

NCFE

CACHE

Placement handbook: a guide for supervisors and mentors

**NCFE CACHE Level 2 Certificate in Working with
Children in Early Years and Primary Settings
QN: 603/5937/7**

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Summary of changes

This section summarises the changes to this Learner Handbook

Version	Publication Date	Summary of amendments
v1.1	October 2023	<p>An additional copy of the Induction day checklist has been included under the section Induction.</p> <p>Information added to Section 3 regarding a new separate document called Mandatory Placement Documents.</p>

Section 1

Preparing your learner

Preparing your learner

There are some details that you will need to know about the learner before they begin their placement with you – some are listed here. You may be able to add more.

<p>Name of learner and contact details:</p> <p>Date of birth:</p> <p>Previous school:</p> <p>Relevant previous experience:</p>	
<p>Training provider, Tutor/Assessor and contact details:</p>	
<p>Qualification title and level:</p>	
<p>Additional details for learner (include any personal details such as allergies/learning needs/personal circumstances etc):</p>	
<p>Emergency contact/s for learner:</p>	
<p>Placement induction date:</p> <p>Placement formally begins/ends:</p>	

Once you have received the details about the learner, you will need to think about how you can welcome them. Things to have in place have been included here, but you may be able to add more.

Induction day	Date and time:
Mentor appointed	Name: Brief outline of current job role:
Team briefed	Date:
Qualification specification downloaded and shared with Mentor	Date:
Notice given to parents/carers about learner joining the setting for work experience	Date:
Contact made with training provider and any necessary documents completed and returned	Date:
Contact made with learner by Supervisor/Mentor	Date:

Section 2

Induction

Induction

Once you have received all of the necessary documentation and appointed a Supervisor/Mentor, you are ready to welcome the learner into your setting. The experience that they have is likely to vary, for example the learner may have just completed their GCSE's and have very limited experience of working with young children, whilst others may have volunteered in childcare settings and bring a wealth of experience and confidence with them. Whatever the experience of the learner they will need time set aside with their Supervisor/Mentor to help them settle in so they feel welcomed and valued in the setting. Achieving this can be difficult in a busy setting, but settling the learner in can make a big difference to the success of the placement experience for everyone involved.

An induction checklist has been included here with some important items. You may be able to add more.

Induction day	Date:
Supervisor/Mentor appointed	Supervisor/Mentor: Attendance pattern of Supervisor/Mentor (alternative point of contact in absence of Supervisor/Mentor supplied): Reserve Supervisor/Mentor: Brief outline of job role:
During the induction meeting you should: (please note this is not a placement day and the learner should not be expected to stay all day unless previously arranged)	
Exchange documentation and check personal details are correct	Date:
Discuss signing in arrangements	Date:
Discuss dress code	Date:
Discuss time of attendance, breaks/meals and staff room arrangements	Date:

Induction day	Date:
<p>Discuss policies and procedures and give a brief overview of roles and responsibilities:</p> <ul style="list-style-type: none"> • safeguarding • health and safety • equality, diversity and inclusion • confidentiality <p>Does the learner know whom to report things to in your absence?</p>	Date:
Tour of setting and introduction to team	Date:
Day 1 arrangements confirmed	Date:

There is a second copy of this table on the next page for your convenience.

Induction day	Date:
Supervisor/Mentor appointed	Supervisor/Mentor: Attendance pattern of Supervisor/Mentor (alternative point of contact in absence of Supervisor/Mentor supplied): Reserve Supervisor/Mentor: Brief outline of job role:
During the induction meeting you should: (please note this is not a placement day and the learner should not be expected to stay all day unless previously arranged)	
Exchange documentation and check personal details are correct	Date:
Discuss signing in arrangements	Date:
Discuss dress code	Date:
Discuss time of attendance, breaks/meals and staff room arrangements	Date:
Discuss policies and procedures and give a brief overview of roles and responsibilities: <ul style="list-style-type: none"> • safeguarding • health and safety • equality, diversity and inclusion • confidentiality Does the learner know whom to report things to in your absence?	Date:
Tour of setting and introduction to team	Date:
Day 1 arrangements confirmed	Date:

Section 3

The mentoring role

The mentoring role

As a Supervisor/Mentor you will be the main contact for both the learner and the Tutor/Assessor. The placement experience is usually one of mutual benefit and the Mentor's role is significant. Once you have met the learner and taken them through the induction process they will be ready to begin their placement with you. The Supervisor/Mentor will benefit from having an overview of the qualification the learner is studying.

