

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 1 Award in an Introduction  
to Early Years Settings  
QN: 500/9747/7**

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## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v10.1	April 2019	Safeguarding guidance
v10.2	February 2020	<a href="#">Resources</a> section added
v11.0	September 2022	<p>This qualification has been through a review and the following changes have been made:</p> <p><a href="#">Qualification summary</a> updated as follows:</p> <ul style="list-style-type: none"> <li>• qualification aim has been updated</li> <li>• statement added that centres must adhere to equality and diversity policy when making registrations</li> <li>• statement added to confirm assessment must be completed in English</li> <li>• minimum registration age updated from 16 to 14</li> <li>• withdrawn qualifications removed and new qualifications added to progression</li> </ul> <p>The following learning outcomes (LOs) and assessment criteria (AC) have been amended (and the corresponding assessment tasks have been updated):</p> <ul style="list-style-type: none"> <li>• <a href="#">AiEYS 1</a>: AC1.1, AC1.2, LO2, AC2.2, AC3.1, Early Years Foundation Stage (EYFS) information updated</li> <li>• <a href="#">AiEYS 2</a>: AC1.1, AC1.3, LO2, AC2.1, EYFS information updated</li> <li>• <a href="#">AiEYS 3</a>: AC1.1, AC2.1, AC3.1, AC3.2</li> <li>• <a href="#">AiEYS 4</a>: LO1, AC1.1, AC2.1</li> </ul> <p>EYFS information added to <a href="#">safeguarding guidance</a>.</p> <p>Mandatory documents section has been removed.</p>

## **Section 1: General introduction**

### About this Qualification Specification

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

### 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.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - shows how difficult it is
- a **credit value** - one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3.

### Total Qualification Time/Guided Learning: Definitions

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

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

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

Guided Learning (GL)

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

### Recognition of Prior Learning (RPL)

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

### Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## 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:

- 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.

### Knowledge based learning outcomes:

- 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.

## **Making use of our websites**

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

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

### **Our website**

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 qualifications, including a qualification factsheet and other support materials.

### **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.

## **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 this qualification**

**Qualification summary**

<b>Title</b>	NCFE CACHE Level 1 Award in an Introduction to Early Years Settings		
<b>Qualification number</b>	500/9747/7		
<b>Aim</b>	This qualification will allow learners to gain a basic knowledge of childcare in early years environments. This includes the value of play, roles and responsibilities of carers and volunteers, and the importance of developing links in the local community. The qualification considers childcare and development from birth–5 years 11 months. It is aimed at learners, parents and volunteers wishing to participate in the provision made by early years environments, such as pre-schools.		
<b>Purpose</b> Ofqual code and description (where applicable)	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practise		
<b>Total Qualification Time (hours)</b>	60		
<b>Guided learning (hours)</b>	51		
<b>Credit value</b>	6	<b>Minimum credits at / above Level</b>	6
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Birth – 5 years 11 months		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working but it is recommended that they should be volunteering in an early years setting.		
<b>Rules of Combination</b>	To complete the Award, learners must achieve 6 credits. 5 credits must be achieved from the mandatory units and a further 1 credit must be achieved from the optional units.		

<b>Progression</b>	<p>Learners will be able to progress to a broad range of destinations including:</p> <ul style="list-style-type: none"> <li>• 14–19 national suites</li> <li>• full level 2 provision for adults</li> <li>• access to employment</li> <li>• early years practitioner or early years educator apprenticeship.</li> </ul> <p>Learners can also progress to the Level 2 Certificate Introducing Caring for Children and Young People, Level 2 Certificate for the Children and Young People’s Workforce (England), Level 2 Diploma for the Early Years Practitioner or Level 2 Diploma in Playwork.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods, which could include written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors’ convenience. They are not mandatory.</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>
<b>Additional assessment requirements</b>	<p>N/A</p>
<b>Grading system</b>	<p>Achieved or Not Yet Achieved.</p>
<b>How long will it take to complete?</b>	<p>The qualification can usually be completed in less than 6 months.</p>
<b>Entry requirements/ recommendations</b>	<p>Learners should be at least 14 years of age.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<b>About this qualification</b>	<p>This is a regulated qualification. The regulated number for this qualification is 500/9747/7.</p>

## **Introduction to this qualification**

This qualification will allow learners to gain a basic knowledge of the provision of childcare in an early years setting.

The units encompass an understanding of regulations and best practice in the management of early years settings and the value of play in the development of babies and young children.

They also cover:

- the roles and responsibilities of carers and volunteers in early years settings
- the importance of developing links in the local community that could enhance children's learning and development.



