

Qualification Specification

NCFE CACHE Level 2 Technical Certificate in
Working with Children in Early Years and Primary
Settings

QRN: 603/3292/X

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NCFE CACHE Level 2 Technical Certificate in
Working with Children in Early Years and Primary Settings

QRN: 603/3292/X

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	June 2018	First publication
v2.0	July 2018	Wording for the short answer examination updated to now include the term 'scenario-based'. Reworded Unit 6 P1 to improve clarity. Corrected grading criteria numbering throughout.
v2.1	January 2019	Update to Performance Table information: p19
v2.2	April 2019	Safeguarding guidance added
v2.3	April 2019	Clarification on accessibility to the early years workforce added to Qualification introduction and purpose and Qualification summary .
v2.4	August 2019	Grading criteria amended to add clarity and bring it in line with assessment criteria - Unit 6 AC 1.1
v2.5	November 2019	Resources section added – information regarding the wellbeing and safeguarding of learners Aggregation section added – information regarding the aggregation methods and grade thresholds.

Section 1: General introduction

About this Qualification Specification

This qualification specification contains details of all the units and assessments learners will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

This qualification is made up of units, each representing a small step of learning. This allows the qualification to be completed at the learner's own pace.

All of the units achieved can be 'banked'. This means that if the learner wants to take another qualification which includes the same units, the learner does not have to take them again.

Example unit layout

HSC M1: Equality, diversity and rights in health and social care



Unit reference	L/508/3709	Unit level	2
Unit hours	60		
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of equality, diversity and rights in health and social care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learners will:	Content: Scope of learning:
1. Understand equality, diversity and inclusion in health and social care.	<p>1.1. The terms:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion. <p>1.2. Legislation, policies, procedures and codes of practice in relation to equality, diversity and inclusion:</p> <ul style="list-style-type: none"> • Care Act 2014

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit (NCFE).
Unit reference	The unique reference number given to each unit by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit hours	The average number of hours of supervised or directed study time or assessment required to achieve a unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do as a result of a process of learning.
Content	Contains the scope of knowledge and understanding that must be delivered within each learning outcome. Tutors may wish to include other relevant content during delivery.
Assessment grading criteria	This table shows what the learner must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Usually begin with 'Be able to'.

Knowledge-based learning outcomes:

- Usually begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

How to sign off a unit

Knowledge learning outcomes

The **evidence record** in the 'Assessment grading criteria' table must be completed in order to achieve the unit. Please see example below.

		Assessment of learning	Evidence record
B2	2.3.	<p>Explain how to support others in promoting equality and rights.</p> <p>Explanation must demonstrate a range of ways that others can be supported to promote equality and rights.</p>	

Unit sign off

The Unit Submission Form (see **Section 7: Unit Submission Form**) must be completed for every unit achieved.

Glossary of terms used at Level 2:

Not all verbs are used in this qualification

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
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.
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The public website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- Other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work learners submit must be their own and not copied from anyone else unless the source of the information is clearly referenced. Tutors should explain to learners how to provide a reference list that shows where they found their information. If a Centre discovers evidence that a learner's work is copied from elsewhere, it will not be accepted and the learner may be subject to the Centre's or our disciplinary procedure. If this happens, the learner will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE CACHE's Diversity and Equality Policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification introduction and purpose

The Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings has been designed to support learners as they develop their knowledge, understanding and skills when caring for and supporting the learning and development of children aged 0–11 years 11 months.

The qualification is made up of 6 new units and a Professional Skills Record. It is designed to support learners to progress onto Level 3 qualifications across a number of sectors, such as early years education, supporting teaching and learning, and children and young people. It includes significant transferable knowledge for the health and social care sector.

In addition, Centres can deliver this qualification as part of a full study programme; for example, alongside GCSE English and mathematics.

This qualification is approved to count in the 16–19 performance tables in the Technical Certificate category, and has been designed to meet the Department for Education's rigorous approval criteria.

This qualification does not qualify learners to work and count in the ratios at Level 2 in early years settings. The new Level 2 criteria set by the Department for Education for direct entry into employment at Level 2 comes into force from 1st September 2019. Learners wishing to count in the ratios at Level 2 should undertake the following NCFE CACHE qualification: NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0).

