NCFE

CACHE

Qualification specification

NCFE CACHE Level 2 Technical Award in Child Development and Care
QN: 603/3293/1

This qualification is now withdrawn

Contents

Summary of changes

This section summarises the changes to this Qualification Specification since the last version.

Version	Publication Date	Summary of amendments
v1.0	July 2018	First publication
v1.1	January 2019	Update to Performance Tables information: p14; p16
v1.2	March 2019	Safeguarding guidance added.
v1.3	May 2019	Update to internal assessment and GLH information. p54
v1.4	November 2019	Wording added to Section 5 for clarity around raw marks and grade boundaries. Resources section added – information regarding the wellbeing and safeguarding of learners Aggregation section added – information regarding the aggregation methods and grade thresholds
v1.5	March 2020	Information on iAchieve (online learning solutions) added to Section 6 p66.
v1.6	April 2020	Layout of tables updated within: • Internal assessment compensatory marking grids for Unit 01 and Unit 02 • Record of grades achieved.
v1.7	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v1.8	June 2022	Further information added to the qualification summary 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 making use of our websites section about how to access support handbooks.

Section 1: General introduction

About this Qualification Specification

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

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

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

Each unit has:

- a **level** – shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **Guided Learning (GL)** – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

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

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand types of settings and local provision for children.	1.1. Describe the main types of settings available for children.
	1.2. Identify some of these settings within local provision.

Unit sign-off

A Unit Submission Form must be completed for every unit achieved (this is only applicable to units 1 and 2). A form can be found in Section 3 after each unit and mandatory assessment task.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) comprises the following two elements:

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

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

Guided Learning (GL)

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

Recognition of Prior Learning (RPL)

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

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.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our website: www.ncfe.org.uk

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Technical Award in Child Development and Care
Qualification number	603/3293/1
Aim	This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development of children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.
Performance tables	The Department for Education (DfE) has approved this qualification to count in the key stage 4 performance tables in the Technical Award category.
Purpose code	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Total Qualification Time (hours)	125
Guided Learning (hours)	125
Minimum age of learner	14
Age ranges covered by the qualification	0-5 years
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification; therefore, no work placement is required.
Rules of Combination	To gain this qualification, learners will need to achieve a minimum of a D grade in: • unit 1 and unit 2 externally set, internally marked assessment tasks, graded A*-D. Mandatory assessments for each unit will be subject to internal and external quality assurance • unit 3, component TACDC externally set, externally marked synoptic scenario based short answer examination graded A*- D
Progression including job roles (where applicable)	Progression to further relevant level 2 programmes of study or level 3 programmes of study including those from our Early Years Educator suite. Learners may also progress to an Apprenticeship route in early years or child care at either level 2 or level 3.
Assessment type	Internal and external assessment
Assessment requirements	This qualification consists of 3 units: • Unit 1 and unit 2 graded A*– D, assessed by an externally set, internally marked assessment task. Mandatory assessments for each unit will be subject to internal and external quality assurance • Unit 3 graded A*-D, assessed by an externally set and externally marked synoptic scenario based short answer examination (component TACDC)

	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.
How is the qualification graded?	A* - D
How long will it take to complete?	The qualification can usually be completed in 2 years.
Complimentary qualifications/ subjects	Learners may wish to study the Level 2 Technical Award in Health and Social Care alongside this qualification as it serves as an introduction to the health and social care sector. Both of these qualifications will provide a starting point for learners to decide whether a career in child care and education and/or health and social care is right for them.
Entry requirements / recommendations	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3293/1.

Qualification introduction

The Level 2 Technical Award in Child Development and Care has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of equality and diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition.

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector.

This qualification consists of 3 units:
- Units 1 and 2 graded A*– D, assessed by an externally set, internally marked assessment task. Mandatory assessments for each unit will be subject to internal and external quality assurance

- Unit 3 graded A*-D, assessed by an externally set and externally marked synoptic Scenario Based Short Answer Examination (component TACDC).

Performance tables

The Department for Education (DfE) has approved this qualification to count in the key stage 4 performance tables in the Technical Award category.

Section 3: Units, assessment tasks and compensatory assessment forms

Guidance for tutors

The following pages provide information and guidance on the unit and assessment of this qualification. This section includes **mandatory** assessment tasks. Each task has specific guidance which will support you to map the assessment criteria and support the learner.

Please note, unit 3 does not contain a mandatory assessment task as the purpose is to support preparation for the scenario based short answer examination

An **Internal assessment compensatory marking grid: Guidance for awarding marks** document has been provided. This contains descriptions that provide general guidelines for tutors marking internal assessments. They indicate the level of work that is required. The descriptions should be applied to the requirements of the grading criteria. Final grades are determined by the total mark achieved.

Internal assessment compensatory marking grids have also been provided for the assessment of completed mandatory assessment tasks. These forms can be found at the end of each unit.

Learners can track their progress using the **Calculating points for the Level 2 Technical Award in Child Development and Care (Record of grades achieved)** table in **Section 5.** Centres **must** maintain their own records of individual learner achievement. This will be used as part of internal and external quality assurance procedures.

All internal assessment results **must** be subject to our requirements for internal quality assurance processes. Final outcomes for learners remains subject to our rigorous external quality assurance procedures.

	Mandatory/ Optional	Unit no.	Unit ref.	Unit title	Unit type	Level	GL	Notes
				Unit achievement log – Level 2 Technical Award in Child Development and Care				
☆	Mandatory	Unit 01	A/504/2542	An introduction to working with children aged 0-5 years	Knowledge	2	30	
☆	Mandatory	Unit 02	F/504/2543	Development and well-being 0-5 years	Knowledge	2	90	
☆	Mandatory	Unit 03	J/504/2544*	Child care and development 0-5 years	Knowledge	2	5	

*Please note that upon certification, unit J/504/2544 will be printed as J/504/2544/1 to meet system requirements.

	Internal assessment compensatory marking grid: Guidance for awarