Tutor guidance

NCFE CACHE Level 2 Award in an Introduction to Neuroscience in Early Years
QN: 603/5216/4

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Summary of changes

This section summarises the changes to this Tutor Guidance

Version	Publication Date	Summary of amendments
v1.1	September 2020	Addition of supportive further reading hyperlink for Unit 01.
V1.2	June 2022	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. 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. Information added to the support handbook section about how to access support handbooks.

Section 1

General introduction

Introduction

This Tutor Guidance contains Tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication.

These tools will assist you with the planning and delivery of the qualification.

To ensure that you are using the most up-to-date version of this Tutor Guidance, please check the version number and date in the page footer against that of the Tutor Guidance document on QualHub.

We have provided this Tutor Guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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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.

Qualification introduction and purpose

This qualification has been developed to increase practitioners' knowledge and understanding of neuroscience in the early years. At Level 2, learners will be introduced to early brain development and its subsequent impact on a child's holisitic development, health and wellbeing.

Rules of combination

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

Progression

Learners who achieve this qualification could progress to:

- Level 2 Diploma for the Early Years Practitioner
- Level 3 Certificate in Preparing to Work in Early Years Education and Care
- Level 3 Diploma for the Early Years Workforce (Early Years Educator)

Entry guidance

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

The qualification may be useful to learners studying qualifications in the following sectors:

- early years education
- childcare
- teaching and learning
- health and social care.

Registrationis at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners must be aged 16 or above to undertake this 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.

Placement hours

This is a knowledge only qualification. Work/industry placement experience is not required.

Units achievement log

	Unit number	Regulated unit number	Unit title	Level	GLH
☆	Unit 01	J/617/8537	Understanding neuroscience in early years	2	45
☆	Unit 02	L/617/8538	Understanding self-regulation and how to nurture this in children from birth to seven years	2	60

Section 2

Tutor hints and tips

Unit 01 Understanding neuroscience in early years (J/617/8537)

Unit number	J/617/8537		Unit level	2
Unit hours	Guided learning:	45	Non-guided learning:	7
Unit aim	In this unit, learners will understand neuroscience and the early development of the brain. They will understand neurons, synaptogenesis and how the social brain develops.			

Tutor hints, tips and teaching aids

This unit considers:

- neuroscience of early brain development
- neurons and their main functions
- synaptogenesis
- the social brain.

Session 1–3

Begin this unit with an overview of the content of the learning that will be explored. This may be best achieved by considering the learning outcomes:

LO1: Understand the neuroscience of early brain development
LO2: Understand neurons and their main functions
LO3: Understand synaptogenesis
LO4: Understand how the social brain develops

Once learners have had a chance to look through the content of the unit as determined by the learning outcomes, begin with a group discussion around LO1: Understand the neuroscience of early brain development.

Considering the learning required for assessment criteria 1.1:

1.1 Define neuroscience

It will be useful here to open up discussions around the nervous system to explore what we know about early brain development and function from advances in neuroscience. Images, slideshows and PowerPoint presentations may support the students' understanding of how the brain functions. There is a list of useful resources at the end of the unit.

Learners may find it useful to begin a Glossary of Terms to support with new learning and also for quick revision.

During the session, learners should be introduced to parts of the brain and their function; in particular, introduce and explain the functions of the following:

- neuron
- synapse

- cerebrum
- myleination
- limbic system
- thalamus
- hypothalamus
- hippocampus
- amygdala.

Learners may find it useful to label an image of the brain and include descriptions of the identified areas listed above. Spend time discussing this, use examples to explain functions in context and ask learners to also reflect on examples to evidence their increasing understanding. Flashcards which match keywords with definitions and examples will also be a useful activity. It is worth spending time on this to ensure that learners become familiar with the functions included here. The time spent here will offer learners a learning platform for the remaining learning outcomes and support them to make sense of and build from any areas of new learning with confidence. It would be useful to consider the early development of the brain and the central nervous system, ie the development from conception of the neural tube and subsequent brain activity during gestation, as this may help to support understanding; however, this is built upon in the next criteria.