Mandatory teaching and learning for this qualification is captured within our Tutor Guidance document, which is available on our secure website. This must be downloaded and the mandatory content **must** be covered throughout the delivery of this qualification.

Qualification summary	
Title	NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings
Qualification number	603/3292/X
Aim	<p>This qualification provides learners with the knowledge and understanding essential to the early years and childcare sector, and supports progression to further learning or the workplace.</p> <p>With effect from 1st September 2019, this qualification does not qualify learners to work and count in the ratios at Level 2 in early years settings. Learners wishing to count in the ratios at Level 2 should undertake the following NCFE CACHE qualification: NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0).</p>
Purpose Ofqual code and description	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.
Total Qualification Time (hours)	366
Guided Learning (hours)	240
Minimum age of learner	16
Age ranges covered by the qualification	This qualification will provide learners with the knowledge and skills relating to the care and education of children aged 0–11 years 11 months.
Real work environment (RWE) requirement/ recommendation	This qualification has a minimum requirement of 120 work placement hours. However, we recommend learners undertake at least 200 hours of work placement.
Rules of combination	To gain this qualification, learners must achieve a minimum of a Pass grade in the external assessment, the six internal assessments and complete the Professional Skills Record.

<p>Progression including job roles (where applicable)</p>	<p>This qualification has been designed to allow progression to Level 3 qualifications within our early years, children and young people, supporting teaching and learning, and health and social care suites.</p> <p>Learners can also progress in the workplace in job roles, such as a classroom assistant.</p>
<p>Recommended assessment methods</p>	<p>All units for this qualification will be internally assessed using a portfolio of evidence. In addition, learners will be required to achieve a pass grade for a synoptic short-answer paper, which will be externally set and externally marked. Learners will also be required to complete a Professional Skills Record in both an early years and a primary school setting.</p>
<p>Additional assessment requirements</p>	<p>All units must be assessed in line with the NCFE CACHE assessment principles.</p>
<p>Grading system</p>	<p>Pass/Merit/Distinction</p>
<p>How long will it take to complete?</p>	<p>The Certificate can usually be completed in one year.</p>
<p>Entry requirements/ recommendations</p>	<p>Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p>

Employer involvement

Placement in a Real Work Environment

A mandatory Professional Skills Record is provided by NCFE CACHE and will need to be completed over a minimum of 120 hours of placement in a real work environment.

The Professional Skills Record considers knowledge and understanding of theoretical concepts through skills application in real work environments. The learner will be stretched and challenged through the tasks provided, supporting them to appreciate and value links between theory and practice. Activity tasks are provided within the Professional Skills Record to be a synoptic representation of the six mandatory knowledge units.

All criteria must be achieved in order to complete the full qualification. The learner must complete the exercises/activities for each of the 3 themes within the Professional Skills Record within both an early years setting and a primary setting. The Professional Skills Profile 1 and 2 must also be completed for both an early years setting and a primary setting. The 2 checklists within the Professional skills record must be signed off by the Tutor/Assessor as well as the learner. The placement Supervisor/Mentor will contribute to the monitoring and achievement of skills, while the occupationally competent Tutor/Assessor will make the final assessment decision concerning the learner's competency.

Placement experience must be undertaken in both an early years setting and a primary school. There will be set tasks to complete in each setting, and staff can allocate the number of hours in each setting at their own discretion. Work placement achievement will be graded Achieved or Not Yet Achieved. An occupationally competent Tutor/Assessor will be required to visit each setting at least once.

The minimum required placement hours are:

	Certificate
Placement hours	120

Rationale for synoptic assessment

Synoptic assessment encourages learners to combine elements of their learning and to show their accumulated knowledge and understanding across units and/or learning outcomes.

Synoptic assessment enables learners to show their ability to integrate and apply their knowledge, understanding and skills with breadth and depth. It also requires learners to demonstrate their capability to apply their knowledge, understanding and skills across a range of units and learning outcomes for which they are being assessed.

There will be **one** externally set and externally marked synoptic assessment covering elements from all 6 mandatory units for this qualification.

External assessment

There is one external assessment, covering the mandatory units of this qualification. This is a scenario-based Short Answer Examination.

The scenario-based Short Answer Examination:

- covers approximately 100% of the Certificate content
- contributes to 27% of the qualification grade.