The qualification is suitable for parents and volunteers wishing to participate in the provision made by early years settings, such as day nurseries, nursery schools, nursery classes and pre-schools.

## **Section 3: Units**



This section includes assessment tasks for Tutors' convenience. They are not mandatory.

**Unit Achievement Log - Level 1 Award in an Introduction to Early Years Settings**

**Mandatory units**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
	J/601/3734	AiEYS 1	The value of play for babies and young children	Knowledge	1	3	27	19	
	K/601/3743	AiEYS 2	Management and organisation in an early years setting	Knowledge	1	2	17	26	

**Optional units**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
	H/601/3756	AiEYS 3	Introduction to community development in early years settings	Knowledge	1	1	7	31	
	H/601/3806	AiEYS 4	Roles and responsibilities in an early years setting	Knowledge	1	1	7	35	

## Rules of combination

To complete the Award, learners must achieve 6 credits. 5 credits must be achieved from the mandatory units and a further 1 credit must be achieved from the optional units.

## Progression

Learners will be able to progress to a broad range of destinations including:

- 14-19 national suites
- full level 2 provision for adults
- access to employment
- early years practitioner or early years educator apprenticeship.

Learners can also progress to the Level 2 Certificate for the Children and Young People's Workforce (England), Level 2 Diploma for the Early Years Practitioner, or Level 2 Playwork.



## 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 credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* Additional information, Unit assessment guidance and Assessment tasks may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

**Explanation of terms used at Level 1**

(not all verbs are used in this qualification)

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
List	Make a list of words, sentences or comments.
Locate	Find or identify.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

**AiEYS 1: The value of play for babies and young children**

<b>Unit reference</b>	J/601/3734	<b>Level</b>	1
<b>Credit value</b>	3	<b>GL</b>	27
<b>Unit aim</b>	This unit will enable learners to understand the value of play in the development of babies and young children in an early years setting.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of play to a child's development.	1.1. State ways play can support children's development.		
	1.2. Outline the value of play for children in the following development areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• intellectual</li> <li>• language.</li> </ul>		
	1.3. Give examples of how play can be used to meet children's individual needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know different play types suitable for babies and children from birth to 5 years 11 months.	2.1. Identify different types of play activities and the resources to support play for the following age ranges: <ul style="list-style-type: none"> <li>• babies birth to 11 months</li> <li>• babies 1 year to 1 year 11 months</li> <li>• children aged 2 years to 2 years 11 months</li> <li>• children aged 3 years to 3 years 11 months</li> <li>• children 4 years to 5 years 11 months.</li> </ul>		
	2.2. Describe why it is important that all play types are available at each play session.		
3. Know the role of the adult in providing play.	3.1. Give examples of the role of the adult in supporting children's play.		
	3.2. Outline the importance of age/stage appropriate adult and child interaction.		
	3.3. Identify ways early years staff and parent/carers need to work together to support children's learning and development.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: AiEYS 1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>Whilst no longer legislation, the Every Child Matters 2004 outcomes i.e., for every child, whatever their background or their circumstances, to have the support they need, remain strong principles that apply to and underpin work with babies and children. The outcomes include:</p> <ul style="list-style-type: none"> <li>• be healthy</li> <li>• stay safe</li> <li>• enjoy and achieve</li> <li>• make a positive contribution</li> <li>• achieve economic well-being.</li> </ul> <p>Early Years Foundation Stage (EYFS) overarching principles.</p> <p>Four guiding principles should shape practice in early years settings. These are:</p> <ul style="list-style-type: none"> <li>• every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</li> <li>• children learn to be strong and independent through positive relationships</li> <li>• children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers</li> <li>• importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).</li> </ul>

<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	Learners should refer to the Early Years Foundation Stage (EYFS) Statutory Framework.  Age range for babies and young children is birth to 5 years 11 months.

**Assessment task – AiEYS 1 The value of play for babies and young children****Introduction**

You are interested in finding out as much as possible about what is on offer to babies and children in early years settings and have the opportunity to explore the value of play in their development. Produce information on the following:

**Task 1**

In chart form show the ways that play can support development and outline its value.

Development areas	Ways play can support the area of development	The value of play in the development area
Physical		
Social		
Emotional		
Intellectual		
Language		

**Task 2**

In chart form, identify different types of play activities and the resources to support play for the following age ranges:

Age range	Activities	Resources
Babies birth to 11 months		
Babies 1 year to 1 year 11 months		
Children aged 2 years to 2 years 11 months		
Children aged 3 years to 3 years 11 months		
Children 4 years to 5 years 11 months		

Look back at the previous charts and select one activity and describe how it could meet the developmental needs of a child within **one** of the identified age ranges.



