

Qualification Specification

NCFE CACHE Level 2 Award in
Child Development and Care

QRN: 600/6644/1

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Summary of changes

This section summarises the changes to this qualification specification

Version	Publication Date	Summary of amendments
v9.4	March 2019	Safeguarding guidance added.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

How the qualifications work

This qualification is made up of units each representing small steps of learning. This allows the qualification to be completed at your own pace. Each unit has:

- a **level** - *shows how difficult it is*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand types of settings and local provision for children.	1.1. Describe the main types of settings available for children.
	1.2. Identify some of these settings within local provision.

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

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 you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you 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 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 summary

Title	NCFE CACHE Level 2 Award in Child Development and Care
Qualification number	600/6644/1
Aim/Objective	This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development of children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.
Purpose Ofqual code and description (where applicable)	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Total Qualification Time (hours)	125
Guided Learning (hours)	125
Minimum age of learner	14
Age ranges covered by the qualification	0-5 years
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification; therefore, no work placement is required.
Rules of Combination	Learners need to pass three mandatory units.
Progression including Job Roles (where applicable)	This qualification supports progression to higher level professional training including other qualifications that we offer.
Assessment methods	Two graded Assessment Tasks and an on-demand Synoptic Assessment unit, which is assessed via a 60 minute Multiple Choice Paper.
Grading system	A* - D
How long will it take to complete?	The qualification can usually be completed in 2 years
Entry requirements / recommendations	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.

Qualification introduction and purpose

Level 2 Award in Child Development and Care has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of equality and diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition.

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector.

This qualification consists of 3 units:

- two units graded A*– D assessed by Assessment Tasks
- a Synoptic Assessment unit assessed by a Multiple Choice Paper.

Rules of combination

Learners must achieve three units:

- Units 1 and 2 Assessment tasks
- Unit 3 Multiple Choice Question Paper

The Level 2 Award in Child Development and Care will be awarded at grades A* - D.

Progression

Progression opportunities include a broad range of destinations and will be dependent on the learners' abilities and ambitions. This qualification supports progression to higher level professional training including other qualifications we offer.

Types of assessment

Unit 1	An introduction to working with children aged 0-5 years	Assessment task
Unit 2	Development and well-being 0-5 years	Assessment task
Unit 3	Child care and development 0-5 years	Multiple choice question paper

External assessment

The multiple choice question paper is a synoptic external assessment (set and marked by us) covering 100% of the qualification's content.

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 knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of units and learning outcomes for which they are being assessed.

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 estimate of the 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.

GLH

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

Unit achievement log

Level 2 Award in Child Development and Care

Unit no.	Unit reference	Unit title	Unit type	Level	GLH	Page
Unit 1	A/504/2542	An introduction to working with children aged 0-5 years	Knowledge	2	30	21
Unit 2	F/504/2543	Development and well-being 0-5 years	Knowledge	2	90	29
Unit 3	J/504/2544	Child care and development 0-5 years	Knowledge	2	5	35

Section 3: Units

This section includes assessment tasks.

For this qualification the assessment tasks are mandatory.

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit level	Denotes the level of the unit.
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.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.

Explanation 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.

Unit 1 – An introduction to working with children aged 0-5 years

Delivery guidance

During this unit you will learn about:

- the variety of settings that are available for children
- the differences between the voluntary, private and statutory sectors and the range of provision within your area
- the expectations of placements including appropriate dress, behaviour, timekeeping and positive attitudes
- the responsibilities and limits of the role of the early years worker
- the importance of treating children with fairness and equality and how to do this
- the different learning styles that people use and how to identify your own preferred style and study skills.

Assessment task – Unit 1 An introduction to working with children aged 0-5 years

All of the tasks must be completed in order to achieve the unit.

Read this case study before you start the assessment tasks.

Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Preparing for work placement with children requires a great deal of planning, knowledge and understanding. Sam will need to prepare for her work in her placement and decide what she will need to know about working with children.

When working with children it is important to recognise the responsibilities of our own role. Sam will need to understand when she should pass on information to other professionals at the work setting.

It is important to value each individual person with respect. Sam will need to know how to respond to the individual needs of children whilst on her work placement.

Now complete Task 1 to Task 3.

Task 1 to achieve grading D1 D2 C1 A1

Assessment Criteria 1.1 and 1.2 will be met on completion of this task.

Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Help Sam to make a well informed choice by completing the task below:

1.1 and 1.2	A description of types of settings available for children 0 – 5 years
Describe types of settings available for children 0-5 years	
Identify some of these settings within local provision.	