The scenario-based Short Answer Examination will be graded Pass, Merit or Distinction. Learners must achieve a Pass grade in the examination in order to gain the qualification.

Within the qualification there is a maximum of one further attempt for learners to take the scenario-based Short Answer Examination in order to achieve a Pass grade or to improve a grade.

Re-mark requests for the scenario-based Short Answer Examination

Centres may request a re-mark if they and the learner do not think that the result is a true reflection of the learner's performance. This request must be made within 10 working days of the result reaching the Centre. A re-mark result may be decreased as well as increased.

Scenario-based Short Answer Examination – Not Yet Achieved

A result that does not achieve a Pass grade will be graded as Not Yet Achieved. If learners intend to take the scenario-based Short Answer Examination for another attempt to achieve a Pass grade or above, they will take a different examination paper. This will be the scenario-based Short Answer Examination for their date of second entry to the examination.

Improving your grade for your scenario-based Short Answer Examination (upgrade your result)

When learners have achieved a Pass grade or above for the scenario-based Short Answer Examination they may wish to improve their grade. If a learner intends to attempt to improve a grade, they will be required to take a different scenario-based Short Answer Examination which will be for their date of entry to the examination. Tutors will be able to advise learners on how they can do this. The higher of the grades achieved for the scenario-based Short Answer Examination will be the final result.

Examination conditions

For more information on examination conditions, please see the **Instructions for Conducting Examinations** document

For more information on reasonable adjustments, please refer to the **Good Practice Guide: The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications** on our website.

Paediatric First Aid

Statutory guidance states that all newly qualified entrants to the early years workforce who have completed a full and relevant Level 2 and/or Level 3 qualification on or after 30 June 2016 must also have achieved either a full Paediatric First Aid (PFA) or an Emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at Level 2 or Level 3 in an early years setting (EYFS 2017). The Level 3 Award in Paediatric First Aid has been developed to meet the requirements set in the statutory guidance.

Section 3: Units

Mandatory teaching and learning for this qualification is captured within our Tutor Guidance document, which is available on our secure website. This must be downloaded and the mandatory content **must** be covered throughout the delivery of this qualification.

Unit list –Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings

Mandatory units*

Unit ref.	Unit no.	Unit title	Unit type	Level	Hours	Notes
 J/615/7560	Unit 1	Child development from birth to 11 years 11 months	Knowledge	2	60	
 R/615/7559	Unit 2	Play and learning	Knowledge	2	60	
 L/615/7558	Unit 3	Exploring legislation	Knowledge	2	30	
 J/615/7557	Unit 4	The role of the childcare practitioner	Knowledge	2	30	
 F/615/7556	Unit 5	Nutrition	Knowledge	2	30	
 A/615/7555	Unit 6	Physical development and physical activity	Knowledge	2	30	

* Mandatory teaching and learning for these units is captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content **must** be covered throughout the delivery of this qualification

Theme 1

Child development, play and learning

Unit 1: Child development from birth to 11 years 11 months



Unit reference	J/615/7560	Unit level	2
Unit hours	60		
Unit aim	<p>The aim of this unit is to explore stages and sequences of holistic development for children from birth to 11 years 11 months.</p> <p>The unit will also consider factors affecting holistic development, and the role of the childcare practitioner when supporting children through appropriate intervention strategies.</p> <p>Theoretical perspectives will be introduced and built upon to enable an understanding of natural and environmental factors that impact on children's development.</p>		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand significant stages in sequential development from birth to 11 years 11 months.	1.1. Main stages and sequences of development from birth to 11 years 11 months in the following areas: <ul style="list-style-type: none"> • physical development • cognitive development • language development • social and emotional development.
	1.2. How to provide experiences for children at different stages in each area of development: <ul style="list-style-type: none"> • physical development • cognitive development • language development • social and emotional development.
	1.3. The holistic interdependency of each area of development.

Learning outcomes The learner will:	Content: Scope of learning:
	1.4. The role of the childcare practitioner in meeting children’s individual and changing holistic needs.
2. Understand factors that can impact on children’s holistic development from birth to 11 years 11 months.	2.1. Factors that impact normative sequential development. 2.2. The impact on development of factors that affect normative sequential development. 2.3. The role of the childcare practitioner when supporting development.
3. Understand care routines.	3.1. The role of the childcare practitioner in meeting the care needs of babies and children.
4. Understand theoretical perspectives in relation to child development.	4.1. The nature versus nurture debate in relation to child development.

