

NCFE

CACHE

Qualification specification

NCFE CACHE Level 3 Award in Childcare and Education

QN: 601/3998/5

NCFE CACHE Technical Level 3 Certificate in Childcare and Education

QN: 601/8436/X

NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)

QN: 601/8437/1

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NCFE CACHE Technical Level 3 Certificate in Childcare and Education (601/8436/X)	
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Summary of changes

This section summarises the changes to this Qualification Specification since the previous version.

Version	Publication Date	Summary of amendments
v6.0p	November 2018	Added reference of inclusion in 2019/2020 tables for Certificate and Diploma (p16 and p18) Update to the UCAS points in the points/grade calculator (p97).
v6.1p	January 2019	Update to Performance Table information: p16 ; p18 ; p20 .
v6.2p	March 2019	Safeguarding guidance added.
v7.0p	June 2019	Update to p22, change to the allowed attempts from two to three
v7.1p	September 2019	Clarification on mandatory placement hours for the Diploma. Qualification Summary (RWE recommendations) and Placement Hours section updated.
v7.2p	October 2019	Removal of reference to years in UCAS Points table.
v7.3p	November 2019	Resources section added – information regarding the wellbeing and safeguarding of learners. Aggregation section added – information regarding the aggregation methods and grade thresholds.
v7.4p	March 2020	Information added to External Assessment section regarding additional retake opportunity.
v8.0p	March 2020	Amendment to Unit 13 – Assessment Criteria – 4.2 – verb change from Explain to Analyse.
v8.1p	April 2020	Rewording of the information around placement hours for clarification. Qualification summary and Placement hours section updated.
v8.2p	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v8.3p	February 2022	The statement regarding the Key Stage 5 performance tables has been updated.
v8.4p	June 2022	Further information added to the assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry requirements section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Version	Publication Date	Summary of amendments
		<p>Information added to the handbook section about how to access support handbooks.</p> <p>Updated references to serious case reviews to child safeguarding practice reviews throughout document.</p>
v8.5p	August 2022	Guidance added to placement hours and claiming a full certificate for the Diploma.
v8.6p	November 2022	Information regarding qualification assessment principles has been revised.
v8.7p	December 2022	Minor amend to wording in assessment principles .
V8.8p	July 2023	<p>Information regarding UCAS points added to Section 2 About these qualifications, Qualification Summary.</p> <p>Removed UCAS Tariff points tables from Section 4, Points/ grade calculator.</p>

Section 1

General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain the qualification.

How the qualification works

This qualification is made up of units, each representing a small step 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of play.	1.1. Explain the innate drive for children to play.
	1.2. Describe the role of play in supporting all children's learning and development.
	1.3. Analyse the impact of play deprivation on children's learning and development.

Understanding learning outcomes

There are two main types of learning outcome:

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

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.

Competence- / Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Assessing competence

When assessing competence, direct observation of learners in a real work environment should be holistic and cover all the following age ranges:

- 0-1 years 11 months
- 2-2 years 11 months
- 3-5 years

A minimum of one observation for each age range is required. Direct observations should continue to support learners until competent. This may increase the number of observations needed per individual learner.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

The NCFE website contains information about all our qualifications 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 on our secure website.

To access the secure site, click the link on the NCFE website and 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 our Diversity and Equality policy is available on the NCFE 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 6 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 the NCFE website.

Section 2

About these qualifications

Qualification summary

Title	NCFE CACHE Level 3 Award in Childcare and Education
Qualification number	601/3998/5
Aim	The Level 3 Award in Childcare and Education prepares learners to progress to the Technical Level 3 Certificate in Childcare and Education and then on to the Technical Level 3 Diploma in Childcare and Education (Early Years Educator). It provides learners with knowledge of children from birth to 7 years.
Total Qualification Time (hours)	227
Guided Learning (hours)	180
Minimum age of learner	16
Age ranges covered by the qualification	The Level 3 Award in Childcare and Education gives learners an understanding of Early Years childcare of children from birth to 5 years and further knowledge of children aged 5 to 7 years.
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification. Experience in the real work environment is not required.
Rules of combination	In order to achieve the Level 3 Award in Childcare and Education learners must achieve a pass grade D or above in the unit assessments for 2 mandatory units.
Progression including Job roles (where applicable)	Upon achievement of this qualification learners will be able to progress onto the Technical Level 3 Certificate in Childcare and Education and then onto the Technical Level 3 Diploma in Childcare and Education (Early Years Educator).
Recommended assessment methods	Portfolio of Evidence
Additional assessment requirements	Early Years Educator assessment principles apply to all units. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Grading system	A*–D Pass grade: D
UCAS points	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Entry requirements/ recommendations	Learners must be at least 16 years old. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Title	NCFE CACHE Technical Level 3 Certificate in Childcare and Education
Qualification number	601/8436/X
Aim	<p>The Technical Level 3 Certificate in Childcare and Education prepares learners for the Technical Level 3 Diploma in Childcare and Education (Early Years Educator). It provides learners with knowledge with children from birth to 7 years and practical experience working with children from birth to 5 years.</p> <p>This qualification is approved for the 16-19 Performance Tables.</p>
Total Qualification Time (hours)	569
Guided Learning (hours)	455
Minimum age of learner	16
Age ranges covered by the qualification	The Technical Level 3 Certificate in Childcare and Education prepares learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.
Real work environment (RWE) requirement/ recommendation	<p>365 hours.</p> <p>There is no requirement for learners completing the Certificate to achieve skills-based outcomes; however, placement experience is recommended at this stage to underpin theoretical application of knowledge, support learners who progress to the Diploma and prepare learners for the External Assessment CCE1.</p> <p>Please refer to the placement hours section of this specification for a breakdown of placement hours by age range.</p>
Rules of combination	In order to achieve the Technical Level 3 Certificate in Childcare and Education learners must achieved a pass grade D or above in all unit assessments for 7 mandatory units and achieve a pass grade D or above for the externally set, externally assessed assessment CCE1
Progression including Job Roles (where applicable)	Upon achievement of this qualification it is intended that learners will be able to progress onto the Technical Level 3 Diploma in Childcare and Education (Early Years Educator).
Recommended assessment methods	Portfolio of Evidence, Task-based Controlled Assessment

<p>Additional assessment requirements</p>	<p>Early Years Educator assessment principles apply to all units.</p> <p>For guidance on conducting controlled external assessments, please refer to our secure site.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<p>Grading system</p>	<p>A*–D</p> <p>Pass grade: D</p>
<p>UCAS points</p>	<p>This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.</p>
<p>How long will it take to complete?</p>	<p>1 year</p>
<p>Entry requirements/ recommendations</p>	<p>Learners must be at least 16 years old.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>