Task 2 to achieve grading D3 D4 B1 B2

Assessment Criteria 2.1 and 3.1 will be met on completion of this task

Part 1: Preparing for work placement with children requires a great deal of planning, knowledge and understanding.

You should describe what Sam will need to know about working with children:

- before starting her work experience, **and**
- when at her work placement.

You should also explain why Sam would need to know this information when working with children.

Part 2: When working with children it is important to recognise the responsibilities of your own role.

You should:

- identify occasions when Sam will need to pass on information to other professionals at the work placement, **and**
- you should explain what may go wrong if Sam does not recognise the responsibilities of her role
- when working with children explain the importance of meeting key issues in preparation for working with children aged 0-5 years

Task 3 to achieve grading D5 A*

Assessment criteria 4.1 will be met on completion of this task.

It is important to value individual diversity through inclusive practice that treats each child with respect.

You should:

- identify how Sam can respond to the individual needs of children whilst on her work placement, **and**
- reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years.

Task 4 to achieve grading D6 D7

Assessment criteria 5.1 and 5.2 will be met on completion of this task.

This task does not relate to the case study. It is about your own learning.

You should:

- reflect on the importance of knowing your own preferred learning style, **and**
- identify a range of study skills that you will need to use to be able to study effectively.

Task 5 to achieve grading D8

You should:

- D8 Include at least one reference and a bibliography.

Unit 1 – An introduction to working with children

This is what you need to do to in the Assessment Tasks to achieve a grade D to A* for Unit 1.

	Grading
D1	Describe the features of settings available for children aged 0-5 years
D2	Identify settings within local provision from across the sectors
D3	Describe key issues to consider when preparing for a placement with children
D4	Identify responsibilities of an early years worker by recognising when they should refer to others
D5	Identify ways to respond to the individual needs of children that treat children fairly and in line with current practice for diversity and inclusion
D6	Reflect on the importance of knowing your own learning style
D7	Identify different study skills needed to study effectively
D8	Include at least one reference and a bibliography
C1	Describe the role of two or more types of settings available for children aged 0-5 years
B1	Explain the importance of meeting key issues in preparation for working with children aged 0-5 years
B2	Explain what may happen if the responsibilities of the early years worker are not met
A1	Discuss the differences between types of provision available for children aged 0-5 years
A*	Reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years

Unit 2: Development and well-being 0-5 years

Unit level 2 **GLH** 90

Unit aim This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the expected pattern of holistic child development.	1.1. Describe the expected pattern of children's development from 0-5 years in the following areas: <ul style="list-style-type: none"> • physical development • language development • intellectual development • social and emotional development .
2. Understand the importance of observations and assessments and how they support development.	2.1. Identify different methods to observe children.
	2.2. Describe how observations and assessments can be used to support the development of children.
3. Understand factors that may affect children's holistic development.	3.1. Explain factors that may affect children's holistic development.
4. Understand how to use everyday care routines and activities to support independence, health, safety and well-being.	4.1. Describe everyday activities which promote independence.
	4.2. Explain how daily routines and activities can meet care needs and support the well-being of children.
5. Understand how to support children through transitions in their lives.	5.1. Describe different transitions that children may experience.
	5.2. Identify the effects of these transitions on holistic development.
	5.3. Describe ways to support children through transitions.

Unit 2 - Development and well-being 0-5 years

Delivery guidance

The Early Years Foundation Stage should be referred to when delivering this unit in England.

During this unit you will learn about:

- physical development from birth to 5 years
- language development from birth to 5 years
- intellectual development from birth to 5 years
- social and emotional development from birth to 5 years
- a range of methods early years workers can use for observing children
- how to share observations with colleagues to promote development
- the importance of confidentiality and recording accurate information (objectivity) when observing children
- the factors that contribute to development
- the care needs of individual children
- the importance of supporting the health and well-being of the child
- how to encourage and maintain good hygiene and hygiene routines
- how to safeguard children to keep them safe and healthy
- the importance of routines for everyday care in supporting children's development
- recognising the importance of a secure base for children's development
- the transitions experienced by children, and the possible effects on children
- how to support children through transitions to provide consistency and reassurance including the role of the key person in the early years.

Assessment task – Unit 2 Development and well-being 0-5 years

The whole assessment task must be completed in order to achieve the unit.

Read this case study before you start the assessment tasks:

You work in an early years setting with children aged 0-5 years. A team meeting is planned to consider how the early years workers can promote the progress of the children. The early years workers will discuss the children's holistic development.

The early years workers will use observations to assess and record a child's stage of development.

The early years workers will discuss how personal and external factors can affect the children's holistic development.

The early years workers will consider ways to support the independence, health, safety and well-being of the children.