**Task 3**

Think about the different play types that are available for children. Use images for at least 3 different play types and write a short paragraph describing, why it is important that all play types are made available for children to experience at each play session.

**Task 4**

Choose 2 activities (you may refer to the chart completed for task 2 or use new activities) and complete the details identified below for each activity. The information may be presented in a plan formation, chart or table. Make sure you include the following:

- title of activity
- resources needed
- health and safety considerations
- equality, diversity and inclusion considerations
- time/space and supervision considerations age/stage appropriateness
- ways the adult can interact to extend play.

**Task 5**

Identify ways early years staff and parent/carers need to work together to support children's learning and development. Create a poster/artwork to highlight the range of opportunities for parents and carers to become involved in their children's learning, displaying the importance of this.

**AiEYS 2: Management and organisation in an early years setting**

<b>Unit reference</b>	K/601/3743	<b>Level</b>	1
<b>Credit value</b>	2	<b>GL</b>	17
<b>Unit aim</b>	This unit will support learners to understand regulations and best practice in the management and organisation of an early years setting.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know what is involved in the management of an early years setting.	1.1. Define the main responsibilities of each role in the management structure of an early years setting.		
	1.2. List reasons why it is important to protect the confidentiality of children and families of a setting.		
	1.3. Explain the role and responsibilities of the regulatory/inspection body.		
	1.4. State what is meant by a safe, secure and stimulating environment.		
2. Know about regulations and legislation within the early years setting.	2.1. Describe why it is a requirement to have policies, procedures and to keep records within an early years setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Identify legislation that supports children's health and safety.		
	2.3. Outline what is meant by the term 'safeguarding children'.		
3. Understand how early years settings help children to feel secure.	3.1. Identify procedures in the early years setting that support children to settle and enjoy play and learning.		
	3.2. Define the term 'key person'.		
	3.3. State how a 'key person' promotes a child's feeling of security and helps to build confidence.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: AiEYS 2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>Safeguarding and welfare requirements to be included in line with the Early Years Foundation Stage (EYFS) Statutory Framework including:</p> <ul style="list-style-type: none"> <li>• safeguarding and promoting children's welfare</li> <li>• suitable people</li> <li>• suitable premises, environment and equipment</li> <li>• organisation</li> <li>• documentation.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Students should be able to access relevant information including:</p> <ul style="list-style-type: none"> <li>• Early Years Foundation Stage (EYFS) Statutory Framework</li> <li>• the role of local authorities</li> <li>• Ofsted</li> <li>• GDPR.</li> </ul> <p>1.1. Assessment requires a minimum of 4 <b>main responsibilities.</b></p>

## Assessment task – AiEYS 2 Management and organisation in an early years setting

### Introduction

Regulations and best practice in the management and organisation of an early years setting form the basis of good quality care for early years children. To develop an understanding of this, produce information to achieve the following tasks.

#### Task 1

Identify, in bullet form, a minimum of 4 main responsibilities of management within an early years setting.

#### Task 2

In chart form, list a minimum of 3 reasons why it is important to protect the confidentiality of children and families within a setting.

Reasons why it is important to protect the confidentiality of children and families	
Reason 1	
Reason 2	
Reason 3	

#### Task 3

Take part in a tutor led peer group discussion to consider the role and responsibilities of the regulatory/inspection body. Make notes during the discussion.

#### Task 4

In chart form, state what is meant by a safe, secure and stimulating environment. Then find pictures to demonstrate each type of environment.

Type of environment	Meaning of the type of environment
Safe environment	
Secure environment	
Stimulating Environment	

**Task 5**

Look at examples of policies and procedures that are used in early years settings. Read through each one and identify key words. Use the key words to:

- describe the role of written policies and procedures in the management of the early years setting
- describe the requirement of having policies and procedures
- identify legislation that supports children's health and safety
- outline what is meant by the term 'safeguarding children'.

Then identify key words for the welfare and safeguarding requirements in the Early Years Foundation Stage (EYFS) to support the above.

**Task 6**

In chart form, identify procedures in an early years setting that support children to settle and enjoy play and learning.

To support children to:	Procedures
Settle	
Enjoy play	
Enjoy learning	

**Task 7**

Define the term 'key person' and state how a 'key person' promotes a child's feeling of security and helps to build confidence.