Additional information about the unit:	
Additional unit assessment requirements	This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content must be covered throughout the delivery of this qualification.

Unit 1: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	<p>Select one of the following age ranges:</p> <ul style="list-style-type: none"> • 0–2 years 11 months • 3–5 years 11 months • 6–7 years 11 months • 8–11 years 11 months. <p>Within the chosen age range, identify (normative pattern) main stages of significant sequential development in one of the following areas:</p> <ul style="list-style-type: none"> • physical development • cognitive development • language development • social and emotional development. 	

		Assessment of learning	Evidence record
P2	1.2	<p>Select one of the following age ranges:</p> <ul style="list-style-type: none"> • 0–2 years 11 months • 3–5 years 11 months • 6–7 years 11 months • 8–11 years 11 months <p>and describe 2 experiences for children for the area of development selected in P1.</p>	
P3	2.1 2.3	<p>Identify 4 factors that impact development.</p> <p>Select one of these factors and describe 2 ways the childcare practitioner can support children’s development.</p>	
P4	3.1	<p>Select one of the following age ranges:</p> <ul style="list-style-type: none"> • 0–2 years 11 months • 3–5 years 11 months. <p>Within the chosen age range, explain how the childcare practitioner meets the care needs of children.</p>	
M1	1.3	Describe the meaning of the term ‘holistic development’.	

		Assessment of learning	Evidence record
M2	1.4	<p>Select one of the following age ranges:</p> <ul style="list-style-type: none"> • 0–2 years 11 months • 3–5 years 11 months • 6–7 years 11 months • 8–11 years 11 months. <p>Within the chosen age range, explain 3 ways the childcare practitioner can meet children’s individual holistic needs.</p>	
M3	2.2	<p>Explain the impact on development of factors that affect (normative) main stages of sequential development.</p>	
D1	4.1	<p>Explain the nature versus nurture debate in relation to child development. An example may be used to help with your explanation</p>	



Unit 2: Play and learning

Unit reference	R/615/7559	Unit level	2
Unit hours	60		
Unit aim	<p>The aim of this unit is to consider play, and the value of play to holistic development and learning in childhood.</p> <p>Positive environments for children will be explored, introducing different approaches that influence and impact how we care and educate children in early years settings and within primary school provision.</p> <p>Frameworks and curriculum development will be included in this unit.</p> <p>This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content must be covered throughout the delivery of this qualification.</p>		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand the value of play in promoting development.	1.1. Different types of play.
	1.2. How play can promote development in the following areas from birth to 11 years 11 months: <ul style="list-style-type: none"> • physical development • cognitive development • language development • social and emotional development.
	1.3. The importance of play to a child's health and well-being.

Learning outcomes The learner will:	Content: Scope of learning:
2. Understand characteristics of a positive environment.	2.1. The role of the childcare practitioner in maintaining positive environments for play, development and learning within: <ul style="list-style-type: none"> • an early years setting • within a primary school setting. 2.2. Theoretical approaches and strategies to promote a positive environment.
3. Understand frameworks and curricula related to children and early years education.	3.1. The areas of learning within the Early Years Foundation Stage framework. 3.2. The learning requirements within the National Curriculum (Key Stage 1 and 2).
4. Understand strategies for effective teaching and learning.	4.1. Strategies to engage individuals across: <ul style="list-style-type: none"> • The Early Years Foundation Stage. • The National Curriculum (Key Stage 1 and 2).

Additional information about the unit:	
Additional unit assessment requirements	This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content must be covered throughout the delivery of this qualification.

Unit 2: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	<p>Select one of the following:</p> <ul style="list-style-type: none"> • 0–2 years 11 months in a home setting • 3–4 years 11 months in an early years setting • 5–7 years 11 months in a school setting • 8–11 years 11 months in a school setting. <p>For children in the chosen age range and setting:</p> <ul style="list-style-type: none"> • identify 3 different types of play appropriate to the children’s age range and setting • describe one play opportunity for each type of play. 	