Title	NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)
Qualification number	601/8437/1
Aim	<p>This qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.</p> <p>Upon achievement of this qualification learners will be able to enter the workforce as Early Years Educators or access Higher Education.</p> <p>In response to the Department for Education and National College for Teaching and Leadership Policy, More Great Childcare, we have developed this qualification to meet the criteria required for those wishing to become Early Years Educators. We have also incorporated the design criteria for the 16–19 Performance Tables.</p> <p>This qualification is approved for the 16-19 Performance Tables.</p>
Total Qualification Time (hours)	1196
Guided Learning (hours)	938
Minimum age of learner	16
Age ranges covered by the qualification	The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years or access Higher Education.
Real work environment (RWE) requirement/ recommendation	<p>Work placement for the Diploma is recommended at 750 hours. A work placement is mandatory for the completion of the Technical Diploma.</p> <p>Please refer to the Placement hours section of this specification for guidance on a suggested breakdown of placement hours by age range.</p>
Rules of combination	In order to achieve the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) learners must achieve a pass grade D or above in all externally set, internally assessed unit assessments for 14 mandatory units. Learners must also achieve a pass grade D or above for the external assessments CCE1 and DCE2 (externally set, externally assessed).

<p>Progression including job roles (where applicable)</p>	<p>The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.</p> <p>Upon achievement, this qualification enables learners to enter the workforce as Early Years Educators or access Higher Education.</p>
<p>Recommended assessment methods</p>	<p>Portfolio of Evidence, Task-based Controlled Assessment.</p>
<p>Additional assessment requirements</p>	<p>Early Years Educator assessment principles apply to all units.</p> <p>For guidance on conducting controlled external assessments, please refer to the Centre Secure Site.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<p>Grading system</p>	<p>A*–D</p> <p>Pass grade: D</p> <p>Exception:</p> <p>Unit 16: Professional Practice Portfolio is graded Achieved/Not Yet Achieved.</p>
<p>UCAS points</p>	<p>This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.</p>
<p>How long will it take to complete?</p>	<p>2 years</p>
<p>Entry requirements/ recommendations</p>	<p>Learners must be at least 16 years old.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>

Qualifications introduction and purpose

The Level 3 Award in Childcare and Education prepares learners to progress to the Technical Level 3 Certificate in Childcare and Education and then on to the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) which enables them to gain the knowledge and experience which will allow them to work with children from birth to 5 years.

The Technical Level 3 Diploma in Childcare and Education (Early Years Educator) enables learners to enter the workforce as Early Years Educators or access Higher Education.

We have built the Diploma to meet the full and relevant criteria for Early Years Educators required by the National College for Teaching and Leadership (NCTL). We have also incorporated the design criteria for the 16–19 Performance Tables.

We have surpassed the minimum requirements set out in the full and relevant criteria to develop a qualification which reflects the priorities of practitioners and employers to meet the needs of young children.

The Technical Level 3 Certificate in Childcare and Education and Technical Level 3 Diploma in Childcare and Education (Early Years Educator) are approved for the 16-19 performance tables.

Rules of combination

Rules of combination for the Award:

In order to achieve the Level 3 Award in Childcare and Education learners must achieve a pass grade D or above in the externally set, internally assessed unit assessments for 2 mandatory units.

Rules of combination for the Certificate:

In order to achieve the Technical Level 3 Certificate in Childcare and Education learners must achieve a pass grade D or above in the externally set, internally assessed unit assessments for 7 mandatory units.

Learners must also achieve a pass grade D or above for the external assessment CCE1 (externally set, externally assessed).

Rules of combination for the Diploma:

In order to achieve the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) learners must achieve a pass grade D or above in the externally set, internally assessed unit assessments for 14 mandatory units.

Learners must also achieve a pass grade D or above for the external assessments CCE1 and DCE2 (externally set, externally assessment).

Unit 16 is a professional practice portfolio which must be achieved by producing evidence from real work environments.

There is no compensation for unit assessments or external assessments Not Yet Achieved.

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.

For the Technical Level 3 Diploma there will be TWO externally set and externally assessed synoptic assessments, one assessment covering the contents of units 1–7 (CCE1) and one assessment covering units 9–14 (DCE2).

Unit assessment

Units are assessed internally and marked by Tutors. Learners must gain a D grade/Pass grade to be awarded the unit.

- Unit assessments for units 1–14 must be achieved at grade D or above.
- The unit assessment for Unit 16 must be gained at an “Achieved” grade.

Unit assessment – Not Yet Achieved

A result that does not achieve a D grade will be graded as a Not Yet Achieved. Learners may resubmit their work with improvements. Tutors should will negotiate a re-submission date with the learner.

If a unit assessment still does not achieve a D grade/Achieved grade, Tutors should advise learners on the action which may be needed before resubmitting work again. Learners can achieve a D grade/Achieved grade or above at any stage.

Improving your grade for your unit assessment (upgrade your result)

When learners have achieved a D grade or above for their unit assessment, they may want to improve your grade. Tutors will be able to advise learners on how to do this. Learners must present their original work and their additional work together for marking.

External assessments

The external assessments are the

- Certificate assessment - CCE1 Diploma assessment – DCE2

CCE1 contributes 30% towards the final qualification grade for the Certificate.

CCE1 and DCE2 contribute 30.8% towards the final qualification grade for the Diploma.

Your external assessments will be graded from D to A*.

There is a maximum of three opportunities for learners to attempt each external assessment in order to achieve a pass grade or to improve a grade.

Re-mark requests for external assessments

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 20 working days of the result reaching the Centre. A re-mark result may be decreased as well as increased.

External assessment – Not Yet Achieved:

A result that does not achieve a D grade will be graded as a Not Yet Achieved. If the learner intends to submit an extended assessment for another attempt to achieve a D grade or above, they will be required to make a new submission of an alternative assessment provided by us.

Improving your grade for your external assessment (Upgrade your result)

When learners have achieved a D grade or above for their extended assessments, they may want to improve their grade. If learners intend to attempt to improve their grade they will be required to make a new submission of an alternative assessment provided by us. Tutors will be able to advise learners on how you can do this. The higher of the grades achieved for the assessment will be the final result.

There is a maximum of three opportunities for learners to submit the external assessment in order to achieve a pass grade or improve a pass grade.

The Certificate and Diploma are approved in the Key Stage 5 Performance Tables.

The DfE have confirmed that the additional retake opportunity in place for the 2018/19 academic year for all Tech Levels and Applied General qualifications will continue to be offered while the moratorium for 16–18 performance tables is in place. This includes Tech Levels and Applied General qualifications which will be counted in performance tables.

Administering tests and controlled extended assessments (For Tutors)

For requirements on administering CCE1 and DCE2, please refer to our secure site.

