

Student Guide 2023 - 2024

NCFE CACHE Level 1 / 2 Technical Award in Child Development and Care in the Early Years



Name:

Start Date:

Course Title:



Course Structure

This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that:

- Have appropriate content for the learner to acquire core knowledge and practical skills
- Allow the qualification to be graded
- Provide synoptic assessment
- Enable progression to a range of study and employment opportunities

Route through the Programme

This qualification consists of 9 Content Areas of study (See Course Factsheet for full details of the programme)

Assessment for Qualification 2:

- One externally set non-exam assessment (NEA)
- One examined assessment (EA)

Grading for Qualification 2:

Your overall grading will be either:

Level 1 pass/merit/distinction

Level 2 pass/merit/distinction/distinction*

Course Tutor: Yasmin Mukadam

Student Requirements (College Policy)

Attendance

Students are required to attend all lessons and arranged visits. Records of attendance and punctuality are kept and schools are informed immediately of any absence. These form an integral part of the monitoring and reporting system. This information is recorded and relayed to parents via Interim Assessment Reports.



Behaviour

- Appropriate standards of behaviour will be expected.
- Students must come prepared for every session i.e. with pen, paper and folders to keep work to be completed at home.
- No food or drink is to be consumed in any classroom or corridors.
- Students will be responsible for ensuring that your work folder at College is kept up to date, with all work printed off and filed in your folder at the end of every lesson. All completed and assessed work must be kept at college.
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Deadlines

Work must be submitted punctually on the agreed deadline. This means that you must plan your work to meet prearranged timescales. It also enables assessors to mark and provide feedback on work within the department timescale.

This entails, therefore, handing in assessments on the due date as stated on the year plan. All students will follow the agreed Deadlines Policy of the College.

Negotiating deadlines is permitted in some circumstances. These must be agreed in advance with your tutor, and will be given for genuine reasons only. (It may be that supporting evidence is required, e.g. doctors certificate).



Student Support and Monitoring

Student's progress will be monitored throughout the programme with opportunities for individual tutorials/ one-to-ones. Students will be set individual targets after each assessment criteria has been assessed to enable them to monitor their progress through the Award.



Text Books

The department provides a range of childcare text books and research materials. The use of text books can be supported by business knowledge gained through reading newspapers and journals (to be found in the ILC) and using the internet, access to which is given in class and the ILC (library)

Course textbook: Cache Level 2 Award in Child Development & Care
Penny Tassoni & Louise Burnham Hodder Education 2017



Study Skills

The learning process for this course is student centred. Students are therefore required to take responsibility for the completion of coursework to the required deadlines. The course is mainly assignment based and students will need to gather information and research a variety of sources in order to demonstrate your understanding of the topic. Students will know how to reference source materials and what would constitute plagiarism, which is attempting to pass off the work of others as your own and which could result in disciplinary action. Each assessment will require a substantial amount of research and work. Tasks 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.



Internal Assessment Policy

It is the policy of the department to mark each assessment criteria after the deadlines as set in the year plan. Successful completion of the criteria will result in the Unit Submission Form being completed with a grade on the Compensatory Marking Grid accredited with an internal marker signature and internal moderators signature (if chosen for marking). There is a copy of the full Assessment Policy on Childcare GOL page.

External Assessment by Examination Board

A sample of student work will be seen by an External Quality Assurer for Cache. There will also be an externally assessed short answer paper for Unit 3

All grading will be reported to the examination board at the end of the second year.

Appeals Procedure

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the College concerning internal assessment, NEA or controlled assessment:

- The appeal applies only to the procedures used in arriving at internal or controlled assessment decisions and does not apply to the judgements themselves. Appeals cannot be lodged against the mark or grade.
- The parent or carer must make the appeal in writing to Dean Wyles. Please check with the Exams Office for the deadline date.
- The enquiry into the internal process will normally be led by Dean Wyles, provided that he has played no part in the original internal assessment process.
- The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the parent/carer.
- The enquiry will consider whether the procedures used for the internal or controlled assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The parent/carer will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interests of the candidate.

If the parent/carer is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally Emma Young (Principal) and a Director of Faculty (not the department concerned).

Assessment Policy

The Importance of Feedback

Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else's work in the class) and self (where you assess yourself).

Formative Assessment

Throughout each of the two years formative assessment, verbal and written, may take place.

- **RECORDED VERBAL FEEDBACK:** 1-2-1's will also occur in November and March to assist with target setting and student reviews ('reports') which get sent home to your parents.
- **WEEKLY FEEDBACK:** Your teacher will give weekly feedback and guidance on the formative assessments as you progress through the course.
- **REFLECTION AND TARGET SETTING:** After each completed assignment task, students will be expected to reflect on the feedback from their teacher and set themselves targets for improvement in the period in question.



Marking and Grading of work

Students will be set work on a regular basis to be completed within agreed set deadlines. Students will be given feedback on classwork which indicates the standard to which they are working and guidance can be given on how work can be improved.

Marks for each criteria for completed work will be recorded onto a Unit Compensatory Marking Grid and **one opportunity** will be given for a resubmission or upgrade for any criteria to have an opportunity to improve your mark for that criteria and improve your grade for that Unit. A sample of learners work will also be marked by an internal moderator.

Deadlines

Work must be submitted punctually on the agreed deadline. Students must plan their work and manage their time and catch up on any work missed due to absence.



Tutor feedback for each completed unit will be provided on a Unit Submission form. You must complete this form and attach it to your assessment on submission. The assessment will not be accepted without this form. You must also sign and date this form to declare that this is your own work and that you understand that any grades are provisional until internal moderation has taken place.

Failure to hand in

If a student is unable to hand in work through illness or other valid reason they must contact the teacher via phone call or preferably email and work will be collected on the first day back.



Plagiarism

Plagiarism is submitting another person's written work as one's own original work or using someone else's idea without referencing the source or using pictorial work without permission or referencing the source.

If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty of plagiarism they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.



Health & Safety

The Department endorses the College Health & Safety Policy. The tutors will carry out risk assessments to maintain a safe working environment with minimum risk to the students and themselves. The presentation of the course topics is not normally associated with specific hazards but your tutors will brief you should the need arise. Any visits associated with your course are also covered by risk assessments.

Students have a duty of care and are expected to follow the general College Health & Safety Guidelines displayed in each room and in the student handbook, to ensure their own safety and that of others.

Equal Opportunities

The Department will follow the College Equal Opportunities Policy which aims to:

- treat everyone with respect as an individual;
- create a climate in which students feel valued and are encouraged to develop their skills, abilities, qualities and interests;
- value the race, colour, gender, sexual orientation, social class, religion, culture, ability and age of every student;
- develop a community in which tolerance, respect, courtesy, sensitivity and understanding are encouraged;
- encourage students to achieve their potential and to raise their level of achievement.



Disability Equality

Information on students with disabilities is taken from the application form, notes from interviewers and information provided by schools. This will be added to in the course of the academic year. An Inclusion register is produced by Learning Support and information as required, is available to relevant staff. The College's Equal Opportunities Committee has responsibility for establishing and implementing the Disability Equality Scheme.



I have read and understood this student guide:

Name:

Date:

For more information about all the key Godalming College policies, visit <http://www.godalming.ac.uk/about-us/publications>

Information contained in this Student Guide is correct at time of press (Sept 2022)

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