At this team meeting the early years workers will also consider the impact of transitions on the children's holistic development and their role in supporting children through transitions.

Task 1 to achieve grading D1

Assessment criteria 1.1 will be met on completion of this task.

You should:

- Describe the expected pattern of children's development from 0-5 years in the following areas:
 - physical development
 - language development
 - intellectual development
 - social and emotional development.

Task 2 to achieve grading D2 D3 B2 A1

Assessment criteria 2.1 and 2.2 will be met on completion of this task.

This task is about observation and assessment.

You should:

- identify suitable methods of observing and recording the holistic development of children, **and**
- give **ONE (1)** advantage and **ONE (1)** disadvantage of each of the identified methods, **and**
- explain how observations can be used to support the development of children, **and**
- explain why it is important to understand the pattern of children's holistic development of children from birth to 5 years.

Task 3 to achieve grading D4

Assessment criteria 3.1 will be met on completion of this task.

This task is about how a child's development can be affected by personal and external factors.

You should:

- describe the factors which can affect the holistic development of children.

Task 4 to achieve grading D5 D6 A*

Assessment criteria 4.1 and 4.2 will be met on completion of this task.

This task considers how everyday routines and activities can help to promote the independence, health, safety and well-being of the children.

You should:

- describe **TWO (2)** everyday activities or experiences which support the care needs of children aged 0-5 years and promote their independence, well-being, health and safety, **and**
- describe how these activities and experiences support the children's well-being, **and**
- evaluate how everyday experiences can be used to promote holistic development.

Task 5 to achieve grading D7 C1 B1

Assessment criteria 5.1, 5.2 and 5.3 will be met on completion of this task.

This task considers the impact of transitions on children's holistic development and the role of the early years worker at times of transition.

You should:

- identify:
 - different transitions that children may experience**and**
 - how children's development may be affected when they experience transitions.
- describe:
 - ways the early years worker can support children through transitions.

Task 6 to achieve grading D8

You should:

- D8 Include at least one reference and a bibliography.

Unit 2 – Development and well-being 0-5 years

This is what you need to do to in the assessment tasks to achieve a grade D to A* for Unit 2.

	Grading
D1	Describe the expected pattern of children's development from 0-5 years in the following areas: <ul style="list-style-type: none"> • physical development • language development • intellectual development • social and emotional development
D2	Identify suitable methods for observing children's holistic development
D3	Give ONE (1) advantage and ONE (1) disadvantage of each of the identified methods
D4	Describe factors which can affect children's holistic development
D5	Describe TWO (2) everyday activities which support the care needs of children and promote their independence, well-being, health and safety
D6	Describe how the activities and experiences support the well-being of children
D7	Identify different transitions which children may experience
D8	Include at least one reference and a bibliography
C1	Identify the possible effects of transitions on the development of children
B1	Describe ways the early years worker can support children through transitions
B2	Explain how observations can be used to support the development of children
A1	Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years
A*	Evaluate how everyday experiences can be used to promote activities which contribute to holistic development

Learning outcomes The learner will:	Assessment criteria to support preparation for the MCQ The learner can :
3. Know the variety of provision available for children in different sectors.	3.1. Describe a variety of provision available for children.
4. Understand the responsibilities of early years workers working with children.	4.1. Identify the responsibilities of early years workers working with children in settings.
	4.2. Describe how to prepare for working in a setting.
	4.3. Explain why it is important to know the responsibilities of own role.
5. Understand how to support children's development and meet their individual needs.	5.1. Identify routines and activities to safeguard the well-being of children.
	5.2. Explain the importance of routines for everyday care in supporting children's development.
	5.3. Identify some individual needs of children.
	5.4. Describe the role of the early years worker in meeting children's individual needs.
	5.5. Explain the importance of meeting children's individual needs.
6. Know own preferred learning style and relevant study skills.	6.1. Explain why your own learning style is effective for you.
	6.2. Identify a range of study skills that will help you to learn.

Section 4: Assessment and marking forms

Guidance for tutors

The following pages provide information and guidance on the assessment of this qualification. Each task has specific guidance which will support you to map the assessment criteria and support the learner. Compensatory marking grids have been provided for the assessment of completed assessment tasks. Please refer to guidance included in this section when completing the grids. The assessment tasks are internally moderated. A grid for recording this process has been included but the use of this grid is not mandatory; Centres are free to devise their own.

Assessment planner

Level 2 Award in Child Development and Care

It should be noted that this form is not mandatory and Centres may devise their own form for planning.
Please enter the submission date into the appropriate box in the table below.

