

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 4 Certificate in
Neuroscience in Early Years**

QN: 603/5217/6

This qualification is now withdrawn



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Summary of changes

This document summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (Version 1.0 January 2020). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments |
|---------|------------------|--|
| v1.0 | January 2020 | First publication |
| v1.1 | June 2022 | <p>Further information added to the, how the qualification is assessed 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 guidance 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 support handbook section about how to access support handbooks.</p> |

Section 1

About this qualification



Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- 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.

Support handbook

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.

| Qualification summary | |
|---|--|
| Qualification title | NCFE CACHE Level 4 Certificate in Neuroscience in Early Years |
| Qualification number (QN) | 603/5217/6 |
| Aim reference | 60352176 |
| Total Qualification Time (TQT) | 205 |
| Guided Learning Hours (GLH) | 170 |
| Minimum age | 18 |
| Age ranges covered by the qualification | This qualification prepares learners to work with children from birth to seven years. |
| Qualification purpose | This qualification is designed for practitioners who wish to improve their knowledge of early brain development. It will support learners within the early years sector to develop knowledge and skills to support advancement within the sector. Learners may also progress to further study. |
| Aims and objectives | <p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of neuroscience in early years • offer breadth and depth of study, incorporating a key core of knowledge • provide further knowledge for those working in the early years sector. <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • support further progression within the early years sector • develop new practical skills for working with children from birth to seven years • support the Practitioner role in the workplace. |
| Work/industry placement experience | This qualification requires learners to complete a work/industry placement. |
| Real work environment (RWE) requirement/recommendation | <p>Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.</p> <p>The RWE is applicable to Unit 04.</p> |
| Rules of combination | Learners are required to successfully achieve all 4 mandatory units. |
| Grading | Achieved/Not Yet Achieved |

| | |
|-------------------------------|---|
| Assessment method | Internally assessed and externally quality assured portfolio of evidence |
| Progression | Learners who achieve this qualification could progress to: <ul style="list-style-type: none">• Level 3 Diploma in Childcare and Education (Early Years Educator)• Level 3 Diploma for the Early Years Workforce (Early Years Educator)• Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)• Level 4 Certificate for the Early Years Advanced Practitioner. |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 603/5217/6. |
| Funding | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. |

Entry guidance

This qualification is designed for learners who wish to improve their knowledge of early brain development.

It may also be useful to learners studying qualifications in the following sector:

- early years education.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 18 or above to undertake this qualification.

There is no specific prior knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 3 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all 4 mandatory units.

Please refer to the list of units below or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

| | Unit number | Regulated unit number | Unit title | Level | GLH | Notes |
|---|-------------|-----------------------|---|-------|-----|--|
| ★ | Unit 01 | R/617/8539 | Understand neuroscience as part of effective early years practice | 4 | 40 | |
| ★ | Unit 02 | J/617/8540 | Understand adverse childhood experiences (ACEs) and their impact on children's stress response system | 4 | 30 | |
| ★ | Unit 03 | L/617/8541 | Contemporary thinking and research from the neurosciences about child development from birth to seven years | 4 | 40 | |
| | Unit 04 | R/617/8542 | Implementing neuroscience-informed change through practitioner-led enquiry | 4 | 60 | The learning outcomes for this unit require the learner to be on a work placement or in a RWE in an early years setting. |

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

The Level 4 Certificate in Neuroscience in Early Years is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment requirements.

Learners must be successful in **all** components to gain the Level 4 Certificate in Neuroscience in Early Years.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 4 learner for each learning outcome.

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.

