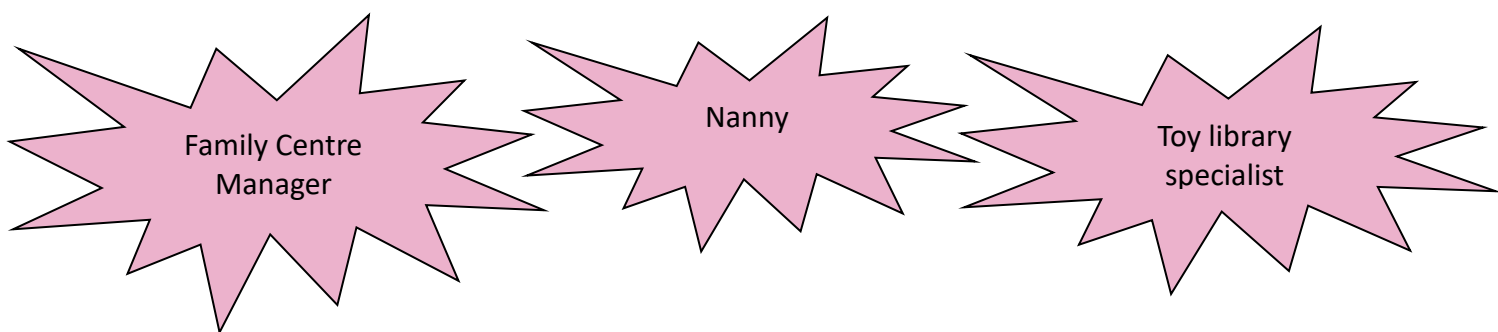
In sixth form, you will have teachers who will guide you through gaining the knowledge and skills you require to pass. You will be allocated an assessor who will assess your work in your work placement and guide you through implementing your new knowledge and skills.

At your work placement you will be allocated a mentor/supervisor who will support and guide you through achieving the 'be able to' criteria.

You will also require a DBS check before you can begin the course and attend your work experience. This will be applied for in June at your induction day.

For further information visit:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>



What can you expect from us?

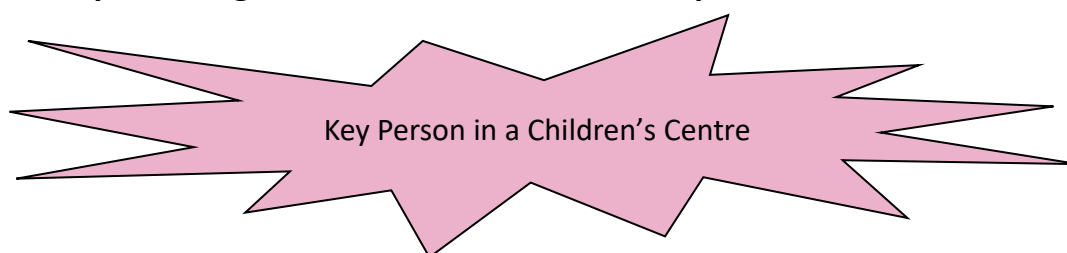
What do we expect from you?

You can expect that your teachers and assessors will...	Your teachers and assessors will expect you to...
Plan stimulating and relevant lessons	Be organised and come prepared to learn at each lesson and at your work experience
Set you regular assessments and homework to monitor your learning and understanding	To bring your notes with you to each lesson as well as your childcare books
Mark your work regularly and give you feedback about how you can improve	Attend all lessons. Attend all work experience days. To follow procedures when unwell and to inform sixth form and your work experience if you are going to be absent.
Be available to you outside your lessons to give you further support and guidance	To hand all work in on time
Talk with your other teachers to ensure your needs are met	To arrive to your lessons on time

Your assessor will visit you at least two times at each of your work experience placements to observe your practice and liaise with your mentor	To not disrupt the learning of others during lessons To follow policies and procedures at your work experience
Report any concerns to the Head of Health, Social and Childcare and Sixth Form and to your form tutor	Prepare yourself for externally marked work. Prepare yourself to attend placement ready to learn and work alongside the staff in all areas of the daily routine as required.
Allow you to improve coursework to achieve your forecast grade	Spend time outside of lessons preparing for assessment and achievement of the 'be able to' criteria
Provide you with the paperwork that you will need to achieve the 'be able to' criteria at your work experience	Participate fully in class discussions

To summarise:

LEVEL 3 Diploma – is a license to be an Early Years Educator
You need to complete 15 mandatory units
AND two externally assessed units CCE1 and DCE2
You must attend placement at a childcare setting for two days a week
You will complete a portfolio of evidence
The Diploma is graded A* to D and has UCAS points allocated.



