

THE
DUSTON **TDS** **4-19**
Knowledge itself is power **SCHOOL**

Knowledge Organiser

*Child Development
& Care*



LEVEL 2 – AWARD

Child Development and Care



INTRODUCTION

The CACHE Level 2 Award in Child Development and Care provides you with the opportunity to gain a vocational qualification that gives a basic introduction to the sector, and the knowledge and understanding of child development and well-being necessary when preparing to work with children in a variety of settings.

This qualification consists of 3 units: two graded A*- D assessed by a graded Assessment Task; and a Synoptic Assessment unit which is assessed via a Multiple Choice Paper.

This qualification will enable you to develop significant transferable knowledge and study skills that will support progression including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of Equality and Diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence skills
- an introduction to supporting children through transition.

You will have to complete all 3 units of work. It doesn't matter whether you are ill, on holiday or your alarm clock doesn't work properly....it all has to be done!

When you achieve a unit, this is 'banked' by CACHE. This means if you take another CACHE qualification at a later date, which has the same units included, you do not need to restudy those units.

Types of assessment		
Unit	Title	Method of assessment
Unit 1	An introduction to working with children aged 0-5 years	Assessment task
Unit 2	Development and well-being 0-5 years	Assessment task
Unit 3	Child care and development 0-5 years	Multiple choice question paper

Expectations

We want to support you in working hard. We want you to feel confident, successful and happy in your work.

- It is important that you complete all the work set.
- You must turn up on time.
- You must bring everything you need to every lesson.
- You need to: think for yourself
meet deadlines
produce your best work
work on your own



It is important that you realise you need to spend a great deal of time on your assignments. You won't pass by turning up to lessons and then forgetting about it! You need to spend time at home on your assignments.

You also need to accept that everyone on the course is equally important and you cannot disrupt the work of others.

Assignments

Assignments are handed to your teacher by the given deadline, who will assess it and possibly hand it back to you for alterations or additions. After the last assessment it will be passed on to the school's internal verifier. Then an external moderator will look at your work to verify the assessment decision.

- Remember, we are here to help you.



What is a unit of work?

A unit of work is a topic divided into assessment tasks. At the beginning of each piece of work your teacher will tell you which tasks you are working on.

You have a copy of the **Unit Specifications** which show you all the units in this handbook.

Look at the unit specifications. You will see it tells you what you need to learn and what you need to show in your work.

It is important to keep your assignments well organised.

Student's guide to a good assignment

LAYOUT

It is a necessary requirement of  that every page of your work has a header showing:

- your name
- the unit number
- your PIN number,
- the centre number – 03065.000

Unit submission form

Contents Page

Introduction

What can be found in the unit

Evidence



The 'MUSTS' of the Evidence

- Relate to the assessment requirements
- Be easy to read in a logical order with headings and sub headings – not a collection of notes
- Be original and your own work. If you use quotes, tables, charts, graphs or diagrams, you must identify the source
 - Be given in a plastic wallet
 - Be word-processed
- Be the same font and size throughout
- Use relevant vocational language
- Be in a professional report style



