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QUALIFICATION FACTS:

CACHE LEVEL 3 DIPLOMA FOR THE CHILDREN
AND YOUNG PEOPLE'S WORKFORCE (QCF) (ENGLAND)

QRN:500/8887/7 ABOUT THIS QUALIFICATION

This qualification has been developed for people wanting to work in the children and young people's workforce. Suitable for those in full or part time learning or employment, it develops the wide-ranging knowledge and skills needed when working with children and young people from birth up to 19 years.

Covering a diverse range of job roles and occupational areas - including those in social care settings - it offers a wealth of career opportunities. On completion learners will be able to work unsupervised with children and young people. It is also a must-have for all practitioners delivering the Early Years Foundation Stage, and those undertaking the Level 3 Children and Young People's Apprenticeship.

In addition, individual units can be used for Professional Development or to explore specific work areas. For example unit Y/600/9770 could be taken by those looking to start up a childminding business.

QUALIFICATION STRUCTURE

The Diploma has three pathways:

- Early Learning and Childcare
- Social Care
- Learning Development and Support Services

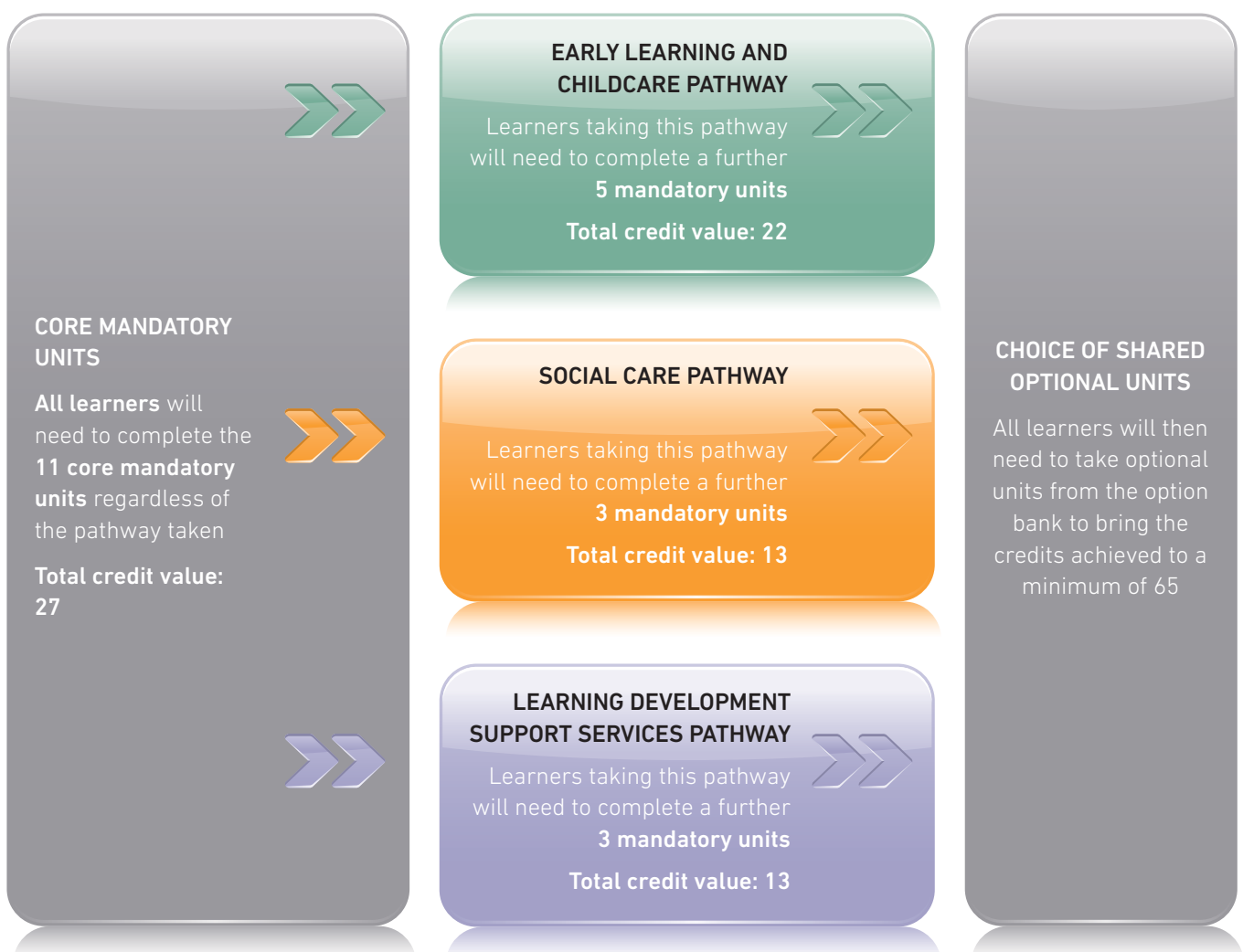
The total minimum credit value needed to achieve the qualification is 65.