Please liaise with your learner's training provider who will be able to access the relevant Qualification Specification for you. Each learner will have a Professional Skills Record (PSR). This is a document that includes all activities to be completed during their placement experience. Learners will have copies of the PSR which they **must** share with you. Copies are available on our secure website. The content **must** be achieved by the learner whilst on placement in both the early years and primary school setting as appropriate.

Professional Skills Profile 1 and 2 are within this document and have been included below for your convenience. You can also find the Professional Skills Profile 1 and 2 on the qualification page on the NCFE website in a separate document called Mandatory Placement Documents.

As the placement Supervisor/Mentor, you will be expected to complete two Professional Skills Profiles (PSP) with the learner whilst they are with you on placement. PSP1 should be completed once the learner feels settled, and is intended to acknowledge skills that the learner has already achieved, as well as to identify how to gain more experience from the opportunities available.

PSP2 is to be completed towards the end of the placement. The learner **must** have a successful PSP2 in both an early years setting and a primary school in order to achieve the full qualification

Professional Skills Profile 1

No.	Skills profile	Comments from placement Supervisor/Mentor
1.	Be a positive role model: <ul style="list-style-type: none"> • behaviour • confidentiality • timekeeping • safeguarding and welfare • health and hygiene. 	
2.	Follow the policies and procedures of the setting in relation to reporting.	
3.	Support enabling environments.	
4.	Communicate effectively with children.	
5.	Communicate effectively with colleagues and others, as appropriate.	
6.	Value diversity.	
7.	Contribute to healthy environments for children.	

No.	Skills profile	Comments from placement Supervisor/Mentor
8.	Show a commitment to own professional skills development.	
9.	<p>Own learning:</p> <p>Use this space to reflect on your learning and experiences during your placement. Think about ways you could improve your practice.</p>	<p>Reflecting on practice:</p> <p>What have I been involved in?</p> <p>What did I do well? How could I improve my practice?</p>

No.	Skills profile	Comments from placement Supervisor/Mentor
	Name and details of setting: (age of children/days)	Signature: Date:

There is a second copy of this table on page 18 for your convenience.

Professional Skills Profile 2

No.	Skills profile	Comments from placement Supervisor/Mentor
1.	Be a positive role model: <ul style="list-style-type: none"> • behaviour • confidentiality • timekeeping • safeguarding and welfare • health and hygiene. 	
2.	Follow the policies and procedures of the setting in relation to reporting.	
3.	Communicate effectively with children.	
4.	Communicate effectively with colleagues and others, as appropriate.	
5.	Value diversity.	
6.	Contribute to inclusive practice.	
7.	Contribute to emergent literacy and mathematics for children.	

No.	Skills profile	Comments from placement Supervisor/Mentor
8.	Contribute to healthy environments for children through the implementation of care routines for individual children which are responsive to their age/stage and need.	
9.	Show a commitment to own professional skills development.	
10.	<p>Own learning:</p> <p>Use this space to reflect on your learning and experiences during your placement. Think about ways you could improve your practice.</p>	<p>Reflecting on practice:</p> <p>What have I been involved in?</p> <p>What did I do well? How could I improve my practice?</p>

No.	Skills profile	Comments from placement Supervisor/Mentor
	Name and details of setting: (age of children/days)	Signature: Date:

There is a second copy of this table on page 20 for your convenience.

Non-mandatory records

In order to ensure that you are supporting the learner effectively, a series of Supervisor/Mentor records have been included. The records are not mandatory, but they could be completed regularly with the learner and could help him/her to identify their strengths, and plan for any outstanding skills.