Internal assessment

We have created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks. They should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification/these qualifications.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

WITHDRAWN

Unit 01 Understand neuroscience as part of effective early years practice (R/617/8539)



| | |
|------------------------------|---|
| Unit summary | The aim of this unit is to provide an in-depth understanding of neuroscience in early years. |
| Guided learning hours | 40 |
| Level | 4 |
| Mandatory/optional | Mandatory |
| NOS mapping | <ul style="list-style-type: none"> • SCDHSC0047 Support parents and carers to acquire skills to care for and protect babies, children and young people • SCDCCLD0314 Promote the care of babies and children • SCDCCLD0303 Promote the development of children and young people • SCDCCLD0312 Implement positive environments for babies and children |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record eg page number & method | Assessor Initial and date |
|---|--|---|-------------------------------------|
| 1. Understand the neuroscience of early brain development | 1.1 Define neuroscience | | |
| | 1.2 Explain how the baby's brain develops and grows during pregnancy | | |
| | 1.3 Explain the process of early brain development from birth to seven years | | |
| 2. Understand neurons and their main functions | 2.1 Describe the functions of a neuron | | |
| | 2.2 Identify the three main parts of a neuron | | |
| | 2.3 Analyse the process of myelination | | |
| | 2.4 Discuss the importance of myelination as part of healthy brain development from birth to seven years | | |
| 3. Understand synaptogenesis | 3.1 Define synaptogenesis | | |
| | 3.2 Explain the process of synaptogenesis | | |
| | 3.3 Identify the factors that influence this process | | |
| | 3.4 Describe pruning within sensitive periods of brain development | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record eg page number & method | Assessor Initial and date |
|---|---|---|-------------------------------------|
| 4. Understand how the social brain develops | 4.1 Explain how the mirror neuron system supports the development of the social brain | | |
| | 4.2 Explain the significance of the mirroring process in human relationships | | |
| | 4.3 Explain the significance of intersubjectivity in nurturing emotional and social wellbeing | | |

WITHDRAWN

Assessment guidance

Types of evidence

Evidence could include:

- written and pictorial accounts
- professional discussion
- work products such as leaflets and guides for practitioners, parents/carers.

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: Unit 01

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.

Unit 02 Understand adverse childhood experiences (ACEs) and their impact on children’s stress response system (J/617/8540)



| | |
|------------------------------|---|
| Unit summary | The aim of this unit is to understand the impact of adverse childhood experiences (ACEs) on the stress response system of children and the nurturing role of the adult in supporting self-regulation through co-regulation. |
| Guided learning hours | 30 |
| Level | 4 |
| Mandatory/optional | Mandatory |
| NOS mapping | <ul style="list-style-type: none"> • SCDHSC0047 Support parents and carers to acquire skills to care for and protect babies, children and young people • SCDCCLD0314 Promote the care of babies and children • SCDCCLD0303 Promote the development of children and young people • SCDCCLD0312 Implement positive environments for babies and children |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record eg page number & method | Assessor Initial and date |
|--|---|---|-------------------------------------|
| 1. Understand the limbic system | 1.1 Explain the function of the limbic system | | |
| 2. Understand self-regulation in children from birth to seven years | 2.1 Explain the five domains of self-regulation | | |
| | 2.2 Explain the five domains of stressors relating to a child’s ability to self-regulate | | |
| | 2.3 Describe the influence of the five stressors on children’s ability to self-regulate | | |
| 3. Understand factors impacting self-regulation for children from birth to seven years | 3.1 Analyse the role of self-regulation for children’s holistic health | | |
| | 3.2 Explain the impact of the following on self-regulation in children: <ul style="list-style-type: none"> • Special Educational Needs and Disabilities (SEND) • transitions • significant life events | | |
| | 4.1 Describe the term co-regulation | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record eg page number & method | Assessor Initial and date |
|---|---|---|-------------------------------------|
| 4. Understand co-regulation and its role in the development of self-regulation | 4.2 Discuss the role of co-regulation in supporting children to achieve self-regulation | | |
| 5. Understand the stress response system and the types of stresses which impact on children from birth to seven years | 5.1 Define the stress response system | | |
| | 5.2 Define the three types of stress | | |
| | 5.3 Evaluate the impact of each type of stress on the child from birth to seven years | | |
| 6. Understand adverse childhood experiences and how they influence long-term wellbeing and development | 6.1 Describe the ten adverse childhood experiences that a child from birth to seven years could experience | | |
| | 6.2 Discuss how adverse childhood experiences influence short and long-term wellbeing and development | | |
| 7. Understand behaviour and approaches to support children from birth to seven years | 7.1 Identify typical and atypical behavioural development of children from birth to seven years | | |
| | 7.2 Compare and contrast traditional behaviourist practices with alternative relational approaches in regard to nurturing positive behaviour | | |
| | 7.3 Analyse the impact of Emotion Coaching when working with children from birth to seven years | | |