Learner name		PIN		Centre no.	
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		Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	August
Unit 1	IM												
	Marker												
Unit 2	IM												
	Marker												
Unit 3	MCQ												

Record of grades achieved

Grades achieved			Unit grade: Grade A*		Unit grade: Grade A		Unit grade: Grade B		Unit grade: Grade C		Unit grade: Grade D		Points / Unit	Points / Grade
Unit	Hours per unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
Unit 1	30	1	5	5	4	4	3	3	2	2	1	1		
Unit 2	90	3	5	15	4	12	3	9	2	6	1	3		
Unit 3	MCQ: Pass only											1		Total points
													Qualification grade:	

Learners must achieve each unit and are graded as follows:

19 – 21 points	A*
15 – 18 points	A
12 – 14 points	B
9 – 11 points	C
5 – 8 points	D

Compensatory marking grid: Guidance for awarding marks

These descriptions provide general guidelines for tutors marking internal assessments. They indicate the level of work that is required. The descriptions should be applied to the requirements of the grading criteria. Final grades are determined by the total mark achieved. It may be possible for a learner to achieve a D grade even though all criteria have not been attempted or awarded any marks.

	To achieve 0 – 1 mark	To achieve 2 – 3 marks	To achieve 4 – 5 marks
D	<ul style="list-style-type: none"> 0 marks: no relevant information given 1 mark: response simplistic and underdeveloped, limited ideas 	<ul style="list-style-type: none"> 2 marks: knowledge of relevant points; little development of ideas 3 marks: sound knowledge of subject; some development of ideas 	<ul style="list-style-type: none"> 4 – 5 marks: detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references or examples that show application of knowledge
D 8	<p>Include references and a bibliography:</p> <ul style="list-style-type: none"> 0 marks: no evidence of references and bibliography 1 mark: one source given as a bibliography 	<ul style="list-style-type: none"> 2 marks: one relevant reference attempted; bibliography with one source 3 marks: two relevant references attempted; bibliography with one source 	<ul style="list-style-type: none"> 4 – 5 marks: more than two relevant references given; wider range of appropriate sources; may include background reading in bibliography; information clearly presented to enable checking of sources

	To achieve 0 – 3 marks	To achieve 4 – 7 marks	To achieve 8 – 10 marks
C	0 marks: no relevant points given <ul style="list-style-type: none"> • 1 mark: relevant to subject; brief • 2 – 3 marks: relevant simple response 	<ul style="list-style-type: none"> • 4 – 5 marks: mainly correct but without depth • 6 – 7 marks: mainly correct; more depth; may give relevant examples of practical situations 	<ul style="list-style-type: none"> • 8 marks: a fuller explanation; showing a wider level of understanding; may include relevant examples • 9 – 10 marks: may link experience to theory or current research
	To achieve 0 – 3 marks	To achieve 4 – 7 marks	To achieve 8 – 10 marks
B	<ul style="list-style-type: none"> • 0 marks: no relevant knowledge shown • 1 – 2 marks: very basic understanding shown • 3 marks: brief; relevant information 	<ul style="list-style-type: none"> • 4 – 5 marks: sound but basic or descriptive response, little development of ideas • 6 – 7 marks: development of ideas, mainly accurate; may show understanding of relevant theories and/or include practical examples 	<ul style="list-style-type: none"> • 8 marks: fuller explanation with clear understanding of the subject; relevant ideas expressed; may use relevant practical examples and/or relate work to research or theories to support their work • 9 – 10 marks: greater understanding; breadth and depth of response
	To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
A	<ul style="list-style-type: none"> • 0 marks: no relevant knowledge shown • 1 – 3 marks: little evidence of knowledge; simple statements • 4 – 5 marks: basic explanation relevant to the subject 	<ul style="list-style-type: none"> • 6 – 8 marks: sound description, relevant to the subject; some ideas developed; mainly accurate • 9 – 10 marks: increased breadth and depth of knowledge, some understanding applied; may include practical examples; understanding of relevant theories 	<ul style="list-style-type: none"> • 11 – 13 marks: detailed description; sound understanding of the subject; some understanding of relevant theories • 14 – 15 marks: relevant and coherent response; understanding well expressed

	To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
A*	<ul style="list-style-type: none">• 0 marks: no relevant knowledge shown• 1 – 3 marks: little evidence of knowledge and understanding; simple statements and judgements• 4 – 5 marks: basic understanding of some points; limited conclusions	<ul style="list-style-type: none">• 6 – 8 marks: sound depth of understanding; analysis of information• 9 – 10 marks: some comparison of different aspects of the topic; impact of these may be considered	<ul style="list-style-type: none">• 11 – 13 marks: some issues examined in detail from more than one perspective; includes relevant examples that apply knowledge and understanding to situations; some evidence of current research, theories and understanding of concepts• 14 – 15 marks: consistently greater breadth and depth of response

Unit 1: Unit submission form**Level 2 Award in Child Development and Care**

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

Learner
Name:
PIN:
Site/ Centre no.