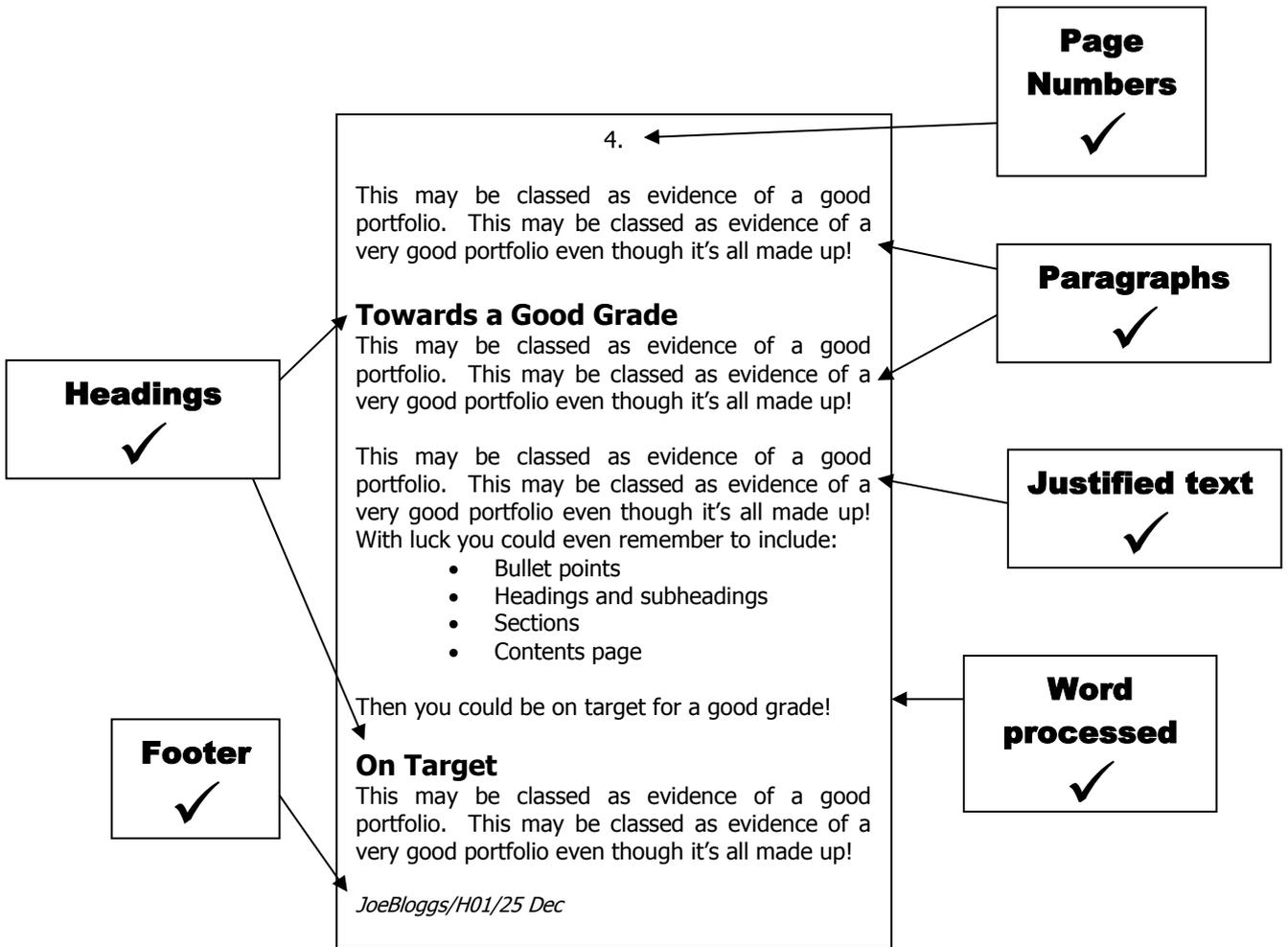
*This may be classed as evidence of a good portfolio. **This may be classed as evidence of a very good portfolio even though it's all made up!***

This may be classed as evidence of a good portfolio. This made be classed as evidence of a very good portfolio even though it's all made up!

Don't use lots of *different fonts* and **sizes!**



Don't say "My friend and I went to....."
..... use a proper, professional report style.



A MUST NOT
(U mstnt use txt lang)



CHILD DEVELOPMENT AND CARE

References and Bibliography

The majority of the assignment must be your own work; therefore you must not copy large extracts from any source.

References

- You need to give at least 2 relevant references and a bibliography, for each assessment.
- The references may come from the same source or different sources.
- References should be used in the main body of the assignment to support your work.
- Each reference should be clearly identified by the use of speech marks or italics and must indicate where the information has been taken from.
- If references are not clearly identified, this could be considered to be plagiarism.