**AiEYS 3: Introduction to community development in early years settings**

<b>Unit reference</b>	H/601/3756	<b>Level</b>	1
<b>Credit value</b>	1	<b>GL</b>	7
<b>Unit aim</b>	The aim of this unit is to introduce the learner to the value and benefits for the early years setting in developing links within the local community. To ensure that the learner knows the legal implications and responsibilities of the setting in recruiting, inducting and supporting volunteers.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to develop links with the local community that could enhance children's learning and development.	1.1. Identify potential links which could be made within the community.		
	1.2. Outline how these links could enhance children's learning and development.		
2. Know the role of volunteers from the community.	2.1. Identify the different roles that a volunteer can do within an early years setting.		
	2.2. Explain the benefits of involving volunteers from the community: <ul style="list-style-type: none"> <li>• to the children</li> <li>• to the volunteers</li> <li>• to the setting.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the procedure for involving volunteers in the early years setting.	3.1. Identify key stages in the process of recruiting and inducting volunteers within an early years setting.		
	3.2. List the legal implications of using volunteers in the early years setting.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: AiEYS 3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

Ways in which parents, carers and volunteers can provide feedback to the setting and contribute to the development of community based services. For example, how parents and volunteers can become committee members or take part in parent forums.



## Assessment task – AiEYS 3 Introduction to community development in early years settings

### Introduction

Volunteers are a valuable resource to early years settings. They bring with them a wealth of experience and information that stimulates the children and supports their learning and development. When involving volunteers in activities with children, there are significant legal implications and responsibilities that need to be considered.

### Task 1

In chart form identify potential links which could be made within the community and outline how these links could enhance children's learning and development.

Potential link within the community	How would each link enhance children's learning and development
Add as many lines as required to this chart	

### Task 2

Work with your peers to identify the different roles a volunteer can do in an early years setting. Make notes of any key points from the discussion and state the value of volunteers to the early years setting using the table below:

Groups	Benefits of being involved
To the children	
To the volunteer(s)	
To the setting	

### **Task 3**

Identify key stages when recruiting and inducting volunteers within an early years setting – this could be presented as a diagram, such as a flowchart.

Then list the legal implications of using volunteers in early years settings. Consider using tribunal cases to demonstrate the requirement of good practice by the early years settings.

**AiEYS 4: Roles and responsibilities in an early years setting**

<b>Unit reference</b>	H/601/3806	<b>Level</b>	1
<b>Credit value</b>	1	<b>GL</b>	7
<b>Unit aim</b>	The aim of this unit is to enable the learner to gain a basic understanding of the management responsibilities and team roles in an early years setting and to develop strategies to improve own practice.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the roles and responsibilities within an early years setting.	1.1. Outline the responsibilities of each role within the structure of an early years setting.		
2. Know the role of the team in an early years setting.	2.1. Identify and explain the roles of the different teams within an early years setting.		
	2.2. Outline the value of team working.		
3. Know how to improve own practice in the early years setting.	3.1. Identify how to use feedback from others to improve practice.		
	3.2. Outline ways to review own practice to make improvements.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: AiEYS 4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Assessment task – AiEYS 4 Roles and responsibilities in an early years setting

### Introduction

Effective early years workers carry out their daily tasks operating as a team, or as a childminder or nanny, working to meet their own and any further joint responsibilities of the setting as appropriate.

Understanding the structure of the organisation and the roles within the team, helps individuals to gain confidence in their own role and begin to review their own practice and work towards improvements. To develop an understanding of this, produce the following information:

### Task 1

In chart form, outline the responsibilities of each role in an early years setting.

Role in the early years setting	Responsibilities of the role
Add as many lines to this chart as you need	

### Task 2

Create an organisational chart for the early years setting that explains the roles of different teams within an early years setting.

### Task 3

Outline the value of team working.

### Task 4

Create a scenario-based activity where in pairs the learners could play the role of one of the team members within the early years setting. During the role play, one learner should provide feedback to the other. Then progress onto a discussion on how they could use this feedback to improve practice/what could they do next time. Next, consider and share ways to review own practice to make improvements, which can then be brought back to the wider group for further discussions.

## **Section 4: Assessment and quality assurance information**

### Recommended assessment methods

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

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 by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

**Assessment strategies and principles relevant to this qualification**

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

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in '*Delivering Our Qualifications – Guidance*'.

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



## Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

### Assessors and Internal Quality Assurance

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

## Assessment Strategy

### Knowledge learning outcomes

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

### Competence/Skills learning outcomes

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

## **Section 5: Documents**

## Useful documents

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

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

## Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed 2 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 <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

Overarching statutory framework – Early Years Foundation Stage (EYFS)  
Statutory framework for the EYFS. Setting the standards for learning, development and care for children from birth to 5 years. To access the documents please visit: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## Resources

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

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Quorum Park

Benton Lane

Newcastle upon Tyne

NE12 8BT

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