Learner declaration**Unit 1 – An introduction to working with children aged 0-5 years**

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:

Tutor feedback

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Signatures

Tutor:	Date:
IM: <i>(if chosen for sample)</i>	Date:

Unit 1: Compensatory marking grid

Level 2 Award in Child Development and Care

Unit 1 – An introduction to working with children aged 0-5 years

Learner
Name:
PIN:
Site / Centre no.:

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D1	Describe the features of settings available for children aged 0-5 years	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D2	Identify settings within local provision from across the sectors	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D3	Describe key issues to consider when preparing for a placement with children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D4	Identify responsibilities of an early years worker by recognising when they should refer to others	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D5	Identify ways to respond to the individual needs of children that treat them fairly and in line with current diversity and inclusive practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D6	Reflect on the importance of knowing your own learning style	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D7	Identify different study skills needed to study effectively	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D8	Include at least one reference and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
C1	Describe two or more types of settings available for children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B1	Explain the importance of meeting key issues in preparation for working with children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B2	Explain what could happen if the responsibilities of the early years worker are not met	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
A1	Discuss the difference between types of provision available for children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
A*	Reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Total marks:			
		Grade:			

Grade boundaries**A* = 80 – 100****B = 60 – 69****D = 35 – 49****A = 70 – 79****C = 50 – 59****Refer = 0 – 34**

Internal marker signature:

Internal moderator signature (if chosen for sample):

Date:

Unit 2: Unit submission form

Level 2 Award in Child Development and Care

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

Learner

Name:

PIN:

Site/ Centre no.

Learner declaration

Unit 2 – Development and well-being 0-5 years

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:

Tutor feedback

Signatures

Tutor:

Date:

IM:

(if chosen for sample)

Date:

Unit 2: Compensatory marking grid

Level 2 Award in Child Development and Care

Unit 2 – Development and well-being 0-5 years

Learner
Name:
PIN:
Site / Centre no.:

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D1	Describe the expected pattern of children's development from 0-5 years in the following areas: physical development language development intellectual development social and emotional development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D2	Identify suitable methods for observing children's holistic development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D3	Give ONE (1) advantage and ONE (1) disadvantage of each of the identified methods	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D4	Describe factors which can affect children's holistic development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D5	Describe TWO (2) everyday activities which support the care needs of children and promote their independence, well-being, health and safety	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D6	Describe how the activities and experiences support the well-being of children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D7	Identify different transitions which children may experience	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D8	Include at least one reference and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
C1	Identify the possible effects of transitions on the development of children	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B1	Describe ways the early years worker can support children through transitions	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
B2	Explain how observations can be used to support the development of children	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
A1	Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
A*	Evaluate how everyday experiences can be used to promote activities which contribute to holistic development	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Total marks:			
		Grade:			

Grade boundaries**A* = 80 – 100****A = 70 – 79****B = 60 – 69****C = 50 – 59****D = 35 – 49****Refer = 0 – 34**

Internal marker signature:

Internal moderator signature (if chosen for sample):

Date:

Section 5: Assessment information

Assessment information for learners

Internally assessed units

Units 1 and 2 are each assessed through tasks which are set by us and marked by your Centre.

The assessment tasks for units 1 and 2 are shown in the units section. Your Centre will set the date when you are to submit the tasks to them. It is recommended that you keep a copy of your tasks before handing it to your tutor.

Internal assessment procedures

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.

External assessment: Multiple choice question paper

Unit 3 is assessed using a multiple choice question paper (MCQ), which is prepared by us. You will not see the paper in advance, so make sure you are confident about everything that you have learned. Your Centre and tutor will give you plenty of notice, so that you have time to prepare. Your paper will be graded as either Achieved or Not Yet Achieved.

When will I receive my results?

Results are issued 10 working days after the date of the assessment. The date the results are released may be affected if papers are returned late.

Can I take the multiple choice question paper (MCQ) again?

There is a maximum of one more opportunity to take the multiple choice question paper again to achieve or upgrade to attempt to improve a grade.

Staffing requirements

Centres delivering any of NCFE's qualifications 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 anticipated 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 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 and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 6: Documents and resources

Useful documents

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

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

We have devised a Record of Assessment Cycle template for your convenience; however, you may design your own forms which comply with the content of our templates.

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

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

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