

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 4 Award in Special
Educational Needs and Disability (SEND)
Leadership and Management in the Early Years
QN: 603/4888/4**

Contents

Summary of changes	3
Section 1	4
About this qualification	5
Support Handbook	5
Qualification summary	6
Entry guidance	8
Achieving this qualification	8
Units	9
How the qualification is assessed	10
Internal assessment	11
Section 2	12
Unit content and assessment guidance	13
Unit 1 Leading effective practice in the role of the Special Educational Needs Coordinator (SENCO) within Early Years Settings	14
Unit 2 Evaluate Special Educational Needs and/or Disability (SEND) provision for effective practice within an Early Years Setting	17
Unit 3 Lead change to inform Special Educational Needs and/or Disability (SEND) provision in an Early Years Setting	21
Recommended assessment methods	23
Assessment strategies and principles	25
Section 3	26
Explanation of terms	27
Section 4	29
Additional information	30
Resource requirements	30
Support for centres	30
Learning resources	30
Contact us	31

Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 September 2019).

Version	Publication Date	Summary of amendments
v1.0	September 2019	First publication
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	p.5 information updated in the support handbook section about how to access the support handbook
v1.2	June 2022	p.8 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
v1.2	June 2022	p.10, 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

Section 1

About this qualification

About this qualification

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.

Reproduction by **approved** centres is permissible for internal use under the following conditions:

- 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
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

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, such as:

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the Early Years
Qualification number (QN)	603/4888/4
Aim reference	60348884
Total Qualification Time (TQT)	120
Guided Learning Hours (GLH)	95
Minimum age	19
Age range/ranges covered by the qualification	This qualification covers the early years (birth to 5 years).
Qualification purpose	<p>This qualification is designed for learners already working as an Early Years Practitioner in a lead Special Educational Needs Coordinator (SENCO) or Special Educational Needs and Disabilities (SEND) related role and who wish to progress to leadership and management roles and responsibilities, leading best practice for their setting.</p> <p>This qualification offers Continuing Professional Development (CPD) and is aimed at Level 3 Early Years Practitioners in a private, voluntary or independent setting progressing from the Level 3 Award for Special Educational Needs Coordinators in Early Years Settings.</p> <p>Learners will gain knowledge, understanding and skills in relation to:</p> <ul style="list-style-type: none"> • leadership and management within early years SENCO and SEND related roles • leading effective practice in a SENCO role • evaluating SEND provision for effective practice • leading change to improve SEND provision • undertaking practitioner-led enquiry.
Aims and objectives	<p>Building on the Level 3 Award for Special Educational Needs Coordinators in Early Years Settings, this qualification is aimed at Level 3 Early Years Practitioners in a private, voluntary or independent setting.</p> <p>The qualification is designed for those already working in a lead Special Educational Needs Coordinator (SENCO) role as an Early Years Practitioner and who wish to increase confidence in relation to leadership and management progression.</p> <p>This qualification aims to:</p>

	<ul style="list-style-type: none"> • focus on the study of leadership and management within early years SENCO and SEND related roles • offer Continuing Professional Development (CPD) and progression • provide opportunities to acquire a number of practical skills. <p>Learners will be prepared for leadership and management in specific aspects of the SENCO role including:</p> <ul style="list-style-type: none"> • enabling best outcomes for children and their families • enriching professional development • liaising with parents/carers, colleagues and other professionals • managing coherent records • undertaking and applying research for improved outcomes.
Real work environment (RWE) requirement/recommendation	In order to meet the learning outcomes and assessment criteria, learners must be working as an Early Years Practitioner in a lead Special Educational Needs Coordinator (SENCO) or Special Educational Needs and Disability (SEND) related role, or be in a position where they are able to evidence achievement of specific knowledge and skills required of a lead role.
Rules of combination	To achieve this qualification, learners are required to successfully complete 3 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 leadership and management roles and responsibilities within Special Educational Needs and Disability (SEND) related roles in early years settings. Learners could also progress to higher level studies in related sectors.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4888/4.
Funding	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p> <p>Please also refer to the GOV.UK web page for further information on sources of funding for early years providers, including Early Years Pupil Premium (EYPP) and the Special Educational Needs (SEN) Inclusion Fund.</p>

Entry guidance

This qualification is designed for learners already working as an Early Years Practitioner in a lead Special Educational Needs Coordinator (SENCO) or Special Educational Needs and Disabilities (SEND) related role and who wish to progress to leadership and management roles and responsibilities, leading best practice for their setting. This qualification builds on the Level 3 Award for Special Educational Needs Coordinators in Early Years Settings.