		Assessment of learning	Evidence record
P2	1.2	<p>Explain how play benefits children's:</p> <ul style="list-style-type: none"> • physical development • cognitive development • language development • social and emotional development. 	
P3	3.1 3.2	<p>Describe how play can support learning for one area within:</p> <ul style="list-style-type: none"> • the Early Years Foundation Stage framework • the National Curriculum at Key Stage 1 and 2. 	
M1	2.1	<p>Explain the role of the childcare practitioner in maintaining a positive environment for children which supports development and learning through play.</p>	
M2	1.3	<p>Explain how play promotes the health and well-being of children.</p>	
D1	4.1	<p>Describe one way that the childcare practitioner can support effective play-based teaching and learning strategies in a school setting for:</p> <ul style="list-style-type: none"> • English • mathematics. 	
D2	2.2	<p>Describe 2 theoretical approaches that influence how the childcare practitioner supports children to learn.</p>	

Theme 2

Legislation and professional practice

Unit 3: Exploring legislation



Unit reference	L/615/7558	Unit level	2
Unit hours	30		
Unit aim	<p>The aim of this unit is to explore legislation relevant to the care and welfare of young children.</p> <p>Within this unit learners will be able to consider how legislation impacts policy and procedures within childcare environments.</p> <p>The role of the childcare practitioner when meeting the requirements of policies and procedures will also be included.</p>		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand legislation, policies and procedures in relation to the care and welfare of children.	1.1. Legislation influencing work with children.
	1.2. Policies and procedures that impact the role of the childcare practitioner.
2. Understand policy in practice in relation to safeguarding and protecting children.	2.1. Ways to keep children safe.
	2.2. Ways to value diversity.
	2.3. How to protect children.
3. Understand how safeguarding policies and procedures influence the role of the childcare practitioner in relation to child protection.	3.1. Ways a childcare practitioner can help children to keep themselves safe.
	3.2. Ways childcare practitioners can keep themselves safe.
	3.3. How to recognise abuse and know actions to take.

Additional information about the unit:	
Additional unit assessment requirements	This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content must be covered throughout the delivery of this qualification.
Safeguarding guidance	To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations .

Unit 3: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	Identify key legislation that relates to work with children.	
P2	1.2	Describe 3 policies in place in childcare settings.	
P3	2.1	Describe 5 ways the childcare practitioner keeps children safe in childcare settings.	
P4	2.3	Identify signs and behaviours in a child that a childcare practitioner would recognise as a concern.	
M1	2.2	Describe 3 ways the childcare practitioner values diversity. Use examples within the description.	
M2	3.3	Explain why the childcare practitioner must share information with the designated staff member if a child discloses abuse or abuse is suspected.	

		Assessment of learning	Evidence record
D1	3.1 3.2	For each of the points listed below, describe 2 ways a childcare practitioner can: <ul style="list-style-type: none"> • empower children to keep themselves safe • protect self from allegations of abuse. 	



Unit 4: The role of the childcare practitioner

Unit reference	J/615/7557	Unit level	2
Unit hours	30		
Unit aim	<p>The aim of this unit is to introduce what is meant by professional practice.</p> <p>The unit will explore the role and responsibilities of the childcare practitioner by considering:</p> <ul style="list-style-type: none"> • the range of provision available for children • professional skills, roles and responsibilities of the childcare practitioner • expectations, boundaries and limits of the childcare practitioner. <p>This unit will also investigate professional development and personal development plans.</p>		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand the professional skills, roles and responsibilities of the childcare practitioner.	1.1. Professional skills of the childcare practitioner.
	1.2. Working in a professional team.
	1.3. How to work within the boundaries of own role.
2. Understand the range of services available for children and families.	2.1. The role of the childcare practitioner in statutory, private and voluntary services.
	2.2. Types of childcare provision for children and families.

Learning outcomes The learner will:	Content: Scope of learning:
3. Understand the role of professional development for childcare practitioners.	3.1. Continuous professional development.
	3.2. The benefits of reflective practice for: <ul style="list-style-type: none">• the childcare practitioner's own personal development• a childcare setting• children in a childcare setting.

Additional information about the unit:	
Additional unit assessment requirements	This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content must be covered throughout the delivery of this qualification.