Mandatory records

As well as meeting briefly each week, the Supervisor/Mentor will also support the learner by completing the Professional Skills Profiles (PSP) 1 and 2. The feedback received from PSP1 will support the learner as they begin to reflect on their day-to-day practice with children, and their practice as part of a team at placement. Towards the end of the placement the Supervisor/Mentor will complete PSP2.

Learners will need to work through the activities and tasks that are included in their handbook for each placement as appropriate. Whilst it is the training provider that offers feedback for these, you can support your learner by supplying observations, reflective accounts and expert witness testimonies for them. This will help the Tutor/Assessor to confirm their skills and competence when applying knowledge at Level 2.

Attendance record

Attendance (include any period of absence with explanation if known)	Signature of Supervisor/Mentor
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	
W/C:	

Week 1	Week 2	Week 3	Week 4	Professional Skills Profile 1
Comment on attendance and settling in process:	Comment on progress:	Comment on progress:	Comment on progress:	Date completed:
Planning for next week/additional comments:	Planning for next week/additional comments:	Planning for next week/additional comments:	Planning for next week/additional comments:	

Professional Skills Profile 1

No.	Skills profile	Comments from placement Supervisor/Mentor
1.	Be a positive role model: <ul style="list-style-type: none"> • behaviour • confidentiality • timekeeping • safeguarding and welfare • health and hygiene. 	
2.	Follow the policies and procedures of the setting in relation to reporting.	
3.	Support enabling environments.	
4.	Communicate effectively with children.	
5.	Communicate effectively with colleagues and others, as appropriate.	
6.	Value diversity.	
7.	Contribute to healthy environments for children.	

No.	Skills profile	Comments from placement Supervisor/Mentor
8.	Show a commitment to own professional skills development.	
9.	<p>Own learning:</p> <p>Use this space to reflect on your learning and experiences during your placement. Think about ways you could improve your practice.</p>	<p>Reflecting on practice:</p> <p>What have I been involved in?</p> <p>What did I do well? How could I improve my practice?</p>

No.	Skills profile	Comments from placement Supervisor/Mentor
	Name and details of setting: (age of children/days)	Signature: Date:

Professional Skills Profile 2

Mentor to complete towards the end of the placement.

No.	Skills profile	Comments from placement Supervisor/Mentor
1.	Be a positive role model: <ul style="list-style-type: none"> • behaviour • confidentiality • timekeeping • safeguarding and welfare • health and hygiene. 	
2.	Follow the policies and procedures of the setting in relation to reporting.	
3.	Communicate effectively with children.	
4.	Communicate effectively with colleagues and others, as appropriate.	
5.	Value diversity.	
6.	Contribute to inclusive practice.	
7.	Contribute to emergent literacy and mathematics for children.	

No.	Skills profile	Comments from placement Supervisor/Mentor
8.	Contribute to healthy environments for children through the implementation of care routines for individual children which are responsive to their age/stage and need.	
9.	Show a commitment to own professional skills development.	
10.	<p>Own learning:</p> <p>Use this space to reflect on your learning and experiences during your placement. Think about ways you could improve your practice.</p>	<p>Reflecting on practice:</p> <p>What have I been involved in?</p> <p>What did I do well? How could I improve my practice?</p>

No.	Skills profile	Comments from placement Supervisor/Mentor
	Name and details of setting: (age of children/days)	Signature: Date:

Section 4:

Partnership working

Partnership working

The Supervisor/Mentor should work closely with the Tutor/Assessor in order to ensure that the learner experiences a successful placement. If you have decided to use the Supervisor/Mentor record sheets, these will provide useful information for the Assessor or Tutor and may support a professional discussion. The Tutor/Assessor will make arrangements to visit the learner and should never turn up unannounced. If you need to share any information about the learner's progress in between visits you should not hesitate to contact the Tutor/Assessor as concerns can be resolved quickly.

Without employer commitment to training, the childcare profession will not flourish, and by providing effective mentoring you will be contributing to a workforce that is fit for purpose.

We would like to take this opportunity to thank you, as good practice experienced during placement has a valuable impact on the overall quality and integrity of childcare qualifications.

Section 5

Additional information

Contact us

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