Progression

This is a set of nested qualifications and the progression from Award to Certificate and then to Diploma is natural and achievable. Once the Diploma is achieved the progression to Higher Education can be made. Learners can progress into various job roles in the statutory, voluntary or private sectors such as:

Award and Certificate:

- supervised Early Years role.

Diploma:

- Early Years Educator
- practitioner in an Early Years workforce
- practitioner in reception classes in primary schools
- nanny.

Entry requirements

Learners must be at least 16 years old.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Early Years Educator: Changes to GCSE requirement

The requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C, has been broadened to Level 2 qualifications, including Functional Skills. This will also apply to an apprenticeship route.

This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014 or will achieve an EYE in the future.

Please refer to the Early Years Workforce Strategy (March 2017) for further details. International qualifications can be checked through NARIC.

Placement hours

Placement is not required for the Award. There is no requirement for learners completing the Certificate to achieve skills-based outcomes; however, placement experience is recommended at this stage to underpin theoretical application of knowledge, support learners who progress to the Diploma and prepare learners for external assessment CCE1.

Work placement is mandatory for the completion of the Technical Diploma and we recommend 750 placement hours. We suggest that the following allocation is applied to the Certificate and Diploma.

Age range	Hours		
	Certificate	Diploma	Total
0–1 year 11 months	25	25	50
2–2 years 11 months	130	130	260
3–5 years	170	170	340
Specialised placement such as 5–7 years	40	60	100
Total	365	385	750

We acknowledge that some learners may need to spend longer in placement with specific age ranges and for this reason there is a degree of flexibility. All assessment criteria must be achieved and each age range must be experienced but significant placement experience across the age ranges must be undertaken in order to achieve the assessment criteria.

Learners who work within a setting which provides care and education for children across these age ranges, and are able to gain the necessary hours of experience, need not seek placement outside of their setting.

When working in partnership with employers, decisions relating to learners' competence must be made by qualified, occupationally competent Assessors.

During placement, learners will need support from a professional within the real work environment.

By claiming a full certificate for the Diploma, you are confirming that your learner has completed the recommended placement hours required to confirm competence.

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.

Unit achievement log

Level 3 Award in Childcare and Education

Technical Level 3 Certificate in Childcare and Education

Technical Level 3 Diploma in Childcare and Education (Early Years Educator)

* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

NB. There is no Unit 8 or Unit 15 for these qualifications.

Unit Ref	Unit no.	Unit title	Level	Hours*	Page	Award	Certificate	Diploma
F/506/5384	Unit 1	Child development from conception to seven years	3	148	27	✓	✓	✓
J/506/5385	Unit 2	Children's health and well-being	3	79	29	✓	✓	✓
L/506/5386	Unit 3	Providing safe environments for children	3	34	32		✓	✓
Y/506/5388	Unit 4	Child health	3	68	34		✓	✓
Y/506/5391	Unit 5	Play and learning	3	69	36		✓	✓
H/506/5393	Unit 6	Understanding children's additional needs	3	34	38		✓	✓
M/506/5395	Unit 7	Observation, assessment and planning	3	99	40		✓	✓
D/506/5389	Unit 9	Supporting emergent literacy	3	69	42			✓

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NCFE CACHE Technical Level 3 Certificate in Childcare and Education (601/8436/X)

NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator) (601/8437/1)

Unit Ref	Unit no.	Unit title	Level	Hours*	Page	Award	Certificate	Diploma
R/506/5390	Unit 10	Supporting emergent mathematics	3	69	44			✓
D/506/5392	Unit 11	Preparing for school readiness	3	67	46			✓
K/506/5394	Unit 12	International perspectives	3	68	47			✓
T/506/5396	Unit 13	Reflective practice for professional development	3	115	48			✓
A/506/5397	Unit 14	Professional partnerships in Early Years	3	104	49			✓
T/508/1517	Unit 16	Professional Practice Portfolio	3	97	51			✓

Section 3

Units

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 number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit guided learning hours	Estimated number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit non-guided learning hours	Estimated number of hours of private study, or other unsupervised activities, required to achieve a qualification, or 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.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit assessment guidance	Any additional guidance provided to support the assessment of the unit.

Unit 1: Child development from conception to seven years

Unit reference	F/506/5384		Unit level	3
Unit hours	Guided learning	116	Non-guided learning	32
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of child development from conception to seven years of age.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand development from conception to birth and routine screening programmes in the first year of life.	1.1. Describe stages of development from conception to birth.
	1.2. Explain routine checks carried out during antenatal care, postnatal care and the first year of life.
	1.3. Describe factors that may impact upon the development of the baby during: <ul style="list-style-type: none"> • pre-conception • each stage of pregnancy • during first year of life.
2. Understand stages and sequences of development from birth to seven years.	2.1. Identify stages and sequences of development from birth to seven years in the following areas: <ul style="list-style-type: none"> • cognition • neurological and brain development • speech, language and communication • physical • personal, social and emotional.
	2.2. Explain 'holistic' development.
	2.3. Explain factors which influence children's development.
3. Understand theory and educational frameworks which inform knowledge and understanding of Early Years practice.	3.1. Describe theoretical perspectives in relation to: <ul style="list-style-type: none"> • cognitive development • speech, language and communication development • physical development • social and emotional development.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Explain how theoretical perspectives relating to child development inform current frameworks.
4. Understand the role of the Early Years practitioner when promoting child development from birth to seven years.	4.1. Discuss the role of the Early Years practitioner when promoting child development in relation to: <ul style="list-style-type: none"> • cognitive development • speech, language and communication development • physical development • social and emotional development. 4.2. Evaluate the role of the Early Years practitioner in supporting children's holistic development. 4.3. Analyse how working in partnership: <ul style="list-style-type: none"> • enhances children's learning and development • values parents/carers' contributions.
5. Understand how to plan opportunities for children's learning and development from birth to five years.	5.1. Plan opportunities for children from birth to five years in relation to: <ul style="list-style-type: none"> • cognitive development • speech, language and communication development • physical development • social and emotional development.

Unit 2: Children's health and well-being

Unit reference	J/506/5385		Unit level	3
Unit hours	Guided learning	64	Non-guided learning	15
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of children's health and well-being from birth to seven years of age.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand children's needs in relation to emotional well-being.	1.1. Explain the process of: <ul style="list-style-type: none"> • attachment • developing secure relationships.
	1.2. Summarise the role of the key person in promoting emotional well-being in relation to current frameworks.
	1.3. Analyse the impact of secure relationships on a child's well-being.
2. Understand the needs of children during transition and significant events.	2.1. Identify transitions and significant events that a child may experience.
	2.2. Discuss potential effects of transition and significant events on a child's life.
	2.3. Explain the role of the Early Years practitioner in: <ul style="list-style-type: none"> • preparing a child for a planned transition • supporting the needs of children during transition and significant life events.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the physical care needs of children.	3.1. Describe the physical needs of children.
	3.2. Explain the role of the Early Years practitioner during: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • meal times.
	3.3. Explain the rest and sleep needs of: <ul style="list-style-type: none"> • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4-5 years • a child aged 6-7 years.
	3.4. Explain safety precautions which minimise the risk of sudden infant death syndrome.
4. Understand the impact of the Early Years environment on the health and well-being of children.	4.1. Describe factors within the Early Years setting which may impact upon the health and well-being of children.
	4.2. Evaluate national and local initiatives which promote children's health and well-being.
	4.3. Analyse the role of the Early Years practitioner in maintaining a healthy environment for children.
	4.4. Evaluate benefits of working in partnership with parents/carers in relation to children's health and well-being.

