

**NCFE**

**CACHE**

# **Generation 2 Core Elements Guidance**

**NCFE CACHE T Level Technical Qualification in  
Education and Early Years  
QN: 610/5748/4**

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## Introduction

This guidance document contains supporting information that relates to the NCFE T Level Technical Qualification in Education and Early Years (610/5748/4) and will assist in planning, delivery and assessment. It must be used alongside the mandatory Qualification Specification linked on the NCFE website that contains specific information about the qualification.

Providers must ensure they are using the most up-to-date version of the Qualification Specification; the version number and date can be found within the Qualification Specification.

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The purpose of this document is to provide guidance for providers delivering the Generation 2 Education and Early Years Technical Qualification. Where applicable, we have mapped the new core elements to the Generation 1 core elements, to support planning and delivery for providers who have been delivering the Education and Early Years Technical Qualification before the introduction of the updated Qualification Specification.

The Generation 2 Qualification Specification should be used to obtain further information regarding the subject content and to inform delivery of this qualification from September 2025.

## Element mapping

### Generation 2 Element 1: Wider education sector

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
1.1	Types of early years and education provision available, and the settings within them	1.1	The student must understand the differences between a range of early years and education provision, from 0 to 19 years
1.2	Roles and responsibilities of general, specialist and supportive roles within the early years and education sector	1.2	The student must understand the different responsibilities of each of the identified roles, the entry requirements and possible career progression routes in the sector
		6.2	The student must understand the roles of other professionals in supporting children, parents/carers and families

## Generation 2 Element 2: Supporting education

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
2.1	The roles and functions of regulators within the education landscape	1.1 substem	The student must understand why education is regulated
2.2	How key factors influence priorities and debates in education	9.2	The student must understand the following current priorities and debates in education
2.3	The scope and purpose of the early years foundation stage (EYFS) and the national curriculum from key stage 1 to key stage 4	2.1	The student must understand the origin and purpose of the early years foundation stage (EYFS) and the national curriculum from key stage 1 to key stage 4
2.4	Skills and attributes that inform professional behaviour, and why they are important to effectively support children and young people's education	2.2	The student must understand how teachers/practitioners can effectively support children and young people in their education
2.5	Theoretical and pedagogical approaches and their application within education	2.3	The student must understand current theoretical and pedagogical approaches applied in education and the evidence that underpins them
2.6	Theoretical perspectives and their influence on education	2.3	The student must understand current theoretical and pedagogical approaches applied in education and the evidence that underpins them
2.7	The importance of using up-to-date and appropriate technology to support children and young people's education	2.6	The student must understand why up-to-date and appropriate technology is important to effectively support children's and young people's educational development
2.8	The role of metacognition in supporting children and young people's education	2.4	The student must understand the definition of metacognition: an understanding and awareness of one's own mental processes
2.9	The characteristics of the five stages of acquiring an additional language	12.1	The student must understand the characteristics of the 5 stages of acquiring an additional language
2.10	How a child's or young person's home language affects their education and development	12.3	The student must understand how a child's or young person's home language affects their education and development
2.11	The potential communication, social and emotional needs of children and young people being taught English as an additional language (EAL)	12.4	The student must understand the communication, social and emotional needs of children and young people being taught EAL
2.12	The types and application of strategies that practitioners may use to support children and young people with English as an additional language (EAL)	12.5	The student must understand how practitioners can use a range of strategies to support children and young people being taught EAL

**Generation 2 Element 3: Safeguarding, equality and diversity and wellbeing**

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
3.1	The purpose of current legislation and the influence of statutory guidance on policies and procedures in educational settings	3.1	The student must understand the requirements and purpose of the following legislation in relation to educational settings
		3.2	The student must understand how the following statutory guidance inform policies and procedures in educational settings
		10.1	The student must understand the basic principles of the following laws, regulations and codes of practice in relation to equality, diversity and human rights
		10.2	The student must understand the links between legal requirements and organisational policies and procedures relating to equality, diversity, discrimination, confidentiality and the rights of children and young people
3.2	The importance of following policies and procedures within an education and early years setting	AT K3.17	The student must understand why the following policies and procedures are important within a school
3.3	The steps required to manage and report risk to support safeguarding and wellbeing	N/A	N/A
3.4	When a child is at risk or in need, and how the key principles of safeguarding underpin practice within an education and early years setting	3.4	The student must understand the difference between a child or young person 'at risk' and a child or young person 'in need'
3.5	Types of abuse and the associated signs	EYE K4.2	The student must understand different types of abuse
		EYE K4.2 sub stem	The student must understand a range of associated signs of abuse
		AT K3.1 sub stem	The student must understand a range of associated signs of abuse
3.6	How people in a position of trust can manipulate and influence children and young people	3.6	The student must understand the legal definition of a position of trust, as defined by the Sexual Offences Act 2003, and how power and influence can be used and abused when working with children and young people

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
3.7	The potential outcomes and signs of grooming and exploitation	3.7	The student must understand grooming as defined as an individual developing a relationship, trust and an emotional connection with a child or young person so they can manipulate, exploit and abuse them
3.8	Indicators that an adult in the setting may have inappropriate relationships with children and young people	3.8	The student must understand a range of indicators that an adult in the setting may have inappropriate relationships with children and young people
3.9	How practitioners manage suspected abuse, or when a child is at risk or in need, in line with the educational setting's code of practice	3.8 sub stem	The student must understand how practitioners deal with suspected abuse in line with the educational setting's codes of conduct
3.10	How abuse, neglect, bullying, persecution and violence may impact on children and young people's development and behaviour	3.9	The student must understand how abuse, neglect, bullying, persecution and violence may impact on children's and young people's development and behaviour
3.11	The importance of promoting equality, diversity and inclusion	10.3	The student must understand why it is important to promote equality, diversity and inclusion
3.12	The importance of having appropriate expectations and not labelling children and young people	10.4	The student must understand the consequences of labelling children and young people
3.13	Potential barriers that may affect children and young people's education and the strategies used to encourage participation	10.5	The student must understand the impact of a range of barriers to children's and young people's participation

## Generation 2 Element 4: Special educational needs and disabilities

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
4.1	The purpose of policies and processes that are available to support with educational provision for children and young people with special educational needs and disabilities (SEND)	11.1	The student must understand the statutory duties and responsibilities of practitioners supporting children and young people with SEND
4.2	The role of a multi-agency team in providing integrated support for children and young people with special educational needs and disabilities (SEND)	11.2	The student must understand how the following professionals and organisations support children and young people with SEND
4.3	The principles of integration, equity and inclusion, and the differences between them	11.3	The student must understand the principles of integration, equity and inclusion, and the differences between them
4.4	The importance of using appropriate terminology when discussing the needs of children and young people with special educational needs and disabilities (SEND)	11.4	The student must understand appropriate terminology to use when discussing the needs of children and young people with SEND
4.5	The potential effects that a primary disability may have on children and young people's social, emotional and physical development	11.6	The student must understand how a primary disability might affect children's and young people's development
4.6	The cognitive skills necessary for effective educational development	11.7	The student must understand a range of cognitive skills necessary for effective educational development, and how single or multiple disabilities might affect these
4.7	The influence of disabilities and cognitive impairments on language, communication, function and emotional development	11.8	The student must understand how cognitive difficulties may have an impact on language, communication and educational development
4.8	The impact that chronic conditions may have on children and young people	11.9	The student must understand how a chronic condition may affect children's and young people's emotions, education, behaviour and quality of life
4.9	The difference between medical and social models of disability and how barriers are removed to empower and value children and young people	11.5	The student must understand the difference between the medical and social models of disability, with reference to examples of how the social model has changed access and participation for people with disabilities
		11.10	The student must understand how adults can remove barriers in order to empower and value children and young people, depending on their specific



Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
			learning difficulty, medical condition or disability
4.10	The types and application of augmentative and alternative communication (AAC) to supplement or replace speech	11.11	The student must understand when and how speech can be supplemented or replaced by augmentative and alternative communication (AAC)