Unit 4: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	2.1 2.2	Give examples of 2 different types of childcare provision for each of the following services: <ul style="list-style-type: none"> • statutory services • private services • voluntary services. 	
P2	1.1	Describe 5 professional skills or attributes required by the childcare practitioner.	
P3	3.1	Explain the meaning of the term 'continuing professional development'.	
M1	1.2	Describe 4 ways that the childcare practitioner contributes to teamwork in the childcare setting.	

		Assessment of learning	Evidence record
M2	3.2	<p>Describe the benefits of reflective practice for:</p> <ul style="list-style-type: none"> • the childcare practitioner’s own personal development • a childcare setting • children in a childcare setting. 	
D1	1.3	<p>Explain 4 reasons why it is important to work within the boundaries and limits of own job role.</p>	

Theme 3

Health and well-being



Unit 5: Nutrition

Unit reference	F/615/7556	Unit level	2
Unit hours	30		
Unit aim	<p>The aim of this unit is to consider the role of nutrition in relation to children's health and well-being.</p> <p>Within this unit you will be able to explore special dietary requirements as well as develop an understanding of ways in which the childcare practitioner can support healthy eating.</p> <p>The unit will include learning about the impact of nutrition on development.</p>		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand healthy eating.	1.1. The nutritional value of the main food groups.
	1.2. The term 'healthy eating'.
	1.3. Supporting opportunities for social and language development during mealtimes.
2. Understand nutritional needs at significant stages of development.	2.1. Nutritional needs during significant stages of development.
	2.2. Ways in which the childcare practitioner can support healthy eating.
3. Understand the impact of nutrition on children's health and well-being.	3.1. The impact of poor diet on children's health and well-being in the short-term and the long-term.
	3.2. Special dietary requirements.

Additional information about the unit:

Additional unit assessment requirements

This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document **must** be downloaded and the mandatory content **must** be covered throughout the delivery of this qualification.

Unit 5: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	Describe the nutritional value of the main food groups.	
P2	1.2	Explain the meaning of the term 'healthy eating'.	
P3	1.3	Explain 2 ways mealtimes can support social and language development.	
P4	2.1	Select one of the following age ranges: <ul style="list-style-type: none"> • 0–2 years • 3–5 years • 6–7 years • 8–11 years. Within the chosen age range, explain the role of nutrition for healthy development.	
M1	2.2	Describe 4 ways the childcare practitioner can support healthy eating.	
M2	3.2	Describe reasons for special dietary requirements.	

		Assessment of learning	Evidence record
D1	3.1	<p>Explain the impact that not eating a healthy diet has on children's health and well-being</p> <ul style="list-style-type: none">• in the short-term• in the long-term. <p>Give examples to support the explanation.</p>	



Unit 6: Physical development and physical activity

Unit reference	A/615/7555	Unit level	2
Unit hours	30		
Unit aim	<p>The aim of this unit is to consider the role of physical activity in children's physical development and in relation to holistic health and well-being.</p> <p>Within this unit you will be able to explore health guidelines as well as educational requirements for physical activity.</p> <p>You will also explore the role of the childcare practitioner when supporting confidence in relation to physical activity through own role-modelling and planning skills to encourage and motivate.</p>		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand physical development in children.	1.1. The role of the childcare practitioner in promoting physical development through movement.
	1.2. Short- and long-term benefits of physical activity to holistic health and well-being.
2. Understand health guidelines and educational requirements for physical activity.	2.1. Chief Medical Officer (CMO) UK Physical Activity Guidelines for physical activity.
	2.2. Physical development as a 'prime area' in the early years educational framework.
	2.3. Physical activity requirements for children at Key Stage 1 and 2.

Learning outcomes The learner will:	Content: Scope of learning:
3. Understand how the childcare practitioner can promote physical activity for children indoors and outdoors.	3.1. How the childcare practitioner can be a positive role model for children's physical activity.
	3.2. The role of the childcare practitioner in creating and maintaining a positive approach to physical activity.

Additional information about the unit:	
Additional unit assessment requirements	This unit has mandatory teaching and learning captured within our Tutor Guidance document, which is available on our secure website. This document must be downloaded and the mandatory content must be covered throughout the delivery of this qualification.

