

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Applied General Award for
Early Years, Childcare and Education
QN: 603/2987/7**

**NCFE CACHE Level 3 Applied General
Certificate for Early Years, Childcare and
Education
QN: 603/2988/9**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	September 2018	First publication
v1.1	March 2019	Safeguarding guidance added.
v1.2	November 2019	Resources section added – information regarding the wellbeing and safeguarding of learners Aggregation section added – information regarding the aggregation methods and grade thresholds
v1.3	January 2020	Unit Submission Forms renamed to Internal Assessment Unit Submission Forms
v1.4	March 2020	Information added to External Assessment section regarding additional retake opportunity.
v1.5	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v1.6	February 2022	The statement regarding the Key Stage 5 performance tables has been updated.
v1.7	May 2022	The Approach to assessment section has been updated as information relating to grade aggregation and uniform mark scale (UMS) points has been moved into a separate document called 'UMS scores for CACHE Applied General qualifications' and is now published on our website.
v1.8	June 2022	<p>Further information added to the additional 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.</p> <p>Information added to the entry requirements/recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the making use of our websites section about how to access support handbooks.</p> <p>References to GDPR have been updated to UK General Data Protection Regulation (UK GDPR).</p> <p>Legislation dates and been updated for Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2021.</p> <p>Domestic Abuse Act 2021 and The Children and Social Work Act 2017</p>

		have been added to legislation. Under assessment criteria, assessment of learning for D1 1.1 and 5.2 has been updated from a serious case review to a Child Safeguarding Practice Review.
v1.9	July 2023	Information regarding UCAS added to About this qualification, Qualification Summary

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments learners will be required to complete to gain these qualifications. It also contains extra information for Tutors and/or Assessors.

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

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

Example unit layout

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



Unit reference	L/508/3709		Unit level	2
Unit hours	Guided learning	60	Non-guided learning	10
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of equality, diversity and rights in health and social care.			

Learner name		Centre no.	
PIN		ULN	

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

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises 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)

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

Recognition of Prior Learning (RPL)

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Where a qualification has an external assessment, this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- Usually begin with 'Be able to'.

Knowledge-based learning outcomes:

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



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

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

This is a knowledge-only qualification requiring no work placement experience.

How to sign off a unit

Knowledge learning outcomes

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

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

Unit sign off

The Unit Submission Form (see **Section 6: Internal Assessment Unit Submission Form**) must be completed for every unit achieved.

Explanation of terms used at Level 3 (not all verbs are used in this qualification)	
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources or pieces of information.

Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

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.

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 public website

Our public website address is www.ncfe.org.uk. The 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 Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates, 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 website, click on 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 learners submit must be their own and not copied from anyone else unless the source of the information is clearly referenced. Tutors should explain to learners how to provide a reference list that shows where they found their information. If a Centre discovers evidence that a learner's work is copied from elsewhere, it will not be accepted and the learner may be subject to the Centre's or our disciplinary procedure. If this happens, the learner will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

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

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of 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 six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

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

Section 2: About these qualifications

Qualifications introduction and purpose

The Level 3 Applied General Award and Certificate for Early Years, Childcare and Education enables learners to develop knowledge and understanding of child development, education and care, which will allow them to progress to study in further education or higher education, or join the workplace as an apprentice.

The qualifications will consist of five mandatory units in total. The Award will be made up of two of these mandatory units, with 182 hours of guided learning, and the Certificate will encompass all five mandatory units, with 370 hours of guided learning.

Each unit has been developed to complement the content of others across the qualification and, in this way, consolidate new areas of learning. For example, as learners study the unit focusing on play and learning, they will be able to apply knowledge and understanding of theoretical concepts for human development and appreciate skills of the professional childcare practitioner throughout sequential development.

The content is arranged as Learning Outcomes and Associated Scope of Learning. The Scope of Learning indicates teaching and learning for delivery. Assessment grading criteria at the end of each unit is clearly indicated through an Assessment of Learning. The grading for each unit is Pass/Merit/Distinction (P/M/D). The marking is not compensatory, meaning that all of the Assessment of Learning for the P grade must be achieved in order to be considered for achieving M, and so on. The Assessment of Learning includes reference to the Scope of Learning for each learning outcome within each unit and these have been arranged in the most straightforward way for coherent work.

Assessment of Learning at P covers the Scope of Learning and this is built upon at M and D as appropriate. Learners may achieve unit-only certification outside the parameters of the Award and Certificate.

To achieve the Award, learners must achieve a minimum Pass grade for each of the units as well as the external assessment. To achieve the Certificate, learners must achieve a minimum Pass grade in all units and both external assessments.

All internal assessment results are subject to NCFE internal quality assurance requirements and external quality assurance processes.

Qualification summary: Award	
Title	NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education
Qualification number	603/2987/7
Aim	To enable learners to develop knowledge and understanding in child development, education and care, allowing them to progress to higher or further education, as well as the workplace.
Regulatory Purpose Code	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Total Qualification Time (hours)	200
Guided Learning (hours)	182
Minimum age of learner	16
Rules of combination	In order to achieve the Level 3 Applied General Award for Early Years, Childcare and Education, learners must pass each assessment criteria and achieve a minimum of a Pass grade in the unit assessments of the two mandatory units and the External Synoptic Assessment.
Progression including job roles (where applicable)	<p>Upon achievement of this qualification, learners will be able to progress onto the NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education.</p> <p>This qualification will prepare learners and assist them to progress to higher education and apprenticeship courses such as an Advanced Apprenticeship for the Children and Young People's Workforce or Early Years Educator, which leads to vocationally related employment in early years and childcare with a licence to practice.</p>
Assessment methods	<p>Portfolio of evidence: Learners must complete a portfolio of evidence for all units, achieving a minimum Pass grade for each one.</p> <p>External assessment: Learners must achieve a minimum Pass grade in one externally-set exam.</p>

<p>Additional assessment requirements</p>	<p>All units must be assessed in line with the NCFE assessment principles.</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>How is the qualification graded?</p>	<p>Pass/Merit/Distinction/Distinction*</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>This qualification can usually be completed in one year.</p>
<p>Entry requirements/ recommendations</p>	<p>Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 603/2987/7.</p>

Qualification summary: Certificate

Title	NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education
Qualification number	603/2988/9
Aim	To enable learners to develop knowledge and understanding in child development, education and care, allowing them to progress to higher or further education, as well as the workplace.
Regulatory purpose code	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Total Qualification Time (hours)	414
Guided Learning (hours)	370
Minimum age of learner	16
Rules of combination	In order to achieve the Level 3 Applied General Certificate for Early Years, Childcare and Education, learners must pass each assessment criteria and achieve a Pass grade in all the unit assessments for the five mandatory units and two External Synoptic Assessments.
Progression including job roles (where applicable)	This qualification will prepare learners and assist them to progress to higher education, as well as apprenticeship courses such as an Advanced Apprenticeship for the Children and Young People's Work Force or Early Years Educator, which leads to vocationally related employment in early years and childcare with a licence to practice.
Assessment methods	<p>Portfolio of evidence: Learners must complete a portfolio of evidence for all units, achieving a minimum Pass grade for each one.</p> <p>External assessment: Learners must achieve a minimum Pass grade in two externally-set exams.</p>

<p>Additional assessment requirements</p>	<p>All units must be assessed in line with the NCFE assessment principles.</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>How is the qualification graded?</p>	<p>Pass/Merit/Distinction/Distinction*</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>This qualification can usually be completed in two years.</p>
<p>Entry requirements/ recommendations</p>	<p>Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 603/2988/9.</p>

Rationale for synoptic assessment

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

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

There will be two externally set and externally marked synoptic assessments for the Certificate, one covering the content of units 01 and 02 (at which point you can achieve the Award) and one covering the content of units 01–05.

External Assessment

There are two externally set and externally marked assessments, covering the mandatory units of these qualifications.

The Award has **one** externally set and externally marked synoptic Scenario Based Short Answer Examination.

- 100% of the qualification's content may be subject to external assessment.
- The external assessment contributes 50% to the overall grade.

The Scenario Based Short Answer Examination will be graded Pass, Merit or Distinction. Learners must achieve at least a Pass grade in the Scenario Based Short Answer Examination in order to gain the Award.

The Certificate has **one** externally set and externally marked Scenario Based Short Answer Examination and **one** externally set and externally marked synoptic Extended Written Assignment.

- 100% of the qualification's content may be subject to external assessment.
- The external assessment contributes 50% to the overall grade.

The two external assessments will be graded Pass, Merit or Distinction. Learners must achieve at least a Pass grade in both external assessments in order to gain the Certificate.

The Scenario Based Short Answer Examination will be a two-hour examination, which will challenge learners on the application of knowledge and understanding of the two units of the Award:

- The role of the early years, childcare and education practitioner
- Human development from conception to 19 years.

A Uniform Mark Scale (UMS) score will be added to the grades already achieved from the two internal assessments. The aggregated grades will be used to calculate each learner's overall final grade.

The externally set and externally marked synoptic Extended Written Assignment will be taken under controlled supervision.

The Extended Written Assignment will synoptically challenge learners on the application of knowledge and understanding of all five units of the Certificate:

- The role of the early years, childcare and education practitioner
- Human development from conception to 19 years
- Legislation, policy and procedures
- Statutory educational frameworks
- Play and learning.

Learners will have eight hours to complete the synoptic Extended Written Assignment. Two hours will be unsupervised, allowing learners to collate resources and materials. Learners should carefully use the two hours' preparation time to select up to one page of A4 of quotations to support their exam answers as required. This will negate the use of the Internet. In the remaining six hours, learners will complete their extended writing, under controlled supervision, making use of collated notes.

The synoptic Extended Written Assignment should be 1,500 words (with a 10% margin allowing for extra writing). References will not contribute towards the final word count. A bibliography must be included.

Points will be added to grades already achieved from the five internal assessments and the Scenario Based Short Answer Examination. The aggregated record of grades will be used to calculate each learner's overall final grade.

An overall grade of D* is awarded in circumstances where learners have performed exceptionally well in their external and internal assessments and amassed a UMS score that deserves a D*.

Sample assessment materials

Sample assessment materials can be found on the qualification page of our secure website.

Assessment windows

Each window will specify a time period for collation and writing as well as a submission date when work must be returned for external marking. Within each qualification, there is a maximum of one further opportunity after the first submission for you to submit the external assessments to achieve a Pass grade or to improve a grade. The second attempt will be a new externally set and externally marked assessment. Please see our website for further details of each assessment window.

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 10 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 Pass grade will be graded as Not Yet Achieved. If the learner intends to

submit an external assessment for another attempt to achieve a Pass 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 Pass grade or above for their external 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 to do this. The higher of the grades achieved for the assessment will be the final result.

Within each qualification, there is a maximum of one further opportunity after the first submission for learners to submit the external assessments to improve a grade.

These qualifications 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.

Examination conditions

For more information on examination conditions, please see the **Regulations for the Conduct of External Assessment** on our dedicated qualification website www.ncfe.org.uk.

For more information on reasonable adjustments, please refer to the **Guidance on Accessing Reasonable Adjustments** on our dedicated qualification website www.ncfe.org.uk.

Assessment structure: Award

To gain the Award, you will need to achieve in the following:

- ✓ **Unit 01: The role of the early years, childcare and education practitioner**
Unit 02: Human development from conception to 19 years:
Units graded P/M/D – internally assessed.

- ✓ **Scenario Based Short Answer Examination covering the content of units 01 and 02:**
Synoptic assessment – graded P/M/D – externally assessed.

Full achievement of the qualification will not be possible until **all** components are achieved. Unit certification will be available.

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

Assessment structure: Certificate

To gain the Certificate, you will need to achieve in the following:

- ✓ **Unit 01: The role of the early years, childcare and education practitioner**
Unit 02: Human development from conception to 19 years:
Units graded P/M/D – internally assessed

- ✓ **Externally set and externally marked Scenario Based Short Answer Examination covering the content of units 01 and 02:**
Graded P/M/D – externally assessed

- ✓ **Unit 03: Key legislation, policy and procedures**
Unit 04: Statutory educational frameworks
Unit 05: Play and learning:
Units graded P/M/D – internally assessed

- ✓ **Externally set and externally marked Extended Written Assignment covering the content of all five units:**
Synoptic assessment – graded P/M/D – externally assessed

Full achievement of the qualification will not be possible until **all** components are achieved. Unit certification will be available.

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

Section 3: Units

Unit list – Level 3 Applied General Award and Certificate for Early Years, Childcare and Education

Mandatory units

	Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Award	Certificate
★	L/616/8995	U1	The role of the early years, childcare and education practitioner	Knowledge	3	90	✓	✓
★	R/616/8996	U2	Human development from conception to 19 years	Knowledge	3	90	✓	✓
★	Y/616/8997	U3	Key legislation, policy and procedures	Knowledge	3	60		✓
★	D/616/8998	U4	Statutory educational frameworks	Knowledge	3	60		✓
★	H/616/8999	U5	Play and learning	Knowledge	3	60		✓

Unit 01: The role of the early years, childcare and education practitioner



Unit reference	L/616/8995	Unit level	3
Unit hours	Guided learning	90	Non-guided learning 9
Unit aim	The aim of this unit is to explore types and functions of childcare services whilst considering the role of the professional childcare practitioner.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand the range of childcare services, their purpose and their function.	<p>1.1. Types of provision that offer childcare services:</p> <ul style="list-style-type: none"> • statutory • private • voluntary <p>and the range of childcare services available across statutory, private and voluntary provision, to include:</p> <ul style="list-style-type: none"> • residential • educational • health and community services • not-for-profit organisations.
	<p>1.2. The similarities and the differences in service provision, purpose and function, in context of meeting children and family needs, to include:</p> <ul style="list-style-type: none"> • ethos • aim and purpose • practicalities, including opening times, cost and access.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>1.3. The role of the professional childcare practitioner in each type of provision, including requirements and expectations in context of employment/typical day in practice, to include:</p> <ul style="list-style-type: none"> • job specifications and descriptions. <hr/> <p>1.4. The government landscape childcare provision policies and incentives in context of meeting family needs, to include:</p> <ul style="list-style-type: none"> • policy reform.
<p>2. Understand skills, attributes and behaviours of the professional childcare practitioner.</p>	<p>2.1. Qualities of a professional childcare practitioner:</p> <ul style="list-style-type: none"> • time-keeping and reliability • qualified and knowledgeable • confidentiality • non-judgemental • empathetic listener • observant • teamwork • effective communicator • role model • values and ethics. <hr/> <p>2.2. Impact of the childcare practitioner’s own belief system on professional disposition:</p> <ul style="list-style-type: none"> • personal values system and effect on ways of working. <hr/> <p>2.3. Building relationships and strong team ethos, both personal and professional, to include:</p> <ul style="list-style-type: none"> • characteristics of personal and professional relationships, boundaries and limitations appropriate to each and appropriate comparisons.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>2.4. Limits and boundaries of own role, to include:</p> <ul style="list-style-type: none"> • appreciation for colleagues in relation to specialist roles and areas of accountability for information sharing and when to seek guidance and support. <p>2.5. Impact of positive relationships and role-modelling, to include:</p> <ul style="list-style-type: none"> • application of knowledge and understanding of the skills, attributes and behaviours.
<p>3. Understand teamwork for child-centred practice.</p>	<p>3.1. Factors contributing to effective teamwork, to include:</p> <ul style="list-style-type: none"> • collaboration • sharing of information • recording and reporting • listening • inclusion • co-operation • consideration • respect and value. <p>3.2. Theories for teamwork, to include:</p> <ul style="list-style-type: none"> • Belbin Team Roles • Tuckman and stages of group development. <p>3.3. Principles underpinning partnership working, to include:</p> <ul style="list-style-type: none"> • examples of when and how partnership working may be required • embedding teamwork skills • impact and outcomes.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>3.4. Sustaining professional partnerships, both internal and external, to include a diverse range of internal staff team members and external professionals that may be involved in the care and education of children and young people, including:</p> <ul style="list-style-type: none"> • parents/carers • nanny/childminder • extended family members • teachers/childcare practitioners • health and social care practitioner. <p>3.5. Principles for child-centred practice, including:</p> <ul style="list-style-type: none"> • holistic need • intervention and consistent approaches to care and education for independent sense of ownership and control. <p>3.6. Teamwork and improved outcomes for children through child-centred practice, to include:</p> <ul style="list-style-type: none"> • an application of knowledge in relation to holistic need, intervention and consistent approaches to care and education.
<p>4. Understand continuing professional development for best practice.</p>	<p>4.1. Traits of continuing professional development, to include:</p> <ul style="list-style-type: none"> • reflective practitioner • improvement to practice • personal development. <p>4.2. Theories underpinning continuing professional development, to include:</p> <ul style="list-style-type: none"> • Gibbs reflective cycle • Schon reflection in action and reflection on action.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>4.3. Strategies for effective recording of continuing professional development, to include:</p> <ul style="list-style-type: none">• an application of knowledge through a personal development plan• SWOT and SMART action plan target setting. <p>4.4. Continuing professional development for career planning, to include:</p> <ul style="list-style-type: none">• goal setting and strategic planning for career ambition.

Unit 01: Assessment grading criteria

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

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	Identify one (1) childcare service from each of the following types of provision: statutory, private and voluntary.	
	1.3	Outline the role of the professional childcare practitioner in each of the services identified.	
	1.2	Summarise the range of services available across statutory, private and voluntary provision.	
P2	1.4	Identify one (1) governmental influence on policy for childcare.	
P3	2.1	Describe three (3) attributes of the professional childcare practitioner.	
	2.4	Use an example to explain the potential significance of working outside the limits and boundaries of the professional childcare practitioner's role for: <ul style="list-style-type: none"> • the professional childcare practitioner • the child. 	

		Assessment of learning	Evidence record
P4	2.3	Outline three (3) characteristics of professional and personal relationships.	
	2.5	Contrast personal and professional relationships for the practice.	
P5	3.5	Identify key principles of child-centred practice.	
P6	3.2	Summarise one (1) theory for teamwork.	
P7	3.1	Explain three (3) factors that contribute to effective teamwork for improved outcomes for children.	
	3.6		
P8	3.3 3.4	Use an example to explain :	
		<ul style="list-style-type: none"> • why a professional partnership may be required • how a professional partnership is established and maintained with the child, parent/carers and other professionals. 	
P9	2.2	Discuss the impact of the professional childcare practitioner's belief systems on professional practice.	

		Assessment of learning	Evidence record
P10	4.1	Explain one (1) theory in relation to continuing professional development.	
	4.2	Describe three (3) benefits of continuing professional development for improved practice.	
P11	4.3	Create a Professional Development Plan to identify goal setting, targets and career aspiration.	
	4.4		
P12		Two (2) relevant quotations from different sources must be included.	
M1	1.1	Compare and contrast the childcare services available for children and families across statutory, private and voluntary provision.	
	1.2		
M2	3.5	Summarise the implications of effective teamwork for: <ul style="list-style-type: none"> • child-centred practice • partnership working. 	
	3.6		
D1	1.4	Evaluate one governmental influence on childcare practice.	

		Assessment of learning	Evidence record
D2	2.5	<p>Discuss the impact of positive relationships for role-modelling on:</p> <ul style="list-style-type: none"> • children • parents and carers • team • other professionals. 	
Current legislation as relevant to Home Nation.			

Unit 02: Human development from conception to 19 years



Unit reference	R/616/8996	Unit level	3
Unit hours	Guided learning	90	Non-guided learning 9
Unit aim	The aim of this unit is to explore development from conception to the age of 19 years. Significant milestones, events and transitions will be considered with relevant theoretical reference to increase knowledge and application of conceptual learning.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand human development from conception to 19 years.	1.1. Stages of development from conception to birth, to include key terms, including: <ul style="list-style-type: none"> • ovulation • fertilisation • foetus • embryo • neonate.
	1.2. Sequences of development, to include significant milestones from birth to 19 years of age, including: <ul style="list-style-type: none"> • physical • social • emotional • cognitive • language.
	1.3. Holistic development, to include: <ul style="list-style-type: none"> • connections, cohesion and relationships affecting each area of development.

Learning outcomes The learner will:	Content: Scope of learning:
2. Understand factors affecting human development.	2.1. Factors affecting human growth and development, to include: <ul style="list-style-type: none"> • biological and environmental • genetics/natural imposition • lifestyle/external imposition.
	2.2. The potential effects of biological and environmental factors on human growth and development in the short and long term.
3. Understand theoretical perspectives on human development.	3.1. Nature versus nurture perspectives, to include: <ul style="list-style-type: none"> • an awareness of meaning when applied to biological and environmental factors.
	3.2. Relevant theoretical research and exploration impacting our knowledge of development, to include: <ul style="list-style-type: none"> • Bowlby • Piaget • Vygotsky • Bruner • Maslow • Bandura • Skinner • Bronfenbrenner.
4. Understand the impact of brain development in the early years.	4.1. Developments in neuroscience, to include: <ul style="list-style-type: none"> • growth and function of the developing brain from conception to the age of 3 years.
	4.2. Factors affecting brain development, to include: <ul style="list-style-type: none"> • physiological and psychological impositions.
5. Understand the significance of attachment.	5.1. The development of attachment, to include: <ul style="list-style-type: none"> • primary attachments with parents/carers.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>5.2. Factors affecting attachment, to include:</p> <ul style="list-style-type: none"> • pre and postnatal experience • health and lifestyle. <p>5.3. Indicators of attachment, to include poor or weak attachment as well as positive signs of attachment, including:</p> <ul style="list-style-type: none"> • behavioural responses • personal • social and emotional disposition.
<p>6. Understand resilience.</p>	<p>6.1. The development of resilience, to include introduction to the meaning of resilience as well as the impact of resilience on:</p> <ul style="list-style-type: none"> • relationships • communication • confidence • esteem • worth • engagement • motivation • ambition. <p>6.2. Factors affecting resilience, to include:</p> <ul style="list-style-type: none"> • experience • opportunity • choice.

Unit 02: Assessment grading criteria

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

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1 1.2	<p>Identify significant milestones of human development from:</p> <ul style="list-style-type: none"> • conception to birth • birth to 19 years of age. 	
P2	1.3	Use an example to describe holistic development in a child aged two (2) years of age.	
P3	3.1	Explain the nature versus nurture debate in the context of human development.	
P4	2.1 2.2	Describe one (1) biological factor and one (1) environmental factor that may affect human development.	
P5	3.2	Contrast two (2) theories in relation to human development.	

		Assessment of learning	Evidence record
P6	4.1	Summarise brain development from conception to three (3) years of age.	
	4.2	Identify one (1) factor that may affect brain development in children.	
P7	5.1	Explain early attachment between baby and primary carer.	
	5.2	Use an example to describe indicators of a positive attachment.	
	5.3	Use an example to describe indicators of a weak attachment.	
P8	6.1	Discuss 'resilience' in relation to human development.	
	6.2	List two (2) factors that may affect resilience.	
P9		Two (2) relevant quotations from different sources must be included.	
M1	1.1	Explain the potential effect of one (1) biological factor and one (1) environmental factor on holistic development.	
	1.2		
	1.3		
	2.1		
	2.2		
M2	6.1	Use an example to describe the effect that one (1) factor may have on a child's emotional development and mental health.	
	6.2		

		Assessment of learning	Evidence record
D1	1.2 4.1 4.2 5.1 5.2 5.3	Summarise the significance of early attachment on cognitive development.	
Current legislation as relevant to Home Nation.			

Unit 03: Key legislation, policy and procedures



Unit reference	Y/616/8997		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	8
Unit aim	The aim of this unit is to explore key legislation through investigation of policy and procedures applied in the workplace.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand legislation relevant to early years, childcare and education.	1.1. Functions of legislation, to include: <ul style="list-style-type: none"> • purpose • protection • compliance • safety • human rights • governance.
	1.2. Relationships between legislation, policy and procedures, to include: <ul style="list-style-type: none"> • an application of knowledge in relation to legal statutory requirements and guidance.

Learning outcomes The learner will:	Content: Scope of learning:
2. Understand key legislation in early years, childcare and education settings.	2.1. Key legislation and statutory guidance, to include an awareness of key messages within: <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) • Guide to the UK General Data Protection Regulation (UK GDPR) • The Equality Act 2010 • Keeping Children Safe in Education 2021 • Children and Families Act 2014 • SEND Code of Practice: 0-25 years • Working Together to Safeguard Children 2018 • Children Act 1989, 2004 • Childcare Act 2006 • Domestic Abuse Act 2021 • The Children and Social Work Act 2017
3. Understand health and safety in practice.	3.1. Keeping children and young people safe through health and safety policies and procedures, to include an awareness of: <ul style="list-style-type: none"> • online safety • managing risk • hygiene best practice • fire and evacuation • safe handling of medication • missing person • explosion • threat of terrorism • lock down.

Learning outcomes The learner will:	Content: Scope of learning:
	3.2. Best practice for minimising cross infection, to include: <ul style="list-style-type: none"> • handwashing • personal protective equipment • disposal of waste • handling of bodily fluids • food safety handling and preparation • risk assessment and further training opportunities.
4. Understand equality and inclusion in practice.	4.1. The role of the professional childcare practitioner and equality of opportunity, to include: <ul style="list-style-type: none"> • diversity • fairness • inclusive practice (Special Educational Needs and Disability) • respect • ethics and values for person-centred practice. 4.2. Discrimination, bullying and harassment, to include: <ul style="list-style-type: none"> • direct and indirect • gender • class • race and religion • age • sexuality • stereotyping • effects in the short and long term.

Learning outcomes The learner will:	Content: Scope of learning:
	4.3. Benefits of an inclusive environment, to include its effect on: <ul style="list-style-type: none"> • holistic development and well-being • opportunity • choice • social inclusion • sense of belonging • engagement • motivation • ambition.
5. Understand safeguarding in the context of child protection.	5.1. The role of the professional childcare practitioner in relation to child protection, to include: <ul style="list-style-type: none"> • signs, symptoms and behaviours as indicators of concern.
	5.2. Types of abuse, to include: <ul style="list-style-type: none"> • physical • emotional • sexual • neglect.
	5.3. Measures to protect from abuse online, to include: <ul style="list-style-type: none"> • policy and procedures • technological measures such as blocks. Learners also to have an awareness of how to protect self and others in relation to: <ul style="list-style-type: none"> • grooming • social media. Learners to develop strategies for ways to: <ul style="list-style-type: none"> • empower children • protect self.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>5.4. Effects of abuse in the short and long term, to include:</p> <ul style="list-style-type: none">• effects to holistic development and well-being• cycle of abuse• self-depreciation. <p>5.5. Strategies to empower, to include:</p> <ul style="list-style-type: none">• strengthening resilience• building relationships• participation• strengthening communication• building social connections.

Unit 03: Assessment grading criteria

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

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1	Identify three (3) pieces of legislation relevant to childcare practice.	
	1.2		
	2.1	Summarise the implications of health and safety legislation on childcare practice.	
	3.1		
	3.2		
P2	4.1	List two (2) types of discrimination.	
	4.2	Explain three (3) potential effects of discrimination on children.	
	4.3	Describe three (3) benefits of an inclusive environment for children.	
P3	5.2	Identify four (4) types of abuse.	
	5.1	Use an example to describe indicators of concern in children.	
	5.3	Explain how online safety is established and maintained when working with children.	

		Assessment of learning	Evidence record
P4	5.4	Describe the effects of abuse on a child's holistic development at the age of six (6) years.	
P5	5.5	Identify two (2) strategies that may be used to empower children.	
P6		Two (2) relevant quotations from different sources must be included.	
M1	1.1 1.2	Evaluate how policy and procedures keep children safe in an early years setting.	
M2	1.1 1.2 2.1 4.3	Discuss how legislation promotes inclusive environments for children.	
D1	1.1 5.2	Use a Child Safeguarding Practice Review to reflect on legislation and the implications for practice.	
Current legislation as relevant to Home Nation.			

Unit 04: Statutory educational frameworks



Unit reference	D/616/8998		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	8
Unit aim	The aim of this unit is to raise an understanding of educational frameworks and how they are applied to optimise opportunity for children and young people.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand statutory education requirements for children and young people.	1.1. Key requirements, including: <ul style="list-style-type: none"> • what is a framework/curriculum • types of framework/curriculum followed • exceptions to statutory curriculum delivery.
	1.2. Organisational structure within settings following a statutory framework or curriculum, to include: <ul style="list-style-type: none"> • hierarchical systems • support/governance.
	1.3. Aim and purpose of settings following a statutory framework or curriculum, to include: <ul style="list-style-type: none"> • ethos/mission statement • meeting the needs of children, young people and their families.

Learning outcomes The learner will:	Content: Scope of learning:
	1.4. Relevant legislation and statutory guidance, to include: <ul style="list-style-type: none"> • Childcare Act 2006 • Safeguarding Vulnerable Groups Act (Disclosure and Barring Service) 2006 • Counter-Terrorism and Security Act 2015: Prevent Duty Guidance • Keeping Children Safe in Education 2021 • Education Act 2002 • Academies Act 2010 • The School Information (England) (Amendment) Regulations 2012 • Working Together to Safeguard Children 2018.
2. Understand the existing early years framework in England.	2.1. The Early Years Foundation Stage, to include: <ul style="list-style-type: none"> • prime and specific areas of learning and development. 2.2. Diverse educational programmes within the Early Years Foundation Stage, to include: <ul style="list-style-type: none"> • appropriate activities and experiences. 2.3. Early Learning Goals as tools for monitoring, recording and reporting, to include: <ul style="list-style-type: none"> • tracking progress • observation • planning cycles. 2.4. Overarching principles of the Early Years Foundation Stage, to include: <ul style="list-style-type: none"> • unique child (inclusive child-centred practice) • positive relationships • enabling environments.

Learning outcomes The learner will:	Content: Scope of learning:
	2.5. Application of The Assessment Cycle, to include: <ul style="list-style-type: none"> • transition and partnership working for best practice with young children in the Early Years Foundation Stage.
3. Understand the requirements of the National Curriculum in England.	3.1. Statutory guidance for the National Curriculum (England) to include a balanced and broadly based curriculum and subject areas at each stage: <ul style="list-style-type: none"> • Key Stage 1 • Key Stage 2 • Key Stage 3 • Key Stage 4. 3.2. School preparation for the opportunities, responsibilities and expectations for later life, to include: <ul style="list-style-type: none"> • moral • spiritual • personal • social • emotional provision. 3.3. The Assessment Cycle, to include: <ul style="list-style-type: none"> • phonic screening and Statutory Attainment Testing (SATs).
4. Understand post-compulsory education.	4.1. Range of educational provision at Key Stage 5, post-compulsory, to include: <ul style="list-style-type: none"> • apprenticeships, further and higher education study.
5. Understand the role of the regulatory body.	5.1. Ofsted inspection outcomes and impact for early years and school provision.

Unit 04: Assessment grading criteria

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

Learner name:		PIN:		Centre no:		ULN:	
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		Assessment of learning	Evidence record
P1	1.1 1.2 1.3 1.4	<p>Name the relevant statutory educational framework and curriculum followed by early years and school settings in England.</p> <p>Identify two (2) pieces of legislation which must be followed in early years and school settings in England.</p> <p>Identify any exemptions to statutory educational requirements.</p> <p>Use one (1) educational setting to outline:</p> <ul style="list-style-type: none"> • the organisational structure • the overall aims, ethos and purpose. 	

		Assessment of learning	Evidence record
P2	2.4	Outline the overarching principles of the educational framework applied in early years settings.	
	2.5	Explain the role of assessment in early years settings for: <ul style="list-style-type: none"> • planning • parental/carer involvement • transition. 	
P3	3.1	Summarise statutory requirements for study programmes at: <ul style="list-style-type: none"> • Key Stage 1 • Key Stage 2 • Key Stage 3 • Key Stage 4. 	
	3.3	Outline assessment opportunities within each key stage.	
P4	2.1 2.2 2.3	Plan two (2) educational activities for children aged 3 years in an early years setting to show links across: <ul style="list-style-type: none"> • prime and specific areas of learning • Early Learning Goals. 	

		Assessment of learning	Evidence record
P5	3.2	Use an example to describe how schools support learners towards their next steps in life during: <ul style="list-style-type: none"> • Key Stage 5 • post-compulsory education. 	
	4.1		
P6	5.1	Explain the role of Ofsted in statutory education.	
P7		Two (2) relevant quotations from different sources must be included.	
M1	2.4	Discuss the overarching principles applied within the statutory framework in an early years setting for children’s personal, social and emotional development from birth to five years.	
	2.5		
M2	3.1	Discuss the implications of assessment for progress at Key Stage 4.	
	3.3		
D1	2.1	Analyse the educational framework used in the early years for transition to school.	
	2.2		
	2.3		
	2.4		
	2.5		
Current legislation as relevant to Home Nation.			

Unit 05: Play and learning



Unit reference	H/616/8999		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	8
Unit aim	The aim of this unit is to explore approaches to play and the impact of play for learning, well-being and holistic development for children and young people.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content: Scope of learning:
1. Understand play.	1.1. Play and what it means to individuals, to include own perspective and that of: <ul style="list-style-type: none"> • a child • a young person • an adult • a professional childcare practitioner.
	1.2. Types of play, to include: <ul style="list-style-type: none"> • malleable • heuristic • manipulative • physical • creative and imaginative.
	1.3. Feelings associated with play, to include: <ul style="list-style-type: none"> • self-expression • sense of freedom and well-being • therapeutic and a sense of normality/routine.
	1.4. Play during transition from childhood through to adulthood.

Learning outcomes The learner will:	Content: Scope of learning:
	1.5. The role of the play worker, to include: <ul style="list-style-type: none"> • duties, roles and responsibilities.
2. Understand how babies and young children develop skills and mastery through play.	2.1. Sensory play, to include: <ul style="list-style-type: none"> • sensory stimulation • active participation • experiential • discovery • trial and error • practice and repetition. 2.2. Planned and unplanned play experiences, to include: <ul style="list-style-type: none"> • planned and spontaneous play, and stage-appropriate play for holistic development and well-being. 2.3. Play for the consolidation of learning within educational programmes, to include: <ul style="list-style-type: none"> • play within the Early Years Foundation Stage Framework.
3. Understand the value of play.	3.1. Connections made through play, to include: <ul style="list-style-type: none"> • benefits of play in the moment and over time (immediate feel good factor/immediate impact as well as short and long term skills gain) • skills gain including communication, socialisation, negotiation, health and well-being, co-operation, resilience, risk, relationships, motivation, adaptation, engagement and ambition.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>3.2. Opportunities to play, to include:</p> <ul style="list-style-type: none"> • enabling environments indoors and outdoors • role of the professional childcare practitioner/play worker, including: <ul style="list-style-type: none"> - the provision of resources - supervision - physiological - personal - social and emotional benefits - observation and collaboration opportunities. <p>3.3. Opportunities to play, comprising diverse environments to include:</p> <ul style="list-style-type: none"> • outdoor adventure playgrounds • beach • park • home • educational settings. <p>3.4. Restricted opportunities for play, to include:</p> <ul style="list-style-type: none"> • deprivation • social isolation • during times of conflict/war.
<p>4. Understand theoretical approaches to play.</p>	<p>4.1. Theoretical approaches to play, to include:</p> <ul style="list-style-type: none"> • Child’s Rights to Play (UN Convention) • Playwork Principles • The Forest School • Steiner Waldorf • Montessori • Reggio Emilia.

Learning outcomes The learner will:	Content: Scope of learning:
	<p>4.2. Theoretical contributions, to include:</p> <ul style="list-style-type: none">• Hutt (epistemic and ludic play)• Hughes (typology and characteristics of play)• Bruce (features of play)• Moyles (spiral of learning)• Lester and Russell (resilience, play and being well in the moment and over time)• Nutbrown (creative, positive thinking and problem solving).

Unit 05: Assessment grading criteria

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

Learner name:		PIN:		Centre no:		ULN:	
		Assessment of learning		Evidence record			
P1	1.1	Explore what 'play' means from different perspectives, to include: <ul style="list-style-type: none"> • own • child's • young person's • professional childcare practitioner's. 					
P2	1.5	Summarise key responsibilities of the play worker.					

		Assessment of learning	Evidence record
P3	4.1	<p>Discuss a child's right to play.</p> <p>Outline two (2) of the following approaches to play:</p> <ul style="list-style-type: none"> • The Forest School • Steiner Waldorf • Montessori • Reggio Emilia. 	
	4.2	<p>Outline four (4) of the following theoretical contributions to play:</p> <ul style="list-style-type: none"> • Hutt (epistemic and ludic play) • Hughes (typology and characteristics of play) • Bruce (features of play) • Moyles (spiral of learning) • Lester and Russell (resilience, play and being well in the moment and over time) • Nutbrown (creative, positive thinking and problem solving). 	

		Assessment of learning	Evidence record
P4	1.2 1.3 2.1 3.1	<p>Identify three (3) types of play.</p> <p>Describe three (3) benefits of play for a child’s sense of well-being.</p> <p>Describe the contribution of sensory, discovery play during a child’s first year to their cognition.</p> <p>Discuss the role of play for children’s social development.</p>	
P5	3.2 3.3	<p>Identify four (4) characteristics of an enabling play environment.</p> <p>Use an example to describe a play opportunity outdoors.</p> <p>Use an example to describe a play opportunity indoors.</p>	
P6	1.4	<p>Explain how play changes during the transition from childhood to adulthood.</p>	
P7	2.2 2.3	<p>Use an example to describe the role of planned and spontaneous play experiences within the Early Years Foundation Stage.</p>	

		Assessment of learning	Evidence record
P8	3.4	<p>Use one (1) of the following situations to summarise potential effects of play deprivation on a child’s emotional development:</p> <ul style="list-style-type: none"> • social isolation • during times of conflict/war. 	
P9		Two (2) relevant quotations from different sources must be included.	
M1	1.5 3.2 4.1 4.2	<p>Explore the influence of the following on enabling play experiences:</p> <ul style="list-style-type: none"> • one (1) approach to play • one (1) theoretical contribution to play. 	
M2	1.3 1.4 2.2 2.3 3.1	<p>Analyse the role of play for a child’s holistic development and well-being:</p> <ul style="list-style-type: none"> • in the immediate/short term • in the long term. 	
D1	1.5 3.4	Evaluate the role of play work in situations of deprivation.	
Current legislation as relevant to Home Nation.			

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in 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 Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

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 a Tutor/Teacher/Assessor: <ul style="list-style-type: none"> by a Tutor/Teacher/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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (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 strategies and principles relevant to these qualifications

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

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

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

Staffing requirements

Centres delivering any of NCFE qualifications must:

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

Assessors and Internal Quality Assurance

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

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.

Assessment strategy

Knowledge learning outcomes

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

Competence/Skills learning outcomes

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

Approach to assessment

The CACHE Applied General qualifications are both internally and externally assessed.

The internal assessment component represents 100% coverage of the qualification content, and 100% of the qualification's content may also be subject to external assessment.

We need to be able to compare performance on the same assessment components across different papers.

We achieve this using a uniform mark scale (UMS).

Please see the document on our website entitled 'UMS scores for CACHE Applied General qualifications' for a detailed summary of how UMS points are shared across the different qualification components, to help estimate or predict final grades for these qualifications.

Aggregation

Whilst NCFE 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 5: Documents and resources

Useful documents

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

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle

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

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

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

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

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.

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.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for these qualifications.

Section 6: Internal Assessment Unit Submission Forms

Internal Assessment Unit Submission Form

Level 3 Applied General Award for Early Years, Childcare and Education

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

Learner

Name:

PIN:

Site/Centre no.

Learner declaration

Unit –

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

Learner signature:

Date:

Comments: refer to assessment of learning

Signatures

Tutor:

Date:

Internal Quality Assurer signature:
(if chosen for sample)

Date:

Internal Assessment Unit Submission Form

Level 3 Applied General Certificate for Early Years, Childcare and Education

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

Learner

Name:

PIN:

Site/Centre no.

Learner declaration

Unit –

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

Learner signature:

Date:

Comments: refer to assessment of learning

Signatures

Tutor:

Date:

Internal Quality Assurer signature:
(if chosen for sample)

Date:

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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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NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education, 603/2988/9

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