1.2 Explain how the baby's brain develops and grows during pregnancy

The NHS website has some useful documents and images to help learners appreciate what is happening in baby's development week by week: www.nhs.uk/start4life/pregnancy/week-by-week/2nd-trimester/week-13/#anchor-tabs

If you have access to our PregnancyVue App, this would be a useful time to use the headset! Other programmes are useful too:

- www.nhs.uk/conditions/pregnancy-and-baby/pregnancy-week-by-week/
- www.youtube.com/watch?v=WH9ZJu4wRUE

1.3 Explain the process of early brain development from birth to seven years

The work covered so far can be summarised and consolidated through presentations and annotated poster work. It will be useful here to consider research around the significance of the 1001 days. Information surrounding the 1001 days can be found here:

- www.england.nhs.uk/blog/1000-days-to-make-a-difference/
- www.nspcc.org.uk/what-we-do/news-opinion/1001-critical-days-manifesto-to-help-prevent-child-abuse/

Learners can be asked to find out more and contribute to a group discussion. Summarise LO1 by referring back to the assessment criteria and use any flashcards or glossary cards to reinforce knowledge and understanding.

Session 4–5

These next sessions will consider LO2: Understand neurons and their main functions.

Teaching and learning to meet the requirements of the assessment criteria may include:

- the three main parts of a neuron and the function of a neuron – this can be introduced by referring back to knowledge from the previous sessions to consider what a neuron is and the role it plays in the brain.

The basic workings of the nervous system depend a lot on tiny cells called neurons. The brain has billions of them, and they have many specialised jobs. For example, sensory neurons send information from the eyes, ears, nose, tongue, and skin to the brain. Motor neurons carry messages away from the brain to the rest of the body.' (The Nemours Foundation/KidsHealth, 2020)

Images, video clips and examples may be a useful source of revision here to fully appreciate the role of and the function of the neuron.

As we grow and learn, messages travel from one neuron to another making connections in the brain.

Please click the link for an image of a neuron: www.123rf.com/photo_48129376_stock-vector-labeled-diagram-of-the-neuron-nerve-cell-that-is-the-main-part-of-the-nervous-system-.html

Ensure that when learners are exploring this that they are able to identify the three main parts of the neuron and can discuss the function of the neuron. Use a diagram such as the above with labelled flashcards for display and also create definition cards representing the three main parts, **dendrites**, **cell body** and **axon**, with a description of their role/function.

Session 6–8

Introduce LO3: Understand synaptogenesis.

There are three assessment criteria included as part of this learning outcome:

3.1 Define synaptogenesis
3.2 Explain the process of synaptogenesis and the factors that influence this
3.3 Describe pruning within sensitive periods of brain development

Begin by introducing synaptogenesis which is the creation of new synaptic connections.The following resources may be useful:

- www.youtube.com/watch?v=1fnm1vGGRYI
- www.healthline.com/health/synaptic-pruning#future-research

'Synaptic pruning is a natural process that occurs in the brain between early childhood and adulthood. […] Synaptic pruning is thought to be the brain's way of removing connections in the brain that are no longer needed.' (Healthline Media, 2020)

Select a small group of learners to stand at the front of the class to represent synaptogenesis. Each of the learners selected is given a box, basket or bucket which they place in front of them. The remaining class then 'feed the brain'. To feed the brain, the learners can write down experiences that may help with the process of synaptogenesis such as play, stories, talking with the child and so on. When the learner feeds the brain by placing their card into the box, basket or bucket, the learner representing the brain will move their arms faster and faster with every positive experience. This can then be followed with a summary of factors impacting synaptogenesis and the pruning process. There are some useful resources here:

- www.youtube.com/watch?v=0S0jKbh6R1I
- www.youtube.com/watch?v=WhowH0kb7n0

Follow this with group discussions around the role of the early years practitioner in relation to activites and experiences to support the healthy development of young children.

'During infancy, the brain experiences a large amount of growth. There is an explosion of synapse formation between neurons during early brain development. This is called synaptogenesis.' (Healthline Media, 2020)

When does synaptic pruning occur?