Example:

"It is important to follow all the policies and procedures in order to keep children safe." (Bloggs, 2009, p26)
Or According to Bloggs, 2009, p26. *It is important to follow all the policies and procedures in order to keep children safe.*

Bibliography

- A bibliography is a list of books, websites, magazines articles, DVDs or other relevant sources may be used.
- The bibliography should contain the sources of the references together with any other background reading used when writing the assignment.
- The information in the bibliography should be sufficient to enable the reader to find the source.

For each **book**, your bibliography needs to include:

- The name of the author(s)
- The year of publication
- The title
- The publisher

Example:

Bloggs J (2009) Planning for Children, Smith and Co

For each **website** you need to include:

- The full web address or URL
- The date you accessed the information

Example:

www.direct.gov.uk/en/parents 01/04/17

For each **journal** or **magazine** you need to include:

- The name of the author of the article
- The title of the article
- The name of the journal or magazine
- The date of publication

Example:

Bloggs J. Planning for the under 5's, The New Nursery, 8th April 2016

CHILD DEVELOPMENT AND CARE

Glossary of Terms

Assessment criteria	A description of the requirements you must achieve to demonstrate that a learning outcome has been met.
Assessment task	A scenario or aspect of the work role that will support you in producing the evidence
Assessment	The process of making judgements about the extent to which your work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.
Diversity	Children, young people and adults and their families come from a variety of backgrounds and family structures. There may be a range or variation of people's characteristics in aspects such as gender, sexual orientation, lifestyle, family composition, abilities, cultural and linguistic backgrounds and other differences.
Inclusion	Ensuring that every child, young person, adult or learner is given equality of opportunity to access education and care by meeting their specific needs.
Inclusive practice	Inclusion in education and care is one aspect of inclusion in society. Taking whatever steps are necessary to ensure that every child, young person, adult or learner is given an equal chance of taking advantage of the opportunities offered to them.
Learning outcome	A statement of what you will know, understand or be able to do as a result of a process of learning.
Plagiarism	When you claim work to be your own when it is not. All work submitted towards a unit or qualification must be your own and not copied from anyone or anywhere else unless the course of the information has been clearly referenced.
Reflective practice	You should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice. These are recognised cycles of reflective practice. Reflective practice can also show that you performed exceptionally well.
Unique Learning Number (ULN)	This is an individual number available to anyone over the age of 14 years involved in UK education which will transfer with them when they move on to other programmes of study.
Unit aim	A short statement providing a brief outline of the unit content.
Unit title	The titling of the unit that provides a clear, concise explanation of the content of the unit.

Trigger Words

Verbs	Explanation
Define	State the meaning of a work, phrase or process.
Describe	Write or speak about the topic or activity giving detailed information.
Discuss	Write an account giving more than one view or opinion.
Evaluate	Examine strengths and weaknesses/make points for and against and come to a valid conclusion or judgement.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Identify	Provide brief information about a subject, specific process or activity.
Reflect	To look at actions, experiences or learning and think about how this could inform future action, learning or practice.

HOW TO WORK OUT YOUR GRADE

Grade boundaries						
Mark	80 – 100	70 – 79	60 – 69	50 – 59	35 – 49	0 – 34
Grade	A*	A	B	C	D	Refer

Points					
	Grade A*	Grade A	Grade B	Grade C	Grade D
Unit 1	5	4	3	2	1
Unit 2	15	12	9	6	3
Unit 3					1