It may also be useful to learners studying qualifications in the following sectors/areas:

- early years
- primary teaching
- childhood studies
- health and social care
- community, youth and families
- social work
- nursing.

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 19 or above to undertake this qualification.

In order to meet the learning outcomes and assessment criteria, learners must be working as an Early Years Practitioner in a **lead** SENCO or SEND related role; or be in a position where they are able to evidence achievement of specific knowledge and skills required of a lead role.

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 3 mandatory units.

Please refer to the list of units over the page 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've 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 1	A/617/7188	Leading effective practice in the role of the Special Educational Needs Coordinator (SENCO) within Early Years Settings	4	35	
Unit 2	F/617/7189	Evaluate Special Educational Needs and/or Disability (SEND) provision for effective practice within an Early Years Setting	4	30	
Unit 3	T/617/7190	Lead change to inform Special Educational Needs and/or Disability (SEND) provision in an Early Years Setting	4	30	

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 the following component:

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

The Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the 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 strategy. For further information on the strategy, please visit the Qualifications page on the NCFE website.

Learners must be successful in **all** components to gain the Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the 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 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.

Internal assessment

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. 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 separately 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.

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.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Visit Report.

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.

Unit 1 Leading effective practice in the role of the Special Educational Needs Coordinator (SENCO) within Early Years Settings (A/617/7188)

Unit summary	The aim of this unit is to build and develop strategic leadership skills for effective practice for Special Educational Needs and/or Disability (SEND) provision within an early years setting.
Guided learning hours	35
Level	4
Mandatory/optional	Mandatory

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. Be able to apply relevant legislation for Special Educational Needs and/or Disability (SEND) in an early years setting	1.1 Outline relevant legislation and guidance in relation to SEND within early years provision		
	1.2 Explain local SEND policies and strategies influencing practice across an early years setting		
	1.3 Lead others in relation to SEND policy and procedures in an early years setting		
	1.4 Analyse the role of the Special Educational Needs Coordinator (SENCO) in an early years setting		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Be able to lead effective practice for SEND provision in an early years setting	2.1 Describe principles of coaching and mentoring for effective practice in leadership and management		
	2.2 Explain benefits and challenges of coaching and mentoring for improved practice in an early years setting		
	2.3 Work with others to produce an improvement plan for improved practice for SEND provision in own setting		
	2.4 Work collaboratively with others to implement an improvement plan for improved practice for SEND provision in own setting		
	2.5 Monitor the implementation of an improvement plan for improved practice for SEND provision in own setting		
	2.6 Analyse the impact of an improvement plan for improved practice for SEND provision in own setting		
	2.7 Work collaboratively with others to revise policy and procedures in line with effective practice for SEND provision in an early years setting		
3. Be able to guide and advise practitioners in an early years setting in relation to professional development opportunities	3.1 Carry out a staff training and experience audit in own setting for SEND provision		
	3.2 Create a professional training plan to strengthen SEND provision		
	3.3 Reflect on a training plan to measure impact to children and families accessing an early years setting		
	3.4 Improve SEND practice through coaching and mentoring		

Unit 1 Leading effective practice in the role of the Special Educational Needs Coordinator (SENCO) within Early Years Settings (A/617/7188) (cont'd)