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the nutritional needs of children.	5.1. Explain the nutritional value of the main food groups.
	5.2. Identify the nutritional requirements of children aged: <ul style="list-style-type: none"> • 0-1 year • 1-2 years • 2-3 years • 3-5 years • 5-7 years.
	5.3. Explain the role of the Early Years practitioner in meeting children's individual dietary requirements and encouraging healthy eating.
6. Understand the impact of poor diet on children's health and well-being.	6.1. Explain the impacts of poor diet on children's health and well-being in the: <ul style="list-style-type: none"> • short term • long term.
7. Understand children's need for exercise.	7.1. Explain benefits of exercise for children's health and well-being.
	7.2. Plan opportunities/activities for children to exercise.

Unit 3: Providing safe environments for children

Unit reference	L/506/5386		Unit level	3
Unit hours	Guided learning	26	Non-guided learning	8
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of how to keep children safe in Early Years settings.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand safeguarding.	1.1. Explain what is meant by 'safeguarding' children.
	1.2. Explain how safeguarding: <ul style="list-style-type: none"> • keeps children safe • values children's needs • protects children.
2. Understand how to safeguard children in relation to legislation, frameworks, policies and procedures.	2.1. Identify current legislation and frameworks in relation to safeguarding.
	2.2. Describe the relationship between legislation, policy and procedure.
	2.3. Identify policies and procedures in relation to safeguarding.
3. Understand child protection.	3.1. Explain the role of the Early Years practitioner in relation to safeguarding and protecting children.
	3.2. Describe signs, symptoms, indicators and behaviours that may cause concern relating to: <ul style="list-style-type: none"> • neglect • physical abuse • emotional abuse • sexual abuse • domestic abuse.
	3.3. Describe actions to take if harm or abuse is suspected and/or disclosed.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4. Describe the lines of reporting and responsibility when harm or abuse is suspected or disclosed. 3.5. Discuss the rights of children and parents/carers in situations where harm or abuse is suspected or disclosed. 3.6. Explain the responsibilities of the Early Years practitioner in relation to whistleblowing. 3.7. Explain the boundaries of confidentiality in relation to reporting and record-keeping.
4. Understand the purpose of child safeguarding practice reviews.	4.1. Explain why child safeguarding practice reviews are required. 4.2. Analyse how child safeguarding practice reviews inform practice.
5. Understand the role and responsibilities of the Early Years practitioner when safeguarding children.	5.1. Analyse the role and responsibilities of the Early Years practitioner when safeguarding children.

Unit 4: Child health

Unit reference	Y/506/5388		Unit level	3
Unit hours	Guided learning	53	Non-guided learning	15
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of child health.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand common childhood illnesses.	1.1. Describe signs and symptoms of common childhood illnesses.
	1.2. Identify treatments for common childhood illnesses.
	1.3. Identify exclusion periods for common childhood illnesses.
2. Know how to recognise ill health in children.	2.1. Describe the signs and symptoms of ill health in children.
	2.2. Give examples of when medical intervention is necessary.
3. Understand legal requirements for reporting notifiable diseases, injury and fatality.	3.1. Identify notifiable diseases.
	3.2. Describe the process for reporting notifiable diseases, injury and fatality.
4. Understand care routines when a child is ill.	4.1. Explain the needs of a child who is ill in relation to: <ul style="list-style-type: none"> • food and drink • personal care • rest and sleep • emotional well-being • dignity and respect • observation and monitoring.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.2. Describe procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication • reporting and record keeping with regard to medication. 4.3. Discuss policy and procedure in relation to the role of the Early Years practitioner when a child becomes ill in an Early Years setting.
5. Understand childhood immunisation.	5.1. Explain reasons for immunisation. 5.2. Identify the immunisation schedule. 5.3. Discuss reasons why some children are not immunised.
6. Understand the role of the Early Years practitioner when supporting children who are chronically ill.	6.1. Describe the responsibilities of the Early Years practitioner when supporting a child who has a chronic health condition in relation to: <ul style="list-style-type: none"> • training and development needs • partnership working • inclusive practice • safe working practice • meeting the needs of the child • support for self. 6.2. Summarise potential effects of ill health of children on the family.
7. Understand how to support children for hospital admission.	7.1. Describe how the Early Years practitioner supports a child to prepare for a planned hospital stay. 7.2. Discuss the role of play therapy in hospital in supporting children's recovery.
8. Understand the role of the Early Years practitioner in relation to health promotion.	8.1. Evaluate the role of the Early Years practitioner in relation to health promotion.

Unit 5: Play and learning

Unit reference	Y/506/5391		Unit level	3
Unit hours	Guided learning	52	Non-guided learning	17
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of play and learning.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of play.	1.1. Explain the innate drive for children to play.
	1.2. Describe the role of play in supporting all children's learning and development.
	1.3. Analyse the impact of play deprivation on children's learning and development.
2. Understand children's rights in relation to play.	2.1. Identify children's rights in relation to play.
	2.2. Explain how Early Years settings support children's rights to play.
3. Understand theoretical approaches to play and learning.	3.1. Discuss how theoretical perspectives on play and learning inform practice.
	3.2. Discuss how philosophical approaches on play and learning inform practice.
4. Understand play at different stages of children's development.	4.1. Discuss how children's play needs and preferences change in relation to their stage of development.
	4.2. Discuss benefits to children's learning and development of involving others in children's play.
5. Understand types of play for children.	5.1. Explain: <ul style="list-style-type: none"> • child-initiated play • adult-led play.

Learning outcomes The learner will:	Assessment criteria The learner can:
	5.2. Describe characteristics and benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. 5.3. Evaluate resources for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play.
6. Understand the characteristics of an enabling play environment.	6.1. Explain the characteristics of an enabling: <ul style="list-style-type: none"> • indoor play environment • outdoor play environment.
7. Understand inclusive play practice.	7.1. Discuss inclusive play practice in relation to current frameworks. 7.2. Describe how play supports the interests and abilities of children.
8. Understand how the Early Years practitioner supports children's socialisation and behaviour within play environments.	8.1. Analyse the role of the Early Years practitioner in supporting children's socialisation within play environments. 8.2. Evaluate strategies to support children to manage their own behaviour.
9. Understand current frameworks in relation to play and learning.	9.1. Discuss current frameworks in relation to play and learning.