Total points	Final grade
19 - 21	A*
15 - 18	A
12 - 14	B
9 - 11	C
5 - 8	D

Tracking your progress

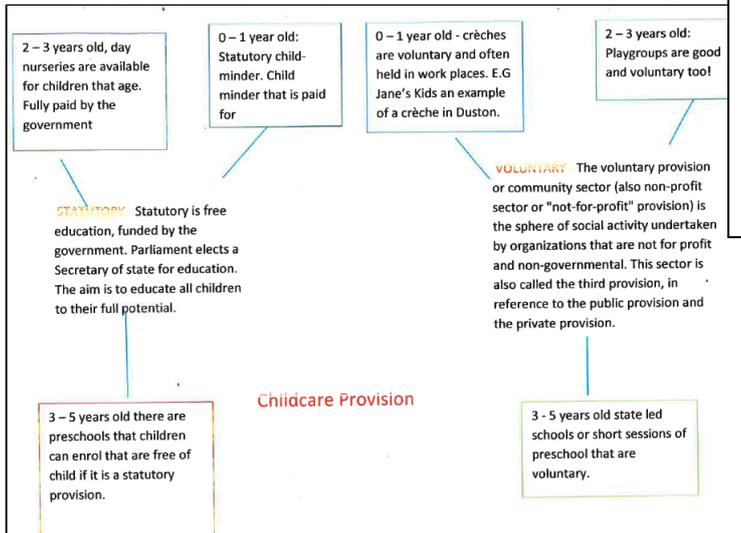
	Marks	Grade	Points
Unit 1			
Unit 2			
Unit 3 (MCQ)			
Total:			
Grade:			

Work Plan

September - May	Unit 1 - An introduction to working with children 0-5 years
May – May	Unit 2 – Development and well-being 0-5 years
April – June	Unit 3 – Childcare and development 0-5 years

Exemplar 1 - Unit 1 D1 task
Describe the features of settings available for children 0-5 years

This is an example of a section of a B grade piece of work.



Exemplar 2 – Unit 1 A task
Discuss the difference between types of provision available for children aged 0-5 years.

This is an example of a section of an A grade piece of work.

	Private Provision	Voluntary Provision	Statutory Provision
Cost per session	Cost of sessions in private provisions are very similar; they are usually priced between £20–£25 a session. Examples of private provisions are nurseries	Voluntary provisions are often cheap as they are organisations that are held in churches. Sometimes they are free of charge. Examples of voluntary provisions are mums and tots.	Statutory provisions are free as they are provided by the government. Examples of statutory provisions are nurseries that are attached to a school.
Venue where it takes place	Private provisions are normally built purposely for nurseries but sometimes it can be held in converted houses.	Voluntary provisions are usually built in churches and houses.	Statutory provisions are usually built at schools; as they are provided by the government.
Activities which go on there	Activities are very wide range as it is a private provision. Early years curriculum are usually followed in private provision.	Voluntary provision are limited on activities as it is an organisation. Although voluntary provisions will provide many activities.	Activities will follow early years curriculum. Their will be a wide range of activities available.
Quality Assurance E.g.. Ofsted	Most of the time, Ofsted report of private provision are outstanding, this is due the fact that the quality assurance is paid for.	Voluntary provisions will probably have no Ofsted report this is because it is an organisation that is not registered.	Ofsted Reports can vary in different statutory provisions this is because different provisions act in different ways. However Ofsted reports are usually good or satisfactory.
Staffing Ratios	The ratio to children varies according on the age of the child 0– 2 the ratio would be 1:2, 2–6 1:8, 7+ 1: 18	In voluntary provisions e.g. mums and tots the staffing ratio is probably 1: 1 this is because usually parents need to stay with the child.	Statutory provisions would have the same ratio to child as a private provision. 0– 2 the ratio would be 1:2, 2–6 1:8, 7+ 1: 18
Are children left there alone or do the parents stay	Children stay alone in private provisions. E.G. Nursery, nanny etc.	The children stay with their parents in voluntary provisions this is because there are no staff available to look after the children.	Children stay alone in private provisions.

Exemplar 3 – Unit 2 D2/D3/B2
Observation and Assessment
Identify suitable methods of observing and recording the holistic development of children.

Why we observe children

- Every day we observe children at work, to ensure they're safe and that all their needs are met.
- Observations are setting aside some time to specifically watch and record what a child does.
- Observing the children in your care can help you to better understand the strengths and weakness of each individual child, Your observations can then guide your programming and help you make adjustments to your care environment to improve a child's behavior and facilitate learning.
- Regular observation and careful analysis of their behaviors and personality traits can help you build a stronger relationship with each child and connect with them in a more meaningful way.