'Once the brain forms a synapse, it can either be strengthened or weakened. This depends on how often the synapse is used. In other words, the process follows the "use it or lose it" principle: synapses that are more active are strengthened, and synapses that are less active are weakened and ultimately pruned. The process of removing the irrelevant synapses during this time is referred to as synaptic pruning.

Early synaptic pruning is mostly influenced by our genes. Later on, it's based on our experiences. In other words, whether or not a synapse is pruned is influenced by the experiences a developing child has with the world around them. Constant stimulation causes synapses to grow and become permanent. But if a child receives little stimulation, the brain will keep fewer of those connections.' (Healthline Media, 2020)

Summarise this learning outcome by asking learners to create an annotated flowchart diagram of synapotogenesis from gestation to adulthood.

Session 9–10

In these sessions, introduce LO4: Understand how the social brain develops.

4.1 Explain how the social brain develops through the mirror neurons system
4.2 Explain the impact of relationships in developing the social brain

Consider the mirror neuron system:

'**Mirror neuron system** is a group of specialised **neurons** that "**mirrors**" the actions and behaviour of others. The involvement of **mirror neuron system** (MNS) is implicated in neurocognitive functions:

- social cognition
- theory of mind
- empathy
- language.' (Indian Journal of Psychiatry, NCBI, PubMed, 2007).

Learners can work in small groups or pairs to research each of the neurocognitive functions listed above in preparation for a presentation. The presentation must include examples and a summative factsheet to support learners with their understanding.

Resources and further learning

The following websites will be useful to share with learners as part of their studies and also provide opportunity to find out more. If using any of the links as part of lesson planning, Tutors are advised to check that the content is still available and check how to introduce and build from the content.

- kidshealth.org/Nemours/en/parents/brain-nervous-system.html
- www.nhs.uk/start4life/pregnancy/week-by-week/2nd-trimester/week-13/#anchor-tabs
- www.nhs.uk/conditions/pregnancy-and-baby/pregnancy-week-by-week/
- www.nspcc.org.uk/what-we-do/news-opinion/1001-critical-days-manifesto-to-help-prevent-child-abuse/
- www.123rf.com/photo_48129376_stock-vector-labeled-diagram-of-the-neuron-nerve-cell-that-is-the-main-part-of-the-nervous-system-.html
- www.healthline.com/health/synaptic-pruning#future-research
- www.ncbi.nlm.nih.gov/pmc/articles/PMC2900004/
- www.oxfordbrainstory.org

Assessment tasks

These non-mandatory assessment tasks have been developed to support the assessment criteria for Unit 01. They have been divided into a series of tasks.

Task 1
(AC 1.1, 3.1–3.2)

Produce a set of fact cards to define:

- neuroscience
- synaptogenesis.

Explain the process of the synaptogenesis and the factors that influence this.

Task 2
(AC 1.2–1.3, 3.3)

Prepare a presentation for your peers to show your understanding of the following criteria:

- explain how the baby's brain develops and grows during pregnancy and from birth to seven years of age
- describe pruning within sensitive periods of brain development.

Task 3
(AC 2.1–2.2)

Produce an annotated poster to:

- describe the function of a neuron
- identify the three main parts of a neuron.

Task 4
(AC 4.1–4.2)

Use an example to:

- explain how the social brain develops
- explain the impact of relationships on developing the social brain.

Unit 02 Understanding self-regulation and how to nurture this in children from birth to seven years (L/617/8538)

Unit number	**L/617/8538**		**Unit level**	**2**
Unit hours	Guided learning:	60	Non-guided learning:	8
Unit aim	In this unit, the learner will understand the limbic system and self-regulation. They will understand self-regulation and the factors that can affect its development. They will also learn about the three types of stress and about adverse childhood experiences. The learner will also learn to distinguish between behaviourist and relational approaches to behaviour management.			