## Generation 2 Element 5: Child development

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
5.1	How characteristics of cognitive, physical, social and emotional learning typically develop from birth to 19 years	7.1	The student must understand the expected patterns of children's and young people's development, in infancy, early childhood, middle childhood and adolescence
5.2	The key concepts of attachment theory and how these support the development of friendships and relationships	7.2	The student must understand the key concepts of attachment theory and how early attachments influence adult relationships
5.3	How friendships and relationships can positively impact factors of wellbeing	7.5	The student must understand how children and young people develop friendships from infancy through to adolescence, with reference to Robert Selman's 5-level framework for understanding developmental trends in children's friendships
5.4	The differences between receptive and expressive language, and the factors that might affect language acquisition	7.3	The student must understand the differences between receptive and expressive language
		12.2	The student must understand how a range of factors might affect language acquisition
5.5	How personal, environmental and educational factors can influence children and young people's behaviour	4.2	The student must understand how a range of individual, environmental and educational factors can positively or negatively influence children's and young people's behaviour
5.6	How self-concept is developed, and the factors that influence children and young people's behaviour, cognition and social development	4.4	The student must understand how the following three elements inform children's and young people's self-concept
5.7	The importance of children and young people adapting behaviour to meet social contexts	4.5	The student must understand why children and young people must know how to adapt their behaviour to different social contexts
5.8	The importance of setting and following policies and procedures for managing behaviour, and the strategies used to set and encourage behaviour expectations	4.6	The student must understand why it is important to set and follow behaviour management policy and processes
		4.9	The student must understand how and why practitioners use positive approaches to motivate children's and young people's behaviour, attainment and achievement
		4.10	The student must understand how and why practitioners use a range of strategies for setting clear expectations of behaviour

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
		4.13	The student must understand how and why practitioners use a range of strategies to motivate children and young people to test and stretch their skills and abilities
5.9	How practitioners can use information about a child or young person's home, family and care circumstances to manage behaviour	4.7	The student must understand how the following home, family circumstances and care history can affect children's and young people's behaviour
5.10	The importance of considering verbal and non-verbal communication factors when working with children and young people	4.8	The student must understand how children and young people may respond to both positive and negative verbal and non-verbal communication from adults
5.11	The approaches to developing children and young people's self-regulation and resilience, and how these can be applied within an educational setting	4.11	The student must understand how and why practitioners use a range of strategies to support children and young people to develop self-regulation and resilience
5.12	How practitioners assess risks to their own and others' safety when dealing with behaviour that challenges	4.14	The student must understand how practitioners assess risks to their own and others' safety when dealing with challenging behaviour

## Generation 2 Element 6: Working in partnership

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
6.1	The advantages of working with parents, carers and wider families to support children and young people	5.1	The student must understand the advantages of working with parents, carers and wider families to support children and young people
6.2	Different dynamics in which children are raised, and the importance of being mindful of these when working with children and young people	5.2	The student must understand the characteristics of the following family structures
6.3	Potential barriers to working with parents, carers and wider families and strategies to overcome these	5.3	The student must understand the possible barriers to effective partnerships with parents, carers and wider families
6.4	How agencies and services support children, parents, carers and wider families	5.4	The student must understand where to find a range of reliable resources to support parents, carers and wider families
		6.1	The student must understand how agencies and services support children, parents/carers and wider families
6.5	The importance of establishing and maintaining collaborative ways of working with families, agencies and professionals to support children and young people	6.3	The student must understand how to work collaboratively with other agencies and professionals
		6.4	The student must understand why practitioners establish and maintain professional boundaries and relationships with children and young people, families and other professionals

## Generation 2 Element 7: Professional practice

Generation 2		Generation 1	
New ref.	New stem	Original ref.	Original stem
7.1	The use of national assessment and benchmark outcomes to inform effective pedagogy	8.1	The student must understand the purpose of national assessments and benchmarks
7.2	The application of diagnostic, formative and summative assessment to inform professional practice	8.2	The student must understand the different purposes of formative and summative assessment
7.3	The application of observation and reporting on children and young people's participation, conceptual understanding and progress to support child development	8.3	The student must understand the purpose of accurately observing, recording and reporting on children's and young people's participation, conceptual understanding and progress
7.4	The role of the practitioner within assessment processes	8.4	The student must understand the different roles that practitioners play in assessment processes and requirements
7.5	Key concepts of models of reflection and how they can be applied in practice	9.1	The student must understand the key concepts of the following models of reflection
7.6	The importance of continuing professional development (CPD) and receiving developmental feedback to inform practice	9.3	The student must understand the importance of receiving ongoing developmental feedback,
7.7	How practitioners can meet their own developmental needs	9.4	The student must understand how practitioners can meet their own developmental needs