Assessment guidance

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| Delivery and assessment |
| <p>7.2 Traditional behaviourist: current behaviour management policies and practices with regard to early years practice.</p> <p>7.3 Emotion Coaching: a communication strategy used to support young people to self-regulate and effectively manage stress responses.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • written and pictorial accounts • professional discussion • work products such as leaflets and guides for practitioners, parents/carers. |

| |
|--|
| <p>Learner declaration of authenticity:</p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p> |
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|---|
| <p>Assessor sign off of completed unit: Unit 02</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p> |
|---|

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

Unit 03 Contemporary thinking and research from the neurosciences about child development from birth to seven years (L/617/8541)



| | |
|------------------------------|---|
| Unit summary | The aim of this unit is to gain a deeper understanding of contemporary thinking and research from the neurosciences and acquire a critical insight into this thinking and research in understanding child development from birth to seven years. |
| Guided learning hours | 40 |
| Level | 4 |
| Mandatory/optional | Mandatory |
| NOS mapping | <ul style="list-style-type: none"> • SCDHSC0047 Support parents and carers to acquire skills to care for and protect babies, children and young people • SCDCCLD0314 Promote the care of babies and children • SCDCCLD0303 Promote the development of children and young people • SCDCCLD0312 Implement positive environments for babies and children |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record eg page number & method | Assessor Initial and date |
|--|--|---|-------------------------------------|
| 1. Understand neuroscientific concepts | 1.1 Describe current thinking in neuroscience that relates to early years | | |
| | 1.2 Outline the following terms: <ul style="list-style-type: none"> • Polyvagal theory • HPA axis • epigenetics | | |
| 2. Understand neuromyths | 2.1 Identify neuromyths | | |
| | 2.2 Analyse examples of neuromyths | | |
| | 2.3 Consider the impact of neuromyths on current early years practice | | |
| 3. Understand critiques of neuroscience in early years | 3.1 Evaluate critiques of neuroscience in current early years practice | | |

Assessment guidance**Delivery and assessment**

2.1 Neuromyths: common misconceptions about brain research, with information being confounded, over-simplified, misrepresented and over-generalised and presented as the truth.

Types of evidence

Evidence could include:

- written and pictorial accounts
- professional discussion
- work products such as leaflets and guides for practitioners, parents/carers.

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: Unit 03

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.

Unit 04 Implementing neuroscience-informed change through practitioner-led enquiry (R/617/8542)

| | |
|------------------------------|---|
| Unit summary | The aim of this unit is to implement neuroscience-informed change through practitioner-led enquiry within own setting. |
| Guided learning hours | 60 |
| Level | 4 |
| Mandatory/optional | Mandatory |
| NOS mapping | <ul style="list-style-type: none"> • SCDHSC0047 Support parents and carers to acquire skills to care for and protect babies, children and young people • SCDCCLD0314 Promote the care of babies and children • SCDCCLD0303 Promote the development of children and young people • SCDCCLD0312 Implement positive environments for babies and children |
| Work placement | This unit should be completed in a work placement or through a simulated real work environment (RWE). |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record eg page number & method | Assessor Initial and date |
|--|---|---|-------------------------------------|
| 1. Understand the role of reflection | 1.1 Explain cycles of reflection | | |
| 2. Be able to reflect on the current neuroscience-informed provision | 2.1 Work with others to analyse current neuroscience-informed provision in own setting | | |
| | 2.2 Collaborate with others to make recommendations to improve current neuroscience-informed provision in own setting | | |
| 3. Be able to identify change through practitioner-led enquiry | 3.1 Provide a rationale for the identified area of change | | |
| | 3.2 Collate the evidence for the identified area of change | | |
| | 3.3 Share the evidence with other practitioners using a suitable method of presentation | | |
| 4. Be able to implement the chosen area of change | 4.1 Implement the chosen area of change in own setting | | |
| | 4.2 Reflect on the impact of the chosen area of change in own setting | | |

| | | | |
|---|--|--|--|
| 5. Be able to review and revise current practice in own setting | 5.1 Review and revise existing policies and procedures in light of findings from the enquiry | | |
|---|--|--|--|