Assessment guidance

Delivery and assessment
<p>Unit must be assessed in line with statutory framework and guidance.</p> <p>Unit assessment guidance:</p> <p>1.1 Relevant legislation and guidance to include areas of need in relation to:</p> <ul style="list-style-type: none">• recognised areas of SEND• autism spectrum• associated needs regarding mental health and well-being. <p>Additional unit assessment requirements:</p> <p>Must refer to SEND Code of Practice: 0 to 25 years (see Chapter 5: Early years providers)</p> <ul style="list-style-type: none">• Consider strategic leadership responsibilities that focus on:<ul style="list-style-type: none">- ensuring parents are closely involved throughout and their insights inform action taken by the setting- liaising with professionals or agencies beyond the setting.(SEND Code of Practice: 0 to 25 years: 5.53) (SEND Code of Practice: 0 to 25 years: 1.1 and 1.2 principles highlight the importance of these responsibilities) <p>Must explore the local offer (legal requirement for all local areas in England to publish, with particular reference to its early years content).</p> <p>Learners should be able to access local and national sources of support, information and guidance.</p> <p>Useful websites include:</p> <ul style="list-style-type: none">• GOV.UK• Nasen• The Communication Trust and I CAN.
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• written/pictorial• reflective accounts• own work product and professional discussion/reflective account.

Unit 2 Evaluate Special Educational Needs and/or Disability (SEND) provision for effective practice within an Early Years Setting (F/617/7189)

Unit summary	The aim of this unit is to evaluate current Special Educational Needs and/or Disability (SEND) provision for effective practice within an early years setting.
Guided learning hours	30
Level	4
Mandatory/optional	Mandatory

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. Be able to support practitioners to understand diverse needs of children and families in relation to Special Educational Needs and/or Disability (SEND) provision in an early years setting	1.1 Explain diverse needs of children and families		
	1.2 Work with staff, external professionals and parents/carers to analyse the impact of need within a local area		
	1.3 Work collaboratively to plan for improved practice in relation to local need		
	1.4 Summarise strategies that can be commonly applied in an early years setting to support child-centred approaches with regard to the current framework when supporting children with SEND		
	1.5 Model strategies to support and improve practice		
	1.6 Evaluate developmentally appropriate child-centred approaches in an early years setting in adherence with the Graduated Approach		
2. Be able to meet the diverse needs of children and families in relation to SEND within an early years setting	2.1 Analyse the impact of adverse childhood experiences on a child's personal, social and emotional development		
	2.2 Describe challenges to enabling an inclusive environment		
	2.3 Identify sources of support for the well-being of staff, parents/carers and self		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to develop partnerships with others to plan positive outcomes that are measurable for children with SEND and their families within an early years setting	3.1 Lead partnership working in an early years setting		
	3.2 Explain benefits of partnership working with external agencies for individual children and their families		
	3.3 Enable practitioners to identify external services to support individual children and their families		
4. Be able to reflect on the role of the environment for inclusive learning opportunities	4.1 Undertake a provision-mapping exercise to include early identification and tracking for SEND provision in own setting		
	4.2 Evaluate provision for SEND in own setting, highlighting areas of strength and weakness		
	4.3 Explain the influence of the environment in relation to children's specific needs including: <ul style="list-style-type: none"> • children with sensory processing difficulties • specific learning difficulties • cognitive processing difficulties • speech, language and communication needs 		
	4.4 Identify key priorities in relation to the environment within an early years setting		

Unit 2 Evaluate Special Educational Needs and/or Disability (SEND) provision for effective practice within an Early Years Setting (F/617/7189) (cont'd)

Assessment guidance

Delivery and assessment

Unit must be assessed in line with statutory framework and guidance.

Unit assessment guidance:

1.1 diverse needs to include:

- diverse *range* of needs (eg the four areas within the SEND Code of Practice: 0 to 25 years: 5.32 and 6.8) and the diversity of *levels* of need. SENCOs must understand the SEN Support/Education, Health and Care Plan (EHCP) distinction and the Code of Practice approach to identification, assessment and intervention (5.27–5.51).
- an appreciation of the impact and potential influence of:
 - socio-economic factors
 - mental health
 - physical health
 - looked after children (LAC)
 - asylum seekers
 - behaviour that challenges
 - English as an additional language (EAL)
 - provision for most able pupils.

1.2 local: local area/community.

1.5 strategies to include:

- the Graduated Approach (SEND Code of Practice: 0 to 25 years: 5.45, 6.44 and 6.90)
- examples recommended through local strategies and those developed with others in professional partnership, including national drivers.

