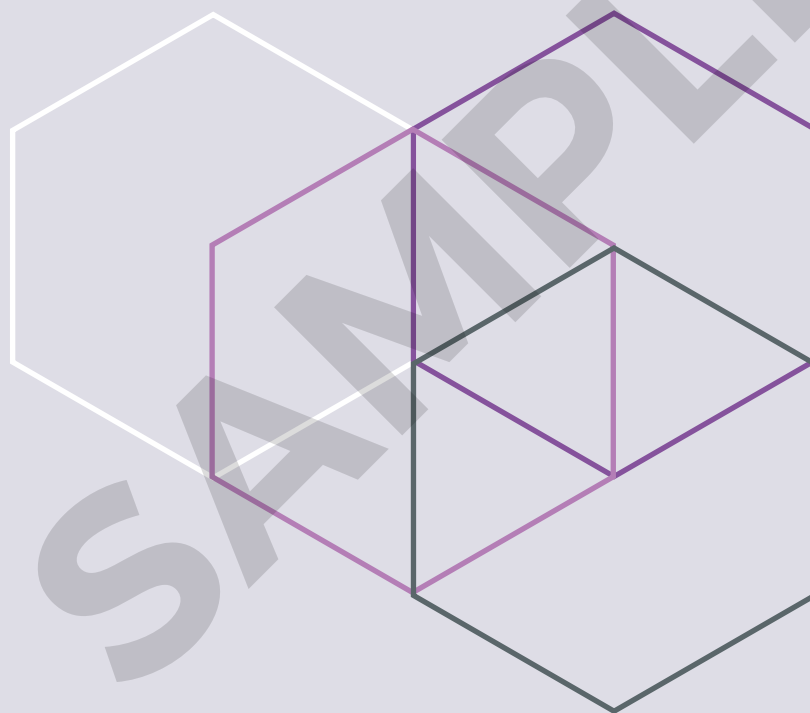


# CACHE Level 3

Diploma in Childcare and  
Education

(601/8437/1)

## Assessment Book



# CACHE Level 3

## Diploma in Childcare and Education

(601/8437/1)

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## Explanation of terms used at Level 2

Define	State the meaning of a word or phrase.
Describe	Write about the subject giving detailed information.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
List	Make a list of key words, sentences or comments that focus on the subject.
Outline	Identify or describe the main points.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

# Assessment 1

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## Unit 1:

Child development from  
conception to seven years

## Assessment 1

### Child development from conception to seven years

#### Question 1:

Describe the stages of development from conception to birth. (AC 1.1)

#### Question 2:

2. Explain routine checks carried out during antenatal care, postnatal care and the first year of life. Include the available routine health and development checks/assessments for mother and baby from conception until baby is 12 months old. (AC 1.2)

## Grading Criteria

The grading for this qualification is A\*–D. The pass grade is D.

In order to achieve the Technical Level 3 Diploma in Childcare and Education learners must achieve a pass grade D or above in all unit assessments for 7 mandatory units and achieve a pass grade D or above for the externally set, externally assessed assessment CCE1

### Aggregation of grades achieved

Grades achieved		A*		A		B		C		D		Points/unit	Points/grade
Description of unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
Unit 1 – Child development from conception to seven years	4	5	20	4	16	3	12	2	8	1	4		
Unit 2 – Children’s health and well-being	2	5	10	4	8	3	6	2	4	1	2		
											Award points:		
											Award points:		
Unit 3 – Providing safe environments for children	1	5	5	4	4	3	3	2	2	1	1		
Unit 4 – Child Health	2	5	10	4	8	3	6	2	4	1	2		
Unit 5 – Play and learning	3	5	15	4	12	3	9	2	6	1	3		
Unit 6 – Understanding children’s additional needs	1	5	5	4	4	3	3	2	2	1	1		
Unit 7 – Observation, assessment and planning	3	5	15	4	12	3	9	2	6	1	3		
Unit 7 – Observation, assessment and planning	3	5	15	4	12	3	9	2	6	1	3		
CCE1	7	5	35	4	28	3	21	2	14	1	7		
											Award points:		
											+ Certificate points:		
											<b>= Total Certificate points:</b>		
											<b>= Certificate grade:</b>		

Grades achieved		A*		A		B		C		D		Points/unit	Points/grade
Description of unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
		Unit 9 – Supporting emergent literacy	3	5	15	4	12	3	9	2	6	1	3
Unit 10 – Supporting emergent mathematics	3	5	15	4	12	3	9	2	6	1	3		
Unit 11 – Preparing for school readiness	3	5	15	4	12	3	9	2	6	1	3		
Unit 12 – International perspectives	3	5	15	4	12	3	9	2	6	1	3		
Unit 13 – Reflective practice for professional development	4	5	20	4	16	3	12	2	8	1	4		
Unit 14 – Professional partnerships in early years	4	5	20	4	16	3	12	2	8	1	4		
Unit 16 – Professional Practice Portfolio			1		1		1		1		1		
DCE2	9	5	45	4	36	3	27	2	18	1	9		

Certificate points:

+ Diploma points:

**= Total Certificate points:**

**= Certificate grade:**


## Qualification grade calculation

This is the calculation used to work out the grade:

No of increments x grade value = points for unit assessment or external assessment

The incremental weighting of each internal assessment is based on the average total hours to achieve the unit.