WITHDRAWN

Assessment guidance

| Delivery and assessment |
|---|
| 2.1 Current neuroscience-informed: current neuroscience-informed provision should include examples from early years practice with clear rationale for selection. |
| Types of evidence |
| Evidence could include: <ul style="list-style-type: none"> • written and pictorial accounts • professional discussion • work products such as leaflets and guides for practitioners, parents/carers. Examples could include: <ul style="list-style-type: none"> - revised attachment policies to be neuroscience-informed - transition policies - key-person policies - developing self-regulation policies while eschewing behaviour management policies. |

| |
|--|
| <p>Learner declaration of authenticity:</p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p> |
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| <p>Assessor sign off of completed unit: Unit 04</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p> |
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

| Ref | Assessment Method | Assessing Competence/ Skills | Assessing Knowledge/ Understanding |
|-----|--|---------------------------------|---------------------------------------|
| A | Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | Yes |
| H | Portfolio of evidence <ul style="list-style-type: none"> may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |

| | | | |
|---|---|-----|-----|
| J | Reflection on own practice in real work environment | Yes | Yes |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by CACHE (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 strategy

Knowledge learning outcomes

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

Competence/Skills learning outcomes

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

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|------------------------------------|---|
| Analyse | Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis. |
| Critically analyse | This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion. |
| Clarify | Explain the information in a clear, concise way showing depth of understanding. |
| Classify | Organise accurately according to specific criteria. |
| Collate | Collect and present information arranged in sequence or logical order which is suitable for purpose. |
| Compare | Examine the subjects in detail, considering and contrasting similarities and differences. |
| Critically compare | This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject. |
| Consider | Think carefully and write about a problem, action or decision showing how views and opinions have been developed. |
| Demonstrate | Show an in-depth understanding by describing, explaining or illustrating using examples. |
| Describe | Provide a broad range of detailed information about the subject or item in a logical way. |
| Discuss | Write a detailed account which includes contrasting perspectives. |
| Draw conclusions (which...) | Make a final decision or judgement based on reasons. |
| 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. Apply current research or theories to support the evaluation. |
| Critically evaluate | This is a development of 'evaluate' which debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement. |

| | |
|--------------------------|---|
| Explain | Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons. |
| Identify | Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking). |
| Justify | Give a detailed explanation of the reasons for actions or decisions. |
| Review and revise | Look back over the subject and make corrections or changes based on additional knowledge or experience. |
| Reflect | Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development. |
| Summarise | Give the main ideas or facts in a concise way to develop key issues. |

Section 4

Additional information



Additional information

Resource requirements

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

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- mineconkbayir.co.uk/
 - www.psychalive.org/minding-the-brain-by-daniel-siegel-m-d-2/
 - www.naeyc.org/resources/pubs/yc/may2017/caring-relationships-heart-early-brain-development
 - www.frontiersin.org/articles/10.3389/fnins.2015.00333/full
 - www.urbanchildinstitute.org/why-0-3/baby-and-brain
 - dera.ioe.ac.uk/18189/2/SSU-SF-2004-01.pdf
 - educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/
 - www.nurseryworld.co.uk/nursery-world/feature/1147538/eyfs-practice-about-neuroscience-infantbrain
 - www.developingchild.harvard.edu/resources/inbrief-science-of-ecd/
 - knowingneurons.com/
 - www.faculty.washington.edu/chudler/neurok.html
 - www.dana.org/
 - maxplanckneuroscience.org/
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Learning resources

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

Contact us

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