Unit 6: Understanding children's additional needs

Unit reference	H/506/5393		Unit level	3
Unit hours	Guided learning	25	Non-guided learning	9
Unit aim	The aim of this unit is to provide learners with the knowledge and understanding of how to meet children's additional needs.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand biological and environmental factors which may result in children needing additional support.	1.1. Define the terms: <ul style="list-style-type: none"> • biological • environmental.
	1.2. Analyse the impact of biological factors on children's development.
	1.3. Analyse the impact of environmental factors on children's development.
	1.4. Describe factors which affect children's development in the: <ul style="list-style-type: none"> • short term • long term.
2. Understand inclusive practice.	2.1. Identify current legislation in relation to inclusive practice.
	2.2. Describe what is meant by: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination.
	2.3. Explain types of discrimination.
	2.4. Discuss potential effects of discrimination on children.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how personal experiences, values and beliefs impact on the role of the Early Years practitioner when meeting children's additional needs.	3.1. Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years practitioner.
4. Understand the role of early intervention.	4.1. Describe the importance of early intervention when meeting children's additional needs.
	4.2. Explain strategies for early intervention.
	4.3. Evaluate benefits of working in partnership with others to meet children's additional needs.
5. Understand the Early Years practitioner's need for professional and personal support when working with children with additional needs.	5.1. Reflect on the Early Years practitioner's need for professional and personal support when working with children with additional needs.

Unit 7: Observation, assessment and planning

Unit reference	M/506/5395		Unit level	3
Unit hours	Guided learning	81	Non-guided learning	18
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of observation, assessment and planning.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the observation, assessment and planning cycle.	1.1. Explain how observations are used: <ul style="list-style-type: none"> • to plan for individual children's needs • for early intervention • to review the environment • during transition • when working in partnership.
	1.2. Discuss the observation, assessment and planning cycle.
2. Understand professional practice in relation to the observation of children.	2.1. Discuss the need for confidentiality and objectivity during the observation process.
	2.2. Explain reasons for maintaining accurate and coherent records and reports.
	2.3. Identify factors to consider when observing children.
	2.4. Evaluate the need for objectivity when observing children.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand observation methods in relation to current frameworks.	3.1. Explain observation and planning requirements in relation to current frameworks.
	3.2. Evaluate observation methods: <ul style="list-style-type: none"> • media/photographic/video/audio recorders • snap shot/post-it • narrative/written record • check lists • event sample • time sample • sociogram • target child • child tracker/movement record • use of the above methods within Longitudinal Study.
4. Understand child-centred planning.	4.1. Analyse how child-centred planning meets individual needs of children.
	4.2. Discuss ways of identifying children's individual needs and interests to support effective planning.
	4.3. Explain how working with other professionals, parents and carers supports child-centred planning.
5. Understand the role of assessment in the observation assessment cycle.	5.1. Evaluate the role of the observation, assessment and planning cycle to shape activities, opportunities and experiences in an Early Years setting.
	5.2. Evaluate benefits of undertaking a Longitudinal Study for: <ul style="list-style-type: none"> • the child • Early Years practitioners • other professionals.
	5.3. Discuss how tracking children's progress can enhance learning.
6. Understand the skills required by the Early Years practitioner when observing children.	6.1. Describe the professional skills required when observing children.

Unit 9: Supporting emergent literacy

Unit reference	D/506/5389		Unit level	3
Unit hours	Guided learning	51	Non-guided learning	18
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of children's emergent literacy skills.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the language and communication needs of children.	1.1. Define the terms: <ul style="list-style-type: none"> • speech • language • communication.
	1.2. Explain the stages of language, communication, reading and writing development from birth to 7 years.
	1.3. Discuss factors which affect language and communication development.
2. Understand the characteristics of a language rich environment.	2.1. Explain what is meant by 'a language rich environment'.
	2.2. Explain how to provide 'a language rich environment'.
3. Understand current frameworks in relation to emergent literacy.	3.1. Discuss the role of the Early Years practitioner when meeting current framework requirements for: <ul style="list-style-type: none"> • communication and language • literacy.
4. Understand strategies which support emergent literacy.	4.1. Discuss strategies to support the development of emergent literacy.
	4.2. Explain the use of systematic synthetic phonics in the teaching of reading.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.3. Evaluate strategies to enhance: <ul style="list-style-type: none"> • speech, language and communication development • group learning • socialisation. 4.4. Evaluate activities to promote the development of children's reading and writing skills. 4.5. Explain strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • emergent reading • sustained shared thinking • emergent writing • technology/digital literacy.
5. Understand partnership working.	5.1. Discuss ways to work with others to support children's emergent literacy from birth to 7 years.
6. Understand inclusive practice in relation to emergent literacy.	6.1. Analyse the role of the Early Years practitioner when supporting children with: <ul style="list-style-type: none"> • speech, language and communication delay • English as an additional language.

Unit 10: Supporting emergent mathematics

Unit reference	R/506/5390		Unit level	3
Unit hours	Guided learning	51	Non-guided learning	18
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of children's emergent mathematical skills.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand mathematical concepts.	1.1. Explain how mathematics can be part of a child's everyday life.
	1.2. Discuss factors which affect children's understanding of mathematics.
2. Understand current frameworks in relation to emergent mathematics.	2.1. Explain how to create an environment which supports children's emergent mathematical development.
	2.2. Explain the role of the Early Years practitioner when meeting current framework requirements for mathematics.
3. Understand the role of the Early Years practitioner in relation to supporting children's emergent mathematical development.	3.1. Explain reasons for scaffolding children's mathematical development.
	3.2. Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.
	3.3. Discuss how the Early Years practitioner provides opportunities for: <ul style="list-style-type: none"> • sustained shared thinking • group learning • socialisation.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to promote children's emergent mathematical development.	4.1. Explain the importance of using mathematical language. 4.2. Evaluate opportunities which support children's understanding of: <ul style="list-style-type: none"> • number and counting • measure, shape, size and pattern • weight, volume and capacity • space and time • matching and sorting • data representation • problem-solving.
5. Understand partnership working.	5.1. Critically evaluate the benefits to children of working in partnership with parents and carers to support children's emergent mathematics from birth to 7 years.
6. Understand inclusive practice in relation to emergent mathematics.	6.1. Evaluate the role of the Early Years practitioner when supporting individual needs.

Unit 11: Preparing for school readiness

Unit reference	D/506/5392		Unit level	3
Unit hours	Guided learning	53	Non-guided learning	14
Unit aim	The aim of this unit is to provide learners with the knowledge and understanding required to support children prepare for school.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand factors affecting children's readiness for school.	1.1. Explain factors affecting children's readiness for school.
2. Understand areas of learning and development in relation to the current framework.	2.1. Summarise areas of learning and development in relation to school readiness, with regard to: <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design.
	2.2. Discuss ways to promote each area of learning identified in the current framework.
3. Understand the assessment process in relation to the current framework.	3.1. Explain the assessment, recording and reporting requirements in relation to the current framework.
	3.2. Discuss the importance of accurately tracking all children's progress.
4. Understand how working in partnership with others contributes to children's school readiness.	4.1. Discuss why it is important to work in partnership with others during school transition.
	4.2. Analyse strategies to support partnership working when preparing children for school.
5. Understand the role of the Early Years practitioner when preparing children for school.	5.1. Evaluate the role of the Early Years practitioner when preparing children for school.

Unit 12: International perspectives

Unit reference	K/506/5394		Unit level	3
Unit hours	Guided learning	53	Non-guided learning	15
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of international perspectives to child care and education.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand different ways children learn.	1.1. Explain different ways children learn.
2. Understand theoretical perspectives in relation to children's learning.	2.1. Explain the main ideas of international Early Years educators.
	2.2. Summarise theoretical perspectives in relation to children's learning.
	2.3. Discuss strategies to promote children's learning.
3. Understand international approaches to children's learning.	3.1. Analyse approaches to international early years practice.
	3.2. Compare and contrast international approaches to children's learning.
	3.3. Analyse the benefits of an international approach to children's learning.
4. Understand how international approaches inform current frameworks and practice.	4.1. Critically evaluate how international approaches inform current frameworks and practice.

Unit 13: Reflective practice for professional development

Unit reference	T/506/5396		Unit level	3
Unit hours	Guided learning	65	Non-guided learning	50
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of reflective practice and professional development.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand professional development.	1.1. Explain 'continuing professional development'.
	1.2. Critically evaluate the importance of 'continuing professional development'.
2. Understand own professional development needs.	2.1. Discuss methods to recognise own professional development and training needs.
	2.2. Discuss ways to ensure continuing professional development.
	2.3. Create own Professional Development Plan.
3. Understand employment opportunities for the Early Years practitioner.	3.1. Explain a range of job role opportunities for Early Years practitioners within: <ul style="list-style-type: none"> • health • education • social services.
	3.2. Develop a Curriculum Vitae.
4. Understand the role of reflective practice.	4.1. Discuss theoretical perspectives on reflection in relation to professional development.
	4.2. Analyse how reflective practice supports the professional development of the Early Years practitioner.
	4.3. Analyse how reflective practice supports improved outcomes for children.

Unit 14: Professional partnerships in Early Years

Unit reference	A/506/5397		Unit level	3
Unit hours	Guided learning	75	Non-guided learning	29
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of professional partnerships in Early Years.			

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understanding reasons for working in partnership within Early Years.	1.1. Explain reasons for partnership working within Early Years.
2. Understand legal requirements for working in partnership.	2.1. Explain the requirements of current frameworks with regard to partnership working.
	2.2. Analyse where partnership working is embedded within setting policies and procedures.
	2.3. Evaluate partnership working in relation to meeting children's individual needs.
3. Understand family structures.	3.1. Explain different family structures.
4. Understand working in partnership with families.	4.1. Explain the role of the Early Years practitioner when developing partnership working with parents and carers.
	4.2. Discuss ways the Early Years practitioner can encourage parents and carers to take an active role in their child's play and learning.
5. Understanding recording and reporting requirements in relation to partnership working.	5.1. Analyse the importance of maintaining accurate and coherent records.
	5.2. Discuss the requirements to follow confidentiality procedures when sharing information.
	5.3. Analyse the tension between maintaining confidentiality and the need to disclose information.

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand challenges to partnership working.	6.1. Discuss potential barriers to effective partnership working.
	6.2. Critically evaluate strategies to overcome barriers to effective partnership working.

Unit 16: Professional Practice Portfolio

Unit reference	T/508/1517		Unit level	3
Unit hours	Guided learning	97	Non-guided learning	0
Unit aim	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in Early Years settings.			
	<p>Note for Tutors: Assessment criteria 2.1, 4.1, 6.1, and 7.2 are age range specific. When observing learners in settings with children 0-1 year, 2-2 years 11 months and 3-5 years, holistic assessment opportunities will occur to meet 2.1, 4.1, 6.1, and 7.2.</p> <p>This unit is graded Achieved/Not Yet Achieved.</p>			

Child development Planning and leading activities, opportunities and learning experiences for babies and children Facilitate the cognitive development of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
1. Be able to facilitate the development of cognition in children.	1.1 Create an environment which facilitates cognitive development of children in own setting.		
	1.2. Analyse the use of technology in supporting the development of cognition in children.		
2. Be able to implement a learning experience which supports the development of sustained shared thinking in children from birth to 5 years.	2.1. Plan and lead a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		

Develop the speech, language and communication of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
3. Be able to create a language-rich environment to develop the speech, language and communication of children in own setting.	3.1. Create a language-rich environment which develops the speech, language and communication of children in own setting.		
4. Be able to implement opportunities which support the development of speech, language and communication of children from birth to 5 years.	4.1. Plan and lead an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		
	4.2. Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting.		

Promote the physical development of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
5. Be able to promote physical development.	5.1. Create an environment which promotes physical development in own setting.		
6. Be able to implement opportunities which promote the physical development of children from birth to 5 years.	6.1. Plan and lead an opportunity which promotes the physical development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		
	6.2. Reflect on own role in relation to the provision for promoting physical development in own setting.		

Promote the personal, social and emotional development of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
7. Be able to promote the personal, social and emotional development of children from birth to 5 years.	7.1. Create an environment which promotes the personal, social and emotional development of children in own setting.		
	7.2. Plan and lead an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		
	7.3. Describe the benefits to children's holistic learning and development when promoting personal, social and emotional development.		
	7.4. Reflect on own role in relation to the provision for promoting the personal, social and emotional development of children in own setting.		

Promote healthy eating		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
8. Be able to support healthy eating in own setting.	8.1. Plan and implement an activity to support healthy eating in own setting.		
	8.2. Reflect on own role when supporting healthy eating in own setting.		
	8.3. Make recommendations for healthy eating in own setting.		

Promote opportunities for exercise		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
9. Be able to support children's activity in an outdoor space.	9.1. Plan and lead an experience which supports children's activity in an outdoor space		
	9.2. Reflect on an experience which supports children's activity in an outdoor space.		
	9.3. Make recommendations for the outdoor provision for own setting.		

Contribute to a healthy environment for young children		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
10. Be able to support children in personal care routines.	10.1. Support children in personal care routines including: <ul style="list-style-type: none"> • toileting • hand washing/washing • food and drink • resting and/or sleeping. 		

Promote children's emotional well-being		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
11. Be able to promote the emotional well-being of children in own setting.	11.1. Identify the needs of children in own setting in relation to emotional well-being.		
	11.2. Work with children in a way that: <ul style="list-style-type: none"> • supports independence • builds resilience and perseverance • builds confidence • supports self-reliance • equips children to protect themselves • builds relationships between children. 		
	11.3. Contribute to the well-being of children during transitions.		
	11.4. Plan and lead an activity to promote emotional well-being in own setting.		
	11.5. Reflect on own role when promoting emotional well-being in own setting in line with current framework requirements.		

Contribute to a healthy and safe environment for young children		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
12. Be able to follow organisational policy and procedures in relation to keeping children safe.	12.1. Identify policies that keep children safe in an Early Years setting.		
	12.2. Follow procedures in relation to: <ul style="list-style-type: none"> • registration • collection • food and drink provision • security • bullying • e-safety • confidential record keeping • ratios and supervision • moving and handling. 		
	12.3. Explain action to take in response to: <ul style="list-style-type: none"> • a child who is unwell • a missing child • injury • accident • emergency • fire drill • evacuation procedures. 		

Contribute to a healthy and safe environment for young children		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
13. Be able to use hygienic practice to minimise the spread of infection.	13.1. Use hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. 		
14. Be able to manage risk within an environment which provides challenge for children.	14.1. Explain why it is important to take a balanced approach to risk management.		
	14.2 Support children in own setting to manage risk		
	14.3. Carry out risk assessment within own setting.		
	14.4. Describe how health and safety risk assessments are monitored and reviewed.		

Contribute to an inclusive environment		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
15. Be able to use information, advice and support to promote equality, diversity and inclusion.	15.1. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.		
16. Be able to work in ways which support equality, diversity and inclusive practice.	16.1. Interact with children in a way that values them and meets their individual needs.		

Plan, lead and review play opportunities which support children’s learning and development in relation to current frameworks		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
17. Be able to facilitate play opportunities with children	17.1. Create a plan which includes a balance of child-initiated and adult-led play opportunities for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. 		
	17.2. Differentiate planned play opportunities to meet the individual needs of the children in own setting in relation to current frameworks.		
	17.3. Support children’s participation in a planned play opportunity.		
	17.4. Explain how play opportunities should provide a balance between child-initiated and adult-led play.		
18. Be able to reflect on play opportunities.	18.1. Evaluate how a planned play opportunity meets the play, learning and developmental needs of children in relation to current framework requirements.		

Plan, lead and review play opportunities which support children’s learning and development in relation to current frameworks		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
	18.2. Analyse own role in relation to planned play opportunities.		
	18.3. Make recommendations for the next stage of children’s learning and development in relation to planned play opportunities.		

Contribute to enabling environments		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
19. Be able to support children's behaviour and socialisation within play environments.	19.1. Model positive behaviour.		
	19.2. Plan an environment which supports children's socialisation and group learning.		
	19.3. Use strategies when supporting children to manage their own behaviour.		
20. Be able to provide enabling play environments.	20.1. Plan an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 		
	20.2. Evaluate enabling play environments in own setting.		

Support children with additional needs		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
21. Be able to meet the additional needs of children.	21.1. Identify the individual needs of children in own setting.		
	21.2. Plan and implement activities in partnership with others to meet children's additional needs.		
	21.3. Reflect on own practice in meeting children's additional needs.		

Use observation, assessment and planning to promote the development of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
22. Be able to carry out observations in own setting in line with current frameworks	22.1. Observe in line with current frameworks: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 		
	22.2. Reflect on outcomes of observations carried out in own setting in relation to: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 		
	22.3. Discuss children's progress with: <ul style="list-style-type: none"> • key person • colleague. 		
	22.4. Work with others to plan next steps in relation to the needs, stages of development and interests of: <ul style="list-style-type: none"> • an individual child • a group of children. 		

Use observation, assessment and planning to promote the development of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
	22.5. Reflect on own role in meeting the needs, stages of development and interests of children in own setting.		

Record-keeping and reporting		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
23. Be able to maintain accurate and coherent records in line with organisational requirements.	23.1. Explain confidentiality in relation to record-keeping and reporting.		
	23.2. Explain organisational requirements in relation to: <ul style="list-style-type: none"> • completing records to include: <ul style="list-style-type: none"> – health, safety and security – accidents – incident – daily registers – medication – special dietary requirements – planning • observation and assessment 		

Develop emergent literacy skills of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
24. Be able to support emergent literacy.	24.1. Develop a language rich environment for children from birth to 5 years.		
	24.2. Interact with children to meet individual speech, language and communication needs.		
	24.3. Use strategies to plan activities which engage children and extend literacy development in relation to: <ul style="list-style-type: none"> • speaking and listening • emergent reading • sustained shared thinking • emergent writing • technology/digital literacy • socialisation • group learning. 		
	24.4. Lead an activity to support emergent literacy.		

Develop emergent literacy skills of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
	24.5. Identify benefits to children’s holistic learning and development when supporting emergent literacy.		
	24.6. Evaluate how planned activities support emergent literacy in relation to current frameworks.		
25. Be able to produce resources to support emergent literacy.	25.1. Develop a resource file of activities for children from birth to 5 years to encourage: <ul style="list-style-type: none"> • speaking and listening • emergent reading • sustained shared thinking • emergent writing • technology/digital literacy • socialisation • group learning. 		

Develop emergent mathematical skills of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
26. Be able to implement activities to support children's emergent mathematical development.	26.1. Plan and lead activity to support children's emergent mathematical development.		
	26.2. Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks.		
	26.3. Make recommendations for meeting individual children's emergent mathematical needs.		
27. Be able to produce resources to support emergent mathematical development.	27.1. Develop a resource file of activities for children from birth to 5 years to encourage: <ul style="list-style-type: none"> • number and counting • measure, shape, size and pattern • weight, volume and capacity • space and time • data representation • problem solving • sustained shared thinking • socialisation • group learning. 		

Develop emergent mathematical skills of children from birth to 5 years		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
28. Be able to work with parents/carers in a way which encourages them to take an active role in their child's emergent literacy and mathematical development.	28.1. Work with parents/carers in a way which encourages them to take an active role in their child's emergent literacy and mathematical development.		