Unit 6: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	<p>Describe one example of indoor physical play for children in an early years setting.</p> <p>Describe one example of outdoor physical play for children in a primary school setting.</p> <p>For each example, explain the role of the childcare practitioner in promoting physical development through physical play.</p>	
M1	2.1	Explain the main recommendations of the Chief Medical Officer (CMO) UK Physical Activity Guidelines (for physical activity).	
M2	2.2 2.3	<p>Explain how the examples of physical activity selected in P1 1.1 support physical development:</p> <ul style="list-style-type: none"> • as a 'prime area' in the early years educational framework • for children studying the National Curriculum at Key Stage 1 and 2. 	

		Assessment of learning	Evidence record
M3	1.2	<p>Explain the benefits of physical activity for holistic health and well-being.</p> <p>Please include:</p> <ul style="list-style-type: none"> • 3 short-term benefits and • 3 long-term benefits. 	
D1	3.1	Describe how the childcare practitioner can be a positive role model for children to promote physical health and well-being.	
D2	3.2	Explain the importance of creating and maintaining a positive approach to physical activity for children's health and well-being.	

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* Expert Witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance. <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure site.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Requirements for Assessors and Internal Quality Assurers

Centres delivering this qualification must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors

Assessors of this qualification should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of this qualification, we consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE CACHE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of this qualification, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers. The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- the Level 3 Award in Assessing Competence in the Work Environment
- the Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess candidate performance using a range of methods
- D32 Assess candidate performance **and** D33 Assess candidate using differing sources of evidence
- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Examples of occupational experience

- Up-to-date working knowledge and experience of best practice in assessment and quality assurance

NCFE CACHE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with us to ensure that all staff involved in the delivery, assessment and internal quality assurance of our qualifications are suitably qualified/experienced.

Assessment strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Section 5: Records of grades achieved

Record of grades achieved for the NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings (603/3292/X)

Grades achieved					D		M		P		Points
Unit ref.	Unit no.	Description of unit	Hours per unit	No. of incs.	Grade value	Points	Grade value	Points	Grade value	Points	
J/615/7560	Unit 1	Child development from birth to 11 Years 11 months	60	4	5	20	3	12	1	4	
R/615/7559	Unit 2	Play and learning	60	4	5	20	3	12	1	4	
L/615/7558	Unit 3	Exploring legislation	30	2	5	10	3	6	1	2	
J/615/7557	Unit 4	The role of the childcare practitioner	30	2	5	10	3	6	1	2	
F/615/7556	Unit 5	Nutrition	30	2	5	10	3	6	1	2	
A/615/7555	Unit 6	Physical development and physical activity	30	2	5	10	3	6	1	2	
		Professional Skills Record*								1	
		Scenario-based short answer examination				22-30		14-21		6-13	
Certificate Total									Total points		

NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings (603/3292/X)

To achieve the Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings, learners must obtain a minimum of a pass grade in the external assessment and the six internal assessments, and must pass the Professional Skills Record*.

There is no compensation between internal assessments or between internal assessments and the external assessment.

Internal Assessments

No. of increments \times grade value = points for internal assessment

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

Grade value: Distinction – value 5 Merit – value 3 Pass – value 1.

External Assessment

The weighting of the **external** assessment is based on the test specification for the synoptic assessment of all units. The **external** assessment is 27% of the Technical Certificate.

NCFE CACHE sets the raw mark grade boundaries after each assessment window. These boundaries are set judgementslly, following both qualitative and quantitative analysis, and then converted to the Pass, Merit and Distinction points scale.

Points scale: Distinction – 22–30 points Merit – 14–21 points Pass – 6–13 points.

*Learners must complete all exercise/activities for each of the 3 themes as well as the Professional Skills Profile 1 and 2 (within an early years and primary setting) in order to achieve a Pass for the Professional Skills Record.

Points/grade calculator**NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings (603/3292/X)**

Grade	NCFE CACHE points score
Distinction	81 - 111
Merit	51 - 80
Pass	23 - 50

Aggregation

Whilst NCFE CACHE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 6: Documents and resources

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

Section 7: Unit Submission Form

Unit submission form

NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings (603/3292/X)

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

Learner

Name:

PIN:

Site/Centre no.

Learner declaration

Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner signature:

Date:

Comments: refer to assessment of learning

Signatures

Tutor:

Date:

Internal Quality Assurer signature:
(if chosen for sample)

Date:

REF: