

NCFE

CACHE

Sample Assessment Materials (SAMs)

**NCFE CACHE Level 3 Extended Diploma for
Working in the Early Years Sector (Early Years
Educator)**

QN: 610/6133/5

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Introduction

EYE L3 WF 14 Neuroscience for early years practice (M/651/7202)

This unit considers early brain development and how the human brain responds to adverse conditions. Learners will understand the role of the early years educator to provide a responsive, nurturing environment for children and their families and be able to share information about early brain development with parents and carers.

Task 1: early brain development

For this task you are required to create a detailed leaflet or booklet that you would be able to share with parents and carers to provide information about early brain development.

This should include information on how a brain develops during pregnancy to 7 years.

You must also include the purpose and function of the following in the context of early brain development:

- neurons
- synaptogenesis
- synaptic pruning

Learning outcome and assessment criteria

LO1 AC1.1 and AC1.2

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about early brain development	1.1 Brain development during pregnancy to 7 years	Outline the stages of brain development during pregnancy to 7 years.	Explain the stages of brain development during pregnancy to 7 years.	Analyse the stages of brain development during pregnancy to 7 years.
	1.2 The purpose and function of the following in the context of early brain development: • neurons • synaptogenesis • synaptic pruning	Outline the purpose and function of neurons, synaptogenesis and synaptic pruning in early brain development.	Explain the purpose and function of neurons, synaptogenesis and synaptic pruning in early brain development.	Analyse the purpose and function of neurons, synaptogenesis and synaptic pruning in early brain development.

Task 2: adverse conditions impacting the brain

For this task you will create a digital presentation that will include an overview that demonstrates your understanding of how the human brain responds to adverse conditions.

You must include:

- stress and trauma and an awareness of fight, flight, freeze and fawn and its impact on the brain
- different types of stress
- the impact of stress and trauma in the short and long term for an individual's holistic health and wellbeing.

You may find it useful to explore the impact of adverse childhood experiences in relation to stress responses and human behaviour.

Learning outcome and assessment criteria

LO2 AC2.1 and AC2.2

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand how the human brain responds to adverse conditions	2.1 The impact of stress and trauma on the function of the human brain	Outline the impact of stress and trauma on the function of the human brain.	Explain the impact of stress and trauma on the function of the human brain.	Analyse the impact of stress and trauma on the function of the human brain.
	2.2 The impact of stress and trauma in the short and long term for an individual's holistic health and wellbeing	Outline the impact of stress and trauma referring to the short and long term for an individual's holistic health and wellbeing.	Discuss the impact of stress and trauma in the short and long term for an individual's holistic health and wellbeing.	Evaluate the impact of stress and trauma in the short and long term for an individual's holistic health and wellbeing.

Task 3: the role of the early years educator

For this task you will produce a creative piece of work in a format of your choosing. This could include flow charts, diagrams, mind maps and / or pictures. This should demonstrate your understanding of the role of an early years educator, showing how you provide a responsive, nurturing environment for children and their families.

You must include:

- The role of co-regulation in an early years setting
- Strategies for self-regulation to support children's emotional wellbeing
- The impact of engaging professional relationships with parents and carers for babies' and children's emotional wellbeing. Linked to this, you should discuss the impact of when these relationships are not successful.

Additionally, you should consider how you would help build strong relationships and how you would tailor individualised support.

Learning outcome and assessment criteria

LO3 AC3.1, AC3.2 and AC3.3

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the role of the early years educator to provide a responsive, nurturing environment for babies and children and their families	3.1 The role of co-regulation in an early years setting	Define the role of co-regulation in the early years setting.	Explain the role and importance of co-regulation in the early years setting.	Analyse the role and importance of co-regulation in the early years setting.
	3.2 Strategies for self-regulation to support children's emotional wellbeing	Outline strategies for self-regulation to support children's emotional wellbeing.	Explain strategies for self-regulation to support children's emotional wellbeing.	Justify strategies for self-regulation to support children's emotional wellbeing.
	3.3 The impact of engaging professional relationships with parents and carers for babies' and children's emotional wellbeing	Describe the impact of engaging professional relationships with parents and carers for babies' and children's emotional wellbeing.	Discuss the impact of engaging professional relationships with parents and carers for babies' and children's emotional wellbeing.	Assess the impact of engaging professional relationships with parents and carers for babies' and children's emotional wellbeing.

Change history record

Version	Description of change	Approval	Date of issue
1.0	First publication		October 2025