ENTRY REQUIREMENTS

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

EXPERIENCE IN THE WORKPLACE

Learners will need to be working, volunteering or on a practical placement as an important part of the assessment process involves evaluating 'skills' in real working situations.



CORE MANDATORY UNITS - FOR ALL PATHWAYS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge Skills	3	3
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge Skills	3	3
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	Knowledge Skills	3	2
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	Knowledge	3	1
L/601/1693	Understand child and young person development	Knowledge	3	4
R/601/1694	Promote child and young person development	Knowledge Skills	3	3
Y/601/1695	Understand how to safeguard the well being of children and young people	Knowledge	3	3
D/601/1696	Support children and young people's health and safety	Knowledge Skills	3	2
H/601/1697	Develop positive relationships with children, young people and others involved in their care	Skills	3	1
K/601/1698	Working together for the benefit of children and young people	Knowledge Skills	3	2
M/601/1699	Understand how to support positive outcomes for children and young people	Knowledge	3	3

PATHWAY UNITS - ONLY ONE PATHWAY CAN BE CHOSEN

EARLY LEARNING AND CHILDCARE (EYMP) PATHWAY UNITS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
J/600/9781	Context and principles for early years provision	Knowledge Skills	3	4
L/600/9782	Promote learning and development in the early years	Knowledge Skills	3	5
Y/600/9784	Promote children's welfare and well being in the early years	Knowledge Skills	3	6
H/600/9786	Professional practice in early years settings	Knowledge Skills	3	3
T/600/9789	Support children's speech, language and communication	Knowledge Skills	3	4

SOCIAL CARE (SCMP) PATHWAY UNITS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
M/600/9760	Assessment and planning with children and young people	Knowledge Skills	3	5
F/600/9780	Promote the well being and resilience of children and young people	Knowledge Skills	3	4
F/601/0315	Professional practice in children and young people's social care	Knowledge Skills	3	4

LEARNING, DEVELOPMENT AND SUPPORT SERVICES (LDSSMP) PATHWAY UNITS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
D/600/9785	Support children and young people to achieve their education potential	Knowledge Skills	3	4
M/600/9788	Support children and young people to make positive changes in their lives	Knowledge Skills	3	4
D/600/9799	Professional practice in learning, development and support services	Knowledge Skills	3	5

OPTIONAL UNITS - FOR ALL PATHWAYS (The mandatory units for each individual pathway can also be taken as optional units in the other pathways)

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
A/601/0121	Work with babies and young children to promote their development and learning	Knowledge Skills	3	6
D/601/0130	Care for the physical and nutritional needs of babies and young children	Knowledge Skills	3	6
H/601/0131	Lead and manage a community based early years setting	Knowledge Skills	4	6
M/601/0133	Promote young children's physical activity and movement skills	Knowledge Skills	3	3
Y/600/9770	Understand how to set up a home based childcare service	Knowledge	3	4
T/601/0134	Support disabled children and young people and those with specific requirements	Knowledge Skills	4	6
A/601/0135	Promote creativity and creative learning in young children	Knowledge Skills	4	5
M/601/1329	Support young people to develop, implement and review a plan of action	Knowledge Skills	3	3
A/601/1334	Provide information and advice to children and young people	Knowledge Skills	3	3
L/601/1337	Develop interviewing skills for work with children and young people	Knowledge Skills	3	3
D/601/1343	Caseload management	Knowledge Skills	3	3
F/601/1349	Support young people to move towards independence and manage their lives	Knowledge Skills	3	3
D/601/1357	Support children and young people to achieve their learning potential	Knowledge Skills	3	3
R/601/1369	Support children and young people to have positive relationships	Knowledge Skills	3	3
L/601/2861	Support positive practice with children and young people with speech, language and communication needs	Knowledge Skills	3	4
T/600/9775	Coordinate special educational needs provision	Knowledge Skills	4	5
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5
L/502/5261	Support young people who are involved in anti-social and/or criminal activities	Knowledge	3	2
A/502/5224	Support young people who are looked after or are leaving care	Knowledge	3	3
A/601/2872	Support speech, language and communication development	Knowledge Skills	3	3
Y/601/2877	Work with parents, families and carers to support their children's speech, language and communication development	Knowledge Skills	3	3
M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	Knowledge	3	3
J/601/2888	Support the speech, language and communication development of children who are learning more than one language	Knowledge Skills	3	3
L/601/2889	Support children and young people's speech, language and communication skills	Knowledge Skills	3	3
R/502/5231	Support young people who are socially excluded or excluded from school	Knowledge	3	2
F/502/5242	Support young people in relation to sexual health and risk of pregnancy	Knowledge	3	2
H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	Knowledge	3	3
Y/502/4680	Work with parents to meet their children's needs	Knowledge	3	3

OPTIONAL UNITS - FOR ALL PATHWAYS CONTINUED

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
T/502/5240	Support young people with mental health problems	Knowledge	3	3
M/600/9807	Support the creativity of children and young people	Knowledge Skills	3	3
A/600/9809	Work with children and young people in a residential care setting	Knowledge Skills	3	5
K/601/0132	Support children or young people in their own home	Knowledge Skills	3	4
J/502/4660	Engage young parents in supporting their children's development	Knowledge	3	3
Y/502/4663	Engage fathers in their children's early learning	Knowledge	3	3
M/502/3812	Engage parents in their children's early learning	Knowledge	3	3
F/601/3764	Promote positive behaviour	Knowledge Skills	3	6
J/601/1806	Support care within fostering services for vulnerable children and young people	Knowledge Skills	3	3
M/601/1377	Improving the attendance of children and young people in statutory education	Knowledge Skills	3	5
T/601/1381	Facilitate the learning and development of children and young people through mentoring	Knowledge Skills	3	4
R/601/1386	Support the referral process for children and young people	Knowledge Skills	3	3
F/601/4056	Support use of medication in social care settings	Knowledge Skills	3	5
J/600/9781	Context and principles for early years provision	Knowledge Skills	3	4
L/600/9782	Promote learning and development in the early years	Knowledge Skills	3	5
Y/600/9784	Promote children's welfare and well being in the early years	Knowledge Skills	3	6
H/600/9786	Professional practice in early years settings	Knowledge Skills	3	3
T/600/9789	Support children's speech, language and communication	Knowledge Skills	3	4
M/600/9760	Assessment and planning with children and young people	Knowledge Skills	3	5
F/600/9780	Promote the well being and resilience of children and young people	Knowledge Skills	3	4
F/601/0315	Professional practice in children and young people's social care	Knowledge Skills	3	4
D/600/9785	Support children and young people to achieve their education potential	Knowledge Skills	3	4
M/600/9788	Support children and young people to make positive changes in their lives	Knowledge Skills	3	4
D/600/9799	Professional practice in learning, development and support services	Knowledge Skills	3	5
T/503/5878	Understand the context of supporting children and young people through foster care	Knowledge	3	5
A/503/5879	Practise as a Foster Carer	Knowledge Skills	3	5
M/503/5877	Support positive attachments for children and young people	Knowledge Skills	3	7

Total guided learning hours: 442 – 525. Recommended experience in the workplace: 400 hours.

So learning isn't repeated the following units cannot be taken together:

Unit: A/601/0135 with M/600/9807

Unit: T/600/9789 with A/601/2872 or L/601/2889

Unit: D/600/9785 with D/601/1357 or M/601/1329

ASSESSMENT

All units are assessed by the Centre. Methods used could include:

- Interpretation of knowledge from direct observation of practice in the workplace
- Written assignments
- Learner's own plans and written records
- Witness evidence
- Optional task set by CACHE
- Professional discussion
- Reflection on own practice in real work situations

Grading of all units will be either pass or refer

CAREER OPPORTUNITIES

On completion learners can progress to various job role depending on the pathway taken. The following list is not all-inclusive, but gives a taster of the opportunities available:

EARLY LEARNING AND CHILDCARE:

- manager or supervisor in day nurseries, nursery schools and nursery or reception classes in primary schools
- children's centres manager
- registered childminders and nannies.

SOCIAL CARE:

- children and families social workers
- portage workers - education support workers who visit families of pre-school children in their homes
- registered managers of children's homes, plus deputy and assistant managers

- all residential childcare workers
- family centre and day centre workers
- Children and Family Court Advisory and Support Service (CAFCASS) family court advisers
- support workers
- youth workers
- foster carers - including private foster carers

LEARNING AND DEVELOPMENT SUPPORT SERVICES:

- learning mentors

FOR MORE INFORMATION

The full Qualification Specification, which includes the assessment criteria for each unit, can be downloaded free of charge from our website www.cache.org.uk or our secure Centre website: cachezone.

NURTURING ACHIEVEMENT SINCE 1945

When the Second World War ended in 1945, many women who had worked during the war stayed on in their jobs. The Government recognised that professional child care was a priority, and the National Nursery Examination Board (NNEB) was founded. In 1994, the NNEB merged with the Council for Early Years Awards, and CACHE was formed.

Over these 65 years, we have continually invested in high quality qualifications. Written and developed by experts they have proved to be successful for millions of learners, earning us a reputation for excellence and leadership across the sector.

Today our continued dedication to nurture the achievement of all those who care for children, young people and adults means our qualifications will always meet the needs of a modern workforce.