The incremental weighting of each external assessment is based on the average total hours to achieve CCE2 and DCE2.

Grade value: A\* value '5' to D value '1'

There is no compensation for units or external assessments that are Not Yet Achieved.

To achieve the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) learners must have achieved the Level 3 Award in Childcare and Education, and the Technical Level 3 Certificate in Childcare and Education and must pass the required Diploma external assessment, the internal assessments and the Professional Practice Portfolio (Unit 16).

## Technical Level 3 Diploma in Childcare and Education

Points score	Grade	UCAS Tariff points
219 – 261	A*	168
176 – 218	A	144
135 – 175	B	120
94 – 134	C	96
53 – 93	D	72



## **Links to information to support you with wider reading and research**

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### **Unit 1 Child development from conception to seven years**

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Key Stage 1 of the National Curriculum - <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

Simply Psychology - <http://www.simplypsychology.org>

### **Unit 2 Children's health and well-being**

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Health and Safety Executive - <https://www.hse.gov.uk/>

NHS Start 4 Life - <https://www.nhs.uk/start4life>

NHS Guidance for Physical Activity for Children (under 5 years) - <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/>

Teach Early Years - <https://www.teachearlyyears.com/a-unique-child/view/supporting-transitions-in-the-early-years>

Mentally Healthy Schools <https://www.mentallyhealthyschools.org.uk/>

### Unit 3 Providing safe environments for children

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials - <https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Working together to Safeguard Children - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Child abuse concerns: guide for practitioners - <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC - <https://www.nspcc.org.uk/>

Childline - <https://www.childline.org.uk/>

### Unit 4 Child health

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials - <https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Health and Safety Executive - <https://www.hse.gov.uk/>

NHS Start 4 Life - <https://www.nhs.uk/start4life>

NHS Guidance for Physical Activity for Children (under 5 years) - <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/>

## Unit 5 Play and learning

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Early years Matters - <http://www.earlyyearsmatters.co.uk/>

Nursery World - <https://www.nurseryworld.co.uk/>

Early Years Educator - <https://www.earlyyearseducator.co.uk/>

## Unit 6 Understanding children's additional needs

Equality and Human Rights Commission <https://equalityhumanrights.com/en>

UN Rights of the Child, Unicef - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

SEND code of practice: 0 to 25 years - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

## Unit 7 Observation, assessment and planning

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Early years Matters - <http://www.earlyyearsmatters.co.uk/>

Nursery World - <https://www.nurseryworld.co.uk/>

The Communication Trust <http://www.thecommunicationtrust.org.uk/early-years/>

Early Years Educator - <https://www.earlyyearseducator.co.uk/>

## Unit 9 – Supporting emergent literacy

Links to information to support with wider reading

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Centre for Literacy in Primary Education <https://clpe.org.uk/>

Key Stage 1 of the National Curriculum - <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

## Unit 10 – Supporting emergent mathematics

Links to information to support with wider reading

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Key Stage 1 of the National Curriculum - <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

## Unit 11 – Preparing for school readiness

Links to information to support with wider reading

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Key Stage 1 of the National Curriculum - <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

School readiness [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418819/Are\\_you\\_ready\\_Good\\_practice\\_in\\_school\\_readiness.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf)

## Unit 12 – International perspectives

Links to information to support with wider reading

National Foundation for Educational Research - <https://www.nfer.ac.uk/early-years-education-an-international-perspective/>

Progress Matters – Reviewing and Enhancing Young Children’s Development <https://www.foundationyears.org.uk/wp-content/uploads/2012/05/progress-matters.pdf>

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

## Unit 13 – Reflective practice for professional development

Links to information to support with wider reading

Mind tools - <https://www.mindtools.com/pages/article/reflective-cycle.htm>

Simply Psychology - Kolb Learning Styles and Experiential Learning Cycle <https://www.simplypsychology.org/learning-kolb.html>

## Unit 14 – Professional partnerships in early years

Links to information to support with wider reading

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Foundation Years, partnership working - <http://www.foundationyears.org.uk/making-it-happen/partnership-working-integration/>

The Honey Pot Children’s Charity - <http://www.honeypot.org.uk/>

Support for Families - <https://www.gov.uk/welfare/support-for-families>

Supporting Looked After Children - <https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

## Unit 16 – Professional Practice Portfolio

Links to information to support with wider reading

Early Years Foundation Stage Statutory Framework (EYFS) -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years foundation stage profile: exemplification materials -<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Foundation Years - <https://foundationyears.org.uk/>

Ofsted - [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

SAMPLE