Session 1–4

Begin this unit by discussing the learning outcomes and associated assessment criteria:

- LO1: Understand the limbic system
- LO2: Understand self-regulation
- LO3: Understand Special Educational Needs and Disabilities (SEND) and the influences that can affect the child's ability to self-regulate
- LO4: Understand about co-regulation and its role
- LO5: Understand the types of stresses which impact on children from birth to seven years
- LO6: Understand adverse childhood experiences and how they influence long-term wellbeing and development
- LO7: Understand the difference between the predominant behaviourist and alternative relational approaches and policies in behaviour management.

Following the discussion around the unit, return the focus to LO1: Understand the limbic system.

The limbic system

'Emotion involves the entire nervous system, of course. But there are two parts of the nervous system that are especially significant: the limbic system and the autonomic nervous system.' (Dr. C. George Boeree, 2007)

Use a poster/image or model to help recap theses aspects of the brain from Unit 01, LO1. Ensure that learners can appreciate the following.

'The limbic system is a complex set of structures that lies on both sides of the thalamus, just under the cerebrum. It includes the hypothalamus, the hippocampus, the amygdala. It appears to be primarily responsible for our emotional life, and has a lot to do with the formation of memories.' (Dr. C. George Boeree, 2007)

This website may be a useful starting point from which to consider the function of the limbic system: webspace.ship.edu/cgboer/limbicsystem.html

Hypothalamus

The hypothalamus is a small part of the brain located just below the thalamus on both sides of the third ventricle. The hypothalamus is one of the busiest parts of the brain, and is mainly concerned with homeostasis. Homeostasis is the process of returning something to some "set point." It works like a thermostat: when your room gets too cold, the thermostat conveys that information to the furnace and turns it on. As your room warms up and the temperature gets beyond a certain point, it sends a signal that tells the furnace to turn off.

The hypothalamus is responsible for regulating your hunger, thirst, response to pain, levels of pleasure, sexual satisfaction, anger and aggressive behavior, and more. It also regulates the functioning of the **autonomic nervous system** which in turn means it regulates things like pulse, blood pressure, breathing, and arousal in response to emotional circumstances.

The hypothalamus sends instructions to the rest of the body in two ways. The first is to the autonomic nervous system. This allows the hypothalamus to have ultimate control of things like blood pressure, heartrate, breathing, digestion, sweating, and all the sympathetic and parasympathetic functions. The other way the hypothalamus controls things is via the **pituitary gland**.

Hippocampus

The hippocampus consists of two "horns" that curve back from the amygdala. It appears to be very important in converting things that are "in your mind" at the moment (in short-term memory) into things that you will remember for the long run (long-term memory).' (Dr. C. George Boeree, 2007)

Learners can carry out their own research to find out more about the function of the limbic system and work together in small groups to prepare a peer presentation, or if working alone, a presentation/handout or poster could be more useful.

Session 5–6

Follow this by introducing LO2: Understand self-regulation.

2.1 Describe self-regulation
2.2 Define the five domains of self-regulation
2.3 Define the five domains of stressors relating to self-regulation

2.1 Describe self-regulation by exploring the requirements of self-regulation in the context of the EYFS.

Learners can think about their own approach to self-regulation and how we are impacted by our feelings before discussing our expectations for young children through the EYFS.

When looking at assessment criteria 2.2 and 2.3, begin with defining the following domains.

Five domains of self-regulation:

- biological
- emotion
- cognitive
- social
- prosocial.

Learners can work together in small groups to further develop their understanding with examples in context that can be shared with the rest of the peer group. Follow this by looking at stressors relating to self-regulation.

Five primary domains of stress:

- biological – noises, crowds, too much visual stimulation, not enough exercise
- emotional – strong emotions, both positive (over-excited) and negative (anger, fear)
- cognitive – difficulty processing certain kinds of information
- social – difficulty picking up on social cues, or understanding the effect of this behaviour on others
- prosocial – difficulty coping with other peoples' stress.

Session 7

Next, introduce LO3: Understand Special Educational Needs and Disabilities (SEND) and the influences that can affect the child's ability to self-regulate.