Recommended websites

The Early Years Foundation Stage (EYFS) is the curriculum that all childcare practitioners have to follow when working with children 0 to 5 years of age.
<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

This copy of a parent's guide is a great starting point for understanding the EYFS

http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

All childcare practitioners need to know about and understand legislation for children 0 to 5 years.

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-childcare-and-early-education/2010-to-2015-government-policy-childcare-and-early-education>

Every Child Matters is a very important piece of legislation that underpinned everything a childcare worker had to know and do.

<http://www.everychildmatters.co.uk/>

Begin by looking at this:

<http://www.workingwithkids.co.uk/every-child-matters-policy-explained.html>

Take time to look at these websites as this will help you to better understand the job role you will be training to do. They will also support you for completing your summer induction task.

Year 12 Summer Induction Task

Please complete the accompanying task and return to sixth form by:

Meanings of 'Command' Words

Command word	Meaning
Compare and contrast	Identify the main factors that apply in two or more situations and explain the similarities and the differences or the advantages and disadvantages.
Explain	Set out in detail the meaning of something. It can help to give an example to show what you mean. You must give the 'how' and the 'why' .
Evaluate	Examine strengths and weaknesses, arguments for and against, similarities and differences. Review the information and then bring it

	together to form a conclusion with reasoned judgements. Reference to current research may support your conclusion.
Describe	Give a clear description that includes all the detailed information.

TASK 1: Early Years Settings

- 1- Research and fill in the table on the next page.
- 2- Then using the information you have found out you need to think about the different settings and compare a couple of them.

You could consider in your comparison the following:

- Why do the staff qualifications differ?
- Will this make a difference to the provision of the curriculum for the children?
- What might this difference be like?
- What is the main priority of the setting compared to another setting?

Try to remember that the Early Years Curriculum (EYFS, 2017) says that children should learn through play experiences.

<https://www.gov.uk/early-years-foundation-stage>

Do this task by yourself as this will help us to accurately judge what level you are working at and be able to best support you when you begin your child care course.

TASK 1 should be handwritten. The comparison should not exceed 1000 words.

NAME:**Settings for Children**

Type of setting	Age range of children	Qualifications of staff	What type of Provision? Statutory? Voluntary? Private? Independent?	What would you expect the child to experience at this setting?	How often are the children likely to attend?
Day Nurseries					
Nursery classes					
Primary Schools					
Child Minders					
Child's home					
Paediatric hospital units					
Play group					
Play schemes					

Task 2

This task should be word processed using **Arial or Calibri** font with text **size 14**. There is no upper limit to your word count but you should be writing at least 2000 words to cover all the requirements of the task. Quotes written in your text do not count in your word count (all copied work should be referenced accurately). Your word count should be written at the end of your assignment.

Legislation and policies relevant to safeguarding children

This assignment links in with all core units of the Diploma in Childcare and Education. Legislation underpins childcare today:

There are many different policies and legislation out there regarding safeguarding children, as it is such a fundamental aspect of education and childcare.

The key pieces of legislation that you might be aware of are:

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- Keeping Children Safe in Education 2019.
- Working Together to Safeguard Children 2018.
- The Education Act 2002.
- The United Nations convention on the Rights of the Child 1992.
- The Equality Act 2010.
- The Children and Families Act 2014.
- The Human Rights Act 1998.

The practice today that you will see when you begin your work experience is built upon legislation such as the list above. Completing this task will help you to think and to explore further how child care practice has come to be what you will see and learn about.

Safeguarding– An Induction Task for students entering onto a Level 3 Diploma in Childcare.

Learning Outcome 1

Explain the importance of keeping children safe in a child care setting. For this task you must include the following:

- What is safeguarding?
- Explain the importance of safeguarding training for early years practitioners.
- Give 3 examples of how safeguarding procedures are carried out in an early year setting.

Learning Outcome 2

Describe an activity you could plan for a group of children aged 4 – 5 years that would contribute to a **safe environment**. You need to consider the following in your activity plan:

- An aim/objective (what will the children learn from the activity)
- What resources you would need for your activity
- What the children would actually do during the activity
- What you (the child care practitioner) would be doing to support the children during the activity
- A relevant question you would ask the children during your activity

Learning Outcome 3

You are a manager at Charms Nursery, and have recently employed 3 new staff. Create a booklet, explaining the importance of each legislation listed below.

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- Keeping Children Safe in Education 2019.
- Working Together to Safeguard Children 2018.
- The Education Act 2002.

- The United Nations convention on the Rights of the Child 1992.
- The Equality Act 2010.
- The Children and Families Act 2014.
- The Human Rights Act 1998.

Within LO3 you must use at least 3 sources of information and quote from at least two of the sources that you have used. You must identify where your quotes have come from within your piece of writing. Your work should be completed with a bibliography and reference section at the end of your completed piece of work.

This is an individual piece of work and should therefore be completed by you alone.

Below are some further points to be taken into consideration:

- Use the library! The library is stocked with books on childcare and journals e.g. Nursery world. The librarians are also a wonderful resource and will help you find the information you need.
- Read through your work to check it makes sense before handing in.
- Check for any spelling and/or grammatical errors
- Any images you may use should be relevant to the assignment and not there to make your work look pretty! Photos of children are not allowed unless you provide written consent from the child's parent/guardian.

Your completed assignment will be marked by one of the childcare teachers and graded A - E

This how your work will be graded.

Grading criteria				
To achieve an E grade the evidence must show that you are able to:	To achieve an D grade in addition to the evidence for a E grade criteria, you must show that you are able to:	To achieve a C grade the evidence must show that, in addition to the E grade criteria, you are able to :	To achieve a B grade the evidence must show that, in addition to the C grade criteria, you are able to:	To achieve an A grade the evidence must show that, in addition to the E and C grade criteria you are able to:
TASK 1				
The settings grid for task 1 is attempted	Your settings grid is mostly accurate	Your settings grid is accurate.		
Handwritten piece about two of the settings for task 1 is provided with some attempt at comparison.	Evidence of comparing that is relevant and mostly accurate to the settings is given.	Comparisons made are accurate and relevant based on research.		
TASK 2: LO1				
An attempt at an explanation safeguarding for task 2, LO1 is provided	An explanation for safeguarding is given and is mostly accurate.	An explanation of safeguarding is accurate. Suitable examples relating to the topic is outlined.	Detailed explanation provided. Good use of subject specific vocabulary. Suitable examples relating to the topic is outlined.	

TASK 2: LO2				
An attempt at an activity is provided for task 2, LO2.	A relevant activity described	All parts of the task answered and mostly accurate. A relevant question has been asked.	A relevant and appropriate activity has been planned with increasing accuracy.	An excellent plan that clearly shows how the learning of a child is met through an age appropriate activity.
TASK 2: LO3				
An attempt at LO3 for Legislation has been submitted	A descriptive piece of writing has been submitted.	A descriptive piece of writing has been submitted that has some attempt at evaluation.	Evaluation has been made.	An Evaluation has been made with reasoned judgements and conclusions given.
	An attempt at including references A reference and bibliography section attempted. The correct font and text used. Accurate word counts given	Include at least 1 relevant reference in your work Include a reference and bibliography section with at least 2 sources identified Spellings and grammar are mostly accurate.	Include at least 2 relevant references in LO3 Reference and bibliography section with at least 3 sources of information identified Work should be presented in an orderly manner.	References included to support your writing Reference and Bibliography section at the end of your work Work well presented.

This is how you must reference your sources in the reference section:

For a Book

The name of the author (must come first)

The year of the publication

The title of the book

The publisher

E.G. **Bloggs J. (2009) Planning for Children, Smith and Co, Hodder**

For journals or magazines

The name of the author of the article

The title of the article

The name of the journal or magazine

The date of publication

E.G. **Bloggs, Planning for the under 5's, Nursery World, 8th April 2014**

For a Website

The full web address or URL

The date you accessed the information

E.G. **Bloggs J. www.direct.gov.uk/en/parents accessed on 01/04/13**

In your writing you need to write the name of the author, the page number you found the information on and the year of publication. Further information can be found on the library intranet.

PLAGARISM

The Joint Council's *Guidelines for Dealing with Instances of Suspected Malpractice* defines plagiarism as: "The failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own."

If you submit work that is now your own and claim it as your own then your work will not be marked and you will not pass this assignment. Further action will be taken to ensure this does not happen again. Swanshurst Sixth Form 2019-2020

NCFE CACHE 2019-2010

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 or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism. Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

Equal Opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, Access and Opportunity

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive. Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk

When you start your training you will be asked to sign a conflict of interest form for each placement you attend.

At each work placement you will be asked to read the settings policies and procedures and sign to say you understand them.

Documents and policies for Swanshurst Sixth Form can be found on firefly.

Work that is plagiarised will not be marked and you will be given another induction task to complete.

Please sign and date:

I (insert your name) _____

Confirm that the work I have submitted is my own work and that I have referenced any work that was not written by me.

Signature: _____ **Date:** _____