1.6 the Graduated Approach:

- see (SEND Code of Practice: 0 to 25 years: 5.45, 6.44 and 6.90)

2.1 adverse childhood experiences:

- early childhood trauma
- experiences and exposure
- attachment.

2.2 inclusive:

- removal of barriers to learning and participation through differentiation (SEND Code of Practice: 0 to 25 years).

2.3 sources of support:

- supervision
- children and adolescent mental health services (CAMHS)
- children's centres/hubs
- social services

- voluntary groups
- approaches to well-being through policy within an early years setting.

Assessment guidance

Delivery and assessment (cont'd)

Additional unit assessment requirements:

Must refer to SEND Code of Practice: 0 to 25 years.

Types of evidence

Evidence could include:

- written and pictorial, such as displays or posters
- work products such as activity plans, key group activities, individually targeted intervention, Education, Health and Care Plan (EHCP), behaviour plans, activities and support strategies for parents/carers, staff supervision, activities to support staff well-being
- reflective accounts
- presentations/PowerPoints.

Unit 3 Lead change to inform Special Educational Needs and/or Disability (SEND) provision in an Early Years Setting (T/617/7190)

Unit summary	The aim of this unit is to lead change, improving Special Educational Needs and/or Disability (SEND) practice and provision within an early years setting through practitioner-led enquiry.
Guided learning hours	30
Level	4
Mandatory/optional	Mandatory

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 stages for practitioner-led enquiry	1.1 Explain key stages of practitioner-led enquiry		
	1.2 Identify ethical considerations for a practitioner-led enquiry		
2. Understand organisational skills required for a practitioner-led enquiry	2.1 Produce a timeline to identify key stages of practitioner-led enquiry		
	2.2 Outline potential barriers to undertaking practitioner-led enquiry		
	2.3 Describe sources of support accessible when undertaking practitioner-led enquiry		
3. Be able to undertake a practitioner-led enquiry to inform Special Educational Needs and/or Disability (SEND) provision in an early years setting	3.1 Justify method(s) selected for practitioner-led enquiry		
	3.2 Undertake practitioner-led enquiry in an early years setting		
	3.3 Apply wider reading, current practice and published research to practitioner-led enquiry		
4. Be able to present findings from a practitioner-led enquiry	4.1 Collate findings from a practitioner-led enquiry		
	4.2 Discuss barriers and challenges to undertaking a practitioner-led enquiry		
	4.3 Present findings to practitioners		
	4.4 Work collaboratively with practitioners to plan next steps for improved SEND provision in an early years setting		
	4.5 Implement change from practitioner-led enquiry		

Unit 3 Lead change to inform Special Educational Needs and/or Disability (SEND) provision in an Early Years Setting (T/617/7190) (cont'd)

Assessment guidance

Delivery and assessment

Unit must be assessed in line with statutory framework and guidance.

Unit assessment guidance:

1.1 **key stages** for practitioner-led enquiry:

- title
- rationale
- method
- theory
- analysis
- present findings.

Guidance for developing unit assessment arrangements:

Undertake action research to set criteria.

Additional unit assessment requirements:

Must refer to SEND Code of Practice: 0 to 25 years.

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
<p>* 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:</p> <ul style="list-style-type: none"> • 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. <p>** Simulation. A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

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.

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

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, consider and contrast 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.

To assist in the delivery of this qualification, centres/learners should have access to the following:

- Special educational needs and disability (SEND) Code of Practice: 0 to 25 years.
-

Support for centres

Key Facts

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

Useful resources/websites

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

- Special educational needs and disability (SEND) Code of Practice: 0 to 25 years
 - Special educational needs in England: January 2018 – National Statistics (Department for Education)
 - Council for Disabled Children: SEN and disability in the early years: A toolkit; Section 5: SEN Support in the Early Years – A Graduated Approach
 - Statutory framework for the Early Years Foundation Stage (EYFS)
 - Nasen
 - The Communication Trust and I CAN.
-

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

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Websites: www.ncfe.org.uk

NCFE © Copyright 2022 All rights reserved worldwide.

Version 1.2 June 2022

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***