3.1 Demonstrate an understanding of SEND and the influence of the five stressors on children's ability to self-regulate

This session will be a continuation of the previous sessions. Learners can recap the five domains and engage in a large group discussion around the stressors that inhibit self-regulation. To fully appreciate the impact of special educational needs on self-regulation in children, it may be useful to consider case studies. There are some examples below:

- Simon is 4 years old and has Down's Syndrome
- Abi is 2 years old and has a physical disability
- Lois is 3 years old and has speech, language and communication needs.

Using the case studies identified above, learners can begin to think about how a special educational need may impact self-regulation.

Session 8–10

Introduce LO4: Understand about co-regulation and its role**.**

4.1 Define co-regulation
4.2 Explain the role of co-regulation in nurturing children to achieve self-regulation

Begin this session by recapping self-regulation and the five domains. This may be best achieved by looking at an image and reflecting on the stressors that can be associated with each of the domains. The session is now moving on to look at co-regulation and will start to consider the role of co-regulation in nurturing children for self-regulation.

As a large group, learners can begin to discuss the meaning of 'co-regulation'. They can then begin to closely examine the role of the practitioner in relation to the quality of their responsive interactions that provide the support, coaching and modelling children need when nurturing self-regulation. Learners can work in small groups to identify opportunities for co-regulation to develop routinely throughout the child's day and present to their peers one occasion/experience with a rationale for how this supports self-regulation. A useful extension activity would be to observe a child in an early years setting and identify moments where the practitioner modelled nurturing behaviour supporting self-regulation, and identify opportunities that had been missed. Other useful extension activities here would be:

1. Arrange for a guest speaker to attend the class and take questions around co-regulation.
2. Interview a member of staff in an early years setting to discuss their approach to co-regulation.
3. Create a factsheet around co-regulation for self-regulation.

If possible, all three of these exercises would be worthwhile activities for the learners and would help to consolidate the learning to date.

Session 11–13

Introduce LO5: Understand about the types of stresses which impact on children from birth to seven years.

5.1 Define the stress response system
5.2 Identify the three types of stress and the impact on the child from birth to seven years

Introduce this session with a large group discussion around:

- What can cause stress?
- How might we react when we are stressed?

Learners can work in small groups to explore the three recognised types of stress:

- acute stress
- episodic acute stress
- chronic stress.

Following their group research, learners should use examples of each type of stress to discuss the impact on the child from birth to seven years. These sessions are a useful and logical lead into discussions about adverse childhood experiences (ACEs) in LO6.

Session 14–15

Adverse childhood experiences (ACEs) can now be introduced as per LO6: 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 may be subjected to
6.2 Explain how these adverse childhood experiences influence long term wellbeing and development

To introduce this area of learning, the following website may be useful as it offers some background as well as identifying the 10 ACEs and how they may impact development: www.in-mind.org/blog/post/adverse-childhood-experiences-and-its-lifelong-consequences?gclid=EAIaIQobChMI6Z3Wovz15QIVBLDtCh15rAXBEAAYBCAAEgI1M_D_BwE

Session 16–17

These sessions will introduce LO7: Understand the difference between the predominant behaviourist and alternative relational approaches and policies in behaviour management.

7.1 Compare behaviourist behaviour management approaches to more relational approaches in understanding behaviour and nurturing positive behaviour
7.2 Describe what Emotion Coaching is
7.3 Explain how Emotion Coaching can support practice in an early years setting

Begin by looking at behaviour policies and strategies in an early years setting. This can be undertaken through discussion followed by policy exploration, and learners can share strategies used at early years settings and how they are applied. Learners can research behaviourist approaches and compare these with relational approaches in preparation for a group discussion. When discussing relational approaches for nurturing positive behaviour, introduce Emotion Coaching, making links here with co-regulation. This may be a useful website to use when introducing Emotion Coaching: www.emotioncoachinguk.com/

Session 18–20 can be assignment workshop sessions.

In these sessions, revise the impact of ACEs on the responses in the brain. Use examples to evidence what might occur and how the brain may respond.

Resources and further learning

The following websites will be useful to share with learners as part of their studies and also provide opportunity to find out more. If using any of the links as part of lesson planning, Tutors are advised to check that the content is still available and check how to introduce and build from the content.