Support children as they prepare for school		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
<p>29. Be able to contribute to learning and development for school readiness in relation to the current framework.</p>	<p>29.1. Use strategies to plan, lead and evaluate an opportunity for each of the following areas of learning and development in the current framework in own setting:</p> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design. 		
	<p>29.2. Reflect on holistic opportunities to promote learning and development when planning within the current framework.</p>		
	<p>29.3. Reflect on partnership working when planning opportunities to promote learning and development for young children across the current framework.</p>		

Support children as they prepare for school		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
	<p>29.4. Evaluate the role of assessment across the current framework in relation to children's progress:</p> <ul style="list-style-type: none"> • at the age of 2 years • for the Early Years Foundation Stage Profile. 		

Work in partnership		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
30. Be able to work in partnership.	30.1. Contribute to partnership work with parents/carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.		

Professional development		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date
31. Be able to use reflective practice to contribute to own professional development.	31.1. Develop a Curriculum Vitae.		
	31.2. Review own learning needs, professional interests and development opportunities.		
	31.3. Devise own Professional Development Plan in relation to: <ul style="list-style-type: none"> • feedback obtained • own progress • own goals and ambition. 		
	31.4. Maintain subject knowledge across curriculum subjects which are of personal interest.		
	31.5. Explain how reflective practice leads to improved ways of working.		

Section 4

Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods have been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and 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 Advisor 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
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set for knowledge learning outcomes	No	Yes
N	Oral questions and answers	Yes	Yes

* **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:

- 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.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment principles for Early Years Educator qualifications

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

1. Introduction

1.1 These principles and approaches to unit/qualification assessments are for those qualifications that have been approved by the Department for Education (DfE). The information is intended to support the quality assurance processes of those that offer EYE qualifications in the sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent Assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main Assessor could scribe the expert witness contributions (for example via Microsoft Teams or Zoom)
- over the telephone where the Assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, Assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the Assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWTs.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge learning outcomes:

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

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, 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. They should 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. They should be 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. The following are examples of qualifications/roles that Tutors/Teachers/Assessors may hold to be able to make decisions involving the assessment of learners:

- an Assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not 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 roles. Centres seeking further clarification should contact their External Quality Assurer in the first instance

4.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what qualifications and/or experience is required in relation to the:

- role of the Assessor for knowledge-based assessment criteria
- role of the Assessor for skills/competence-based assessment criteria
- role of the Internal Quality Assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Making assessment decisions:

*Please refer to this list when considering who can assess in your centre. The following qualifications can be used in relation to assessment:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

NCFE CACHE Level 3 Award in Childcare and Education (601/3998/5)
NCFE CACHE Technical Level 3 Certificate in Childcare and Education (601/8436/X)
NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)
(601/8437/1)

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If a centre wishes to enquire about the suitability of other qualifications not included on the above list, they may do so by contacting their external quality advisor with full details.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 5

Aggregation of grades achieved

Aggregation of grades achieved for the Level 3 Award in Childcare and Education, the Technical Level 3 Certificate in Childcare and Education and the Technical Level 3 Diploma in Childcare and Education (Early Years Educator).

Grades achieved		A*		A		B		C		D		Points / unit	Points / grade
Description of unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
Unit 1 – Child development from conception to seven years	4	5	20	4	16	3	12	2	8	1	4		
Unit 2 – Children’s health and well-being	2	5	10	4	8	3	6	2	4	1	2		
												Award points:	
												Award grade:	
Unit 3 – Providing safe environments for children	1	5	5	4	4	3	3	2	2	1	1		
Unit 4 – Child Health	2	5	10	4	8	3	6	2	4	1	2		
Unit 5 – Play and learning	3	5	15	4	12	3	9	2	6	1	3		
Unit 6 – Understanding children’s additional needs	1	5	5	4	4	3	3	2	2	1	1		
Unit 7 – Observation, assessment and planning	3	5	15	4	12	3	9	2	6	1	3		
CCE1	7	5	35	4	28	3	21	2	14	1	7		
												Award points:	
												+ Certificate points:	
												= Total Certificate points:	
												= Certificate grade:	

Grades achieved		A*		A		B		C		D		Points / unit	Points / grade
Description of unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
Unit 9 – Supporting emergent literacy	3	5	15	4	12	3	9	2	6	1	3		
Unit 10 – Supporting emergent mathematics	3	5	15	4	12	3	9	2	6	1	3		
Unit 11 – Preparing for school readiness	3	5	15	4	12	3	9	2	6	1	3		
Unit 12 – International perspectives	3	5	15	4	12	3	9	2	6	1	3		
Unit 13 – Reflective practice for professional development	4	5	20	4	16	3	12	2	8	1	4		
Unit 14 – Professional partnerships in Early Years	4	5	20	4	16	3	12	2	8	1	4		
Unit 16 – Professional Practice Portfolio			1		1		1		1		1		
DCE2	9	5	45	4	36	3	27	2	18	1	9		

Certificate points:

+ Diploma points:

= Total points achieved:

= Qualification Grade:

NCFE CACHE Level 3 Award in Childcare and Education (601/3998/5)

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NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator) (601/8437/1)

Technical Level 3 Diploma in Childcare and Education (Early Years Educator): Qualification grade calculation

No of increments x grade value = points for unit assessment or external assessment

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

The incremental weighting of each external assessment is based on the average total hours to achieve CCE1 and DCE2.

Grade value: A* value '5' to D value '1'

There is no compensation for units or external assessments that are Not Yet Achieved

To achieve the Technical Level 3 Diploma in Childcare and Education (Early Years Educator) learners must have achieved the Level 3 Award in Childcare and Education, and the Technical Level 3 Certificate in Childcare and Education and must pass the required Diploma external assessment, the internal assessments and the Professional Practice Portfolio (Unit 16).

Points/grade calculator

Level 3 Award in Childcare and Education

Points score	Grade
26 – 30	A*
21 – 25	A
16 – 20	B
11 – 15	C
6 – 10	D

Technical Level 3 Certificate in Childcare and Education

Points score	Grade
96 – 115	A*
77 – 95	A
59 – 76	B
41 – 58	C
23 – 40	D

Technical Level 3 Diploma in Childcare and Education (Early Years Educator)

Points score	Grade
219 – 261	A*
176 – 218	A
135 – 175	B
94 – 134	C
53 – 93	D

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 site, which will assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance
- Learner Handbook
- Tutor Guidance
- Placement handbook: Student
- Placement Handbook: A Guide for Mentors
- Quality Assurance Requirements for Technical Vocational Qualifications
- Guide to Conducting Controlled External Assessments

Mandatory documents

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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 the templates.

- Evidence Record
- Record of Assessment Cycle
- Unit Submission Form

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

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

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

Resources

The resources and materials used in the delivery of these qualifications 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.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Unit Submission Form

Level 3 Award in Childcare and Education, Technical Level 3 Certificate and Diploma in Childcare and Education (Early Years Educator)

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 quality assurance 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: LSDCEYEUS0816V1

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Information in this qualification specification is correct at the time of publishing but may be subject to change.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

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