- webspace.ship.edu/cgboer/limbicsystem.html
- www.in-mind.org/blog/post/adverse-childhood-experiences-and-its-lifelong-consequences?gclid=EAIaIQobChMI6Z3Wovz15QIVBLDtCh15rAXBEAAYBCAAEgI1M_D_BwE
- www.emotioncoachinguk.com/

Assessment tasks

These non-mandatory assessment tasks have been developed to support the assessment criteria for Unit 02. They have been divided into a series of tasks.

Task 1
(AC 1.1)

Use an image to explain what the limbic system is.

Task 2
(AC 2.1–2.3, 3.1, 4.1–4.2, 7.2–7.3)

Produce a series of handouts to:

- describe self-regulation
- define the five domains of self-regulation
- define the five domains of stressors relating to self-regulation
- show your understanding of Special Educational Needs and Disabilities (SEND) and the influence of the five stressors on children's ability to self-regulate
- define co-regulation
- explain the role of co-regulation in nurturing children to achieve self-regulation
- describe what Emotion Coaching is
- explain how Emotion Coaching can support practice in an early years setting.

Task 3
(AC 5.1–5.2)

Contribute to a group discussion and write up your own reflections on the discussion to meet the following criteria:

- define the stress response system
- identify the three types of stress and the impact on the child from birth to seven years.

Task 4
(AC 6.1–6.2)

Research the ten adverse childhood experiences that a child from birth to seven years of age may be subjected to and describe them.

Select one adverse childhood experience to explain how adverse childhood experiences influence long-term wellbeing and development.

Task 5
(AC 7.1)

Reflect on notes from teaching and learning and use examples to:

- compare behaviourist management approaches to more relational approaches in understanding behaviour and nurturing positive behaviour.

Section 3

Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified 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.

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.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor • 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	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert Witness evidence • when directed by the Sector Skills Council or other assessment strategy/principles	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence	N/A	Yes
I	Recognition of prior learning	N/A	Yes
J	Reflection on own practice in real work environment	N/A	Yes
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	Yes
N	Oral questions and answers	N/A	Yes
O	Assessment method devised by centre and approved by CACHE	N/A	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 – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

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

Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two Assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment or
  - the Level 3 Certificate in Assessing Vocational Achievement, **or**
  - A1 Assess Candidate Performance Using a Range of Methods, **or**
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- show current evidence of continuing professional development in assessment and quality assurance.

Requirements for internal quality assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment, **or**
  - the Level 3 Certificate in Assessing Vocational Achievement, **or**
  - A1 Assess candidate performance using a range of methods, **or**
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, **or**
  - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
  - V1 Conduct Internal Quality Assurance of the Assessment Process, **or**
  - D34 Internally Verify the Assessment Process
- show current evidence of continuing professional development in assessment and quality assurance.

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.

Section 4

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
- Paediatric First Aid Guidance – for the L2 CYPW / L2 CCLD (W/NI) / L3 CCLD (W/NI) and L3 EDCCLD (W/NI) Quals ONLY
- Paediatric First Aid Guidance (Podcast) – for the L2 CYPW / L2 CCLD (W/NI) / L3 CCLD (W/NI) and L3 EDCCLD (W/NI) Quals ONLY
- QCF Glossary (Skills for Health) – this is for Health, All HSC quals, and L2 and L3 CYPW Quals ONLY

Useful websites

The following websites will be useful to share with learners as part of their studies and also provide opportunity to find out more. If using any of the links as part of lesson planning, Tutors are advised to check that the content is still available and check how to introduce and build from the content.

- www.brainfacts.org/brain-anatomy-and-function/anatomy/2014/empathy-and-the-brain
- 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
- www.nurseryworld.co.uk/nursery-world/feature/1147538/eyfs-practice-about-neuroscience-infantbrain
- developingchild.harvard.edu/resources/inbrief-science-of-ecd/
- educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/
- self-reg.ca/infographics/

Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle

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

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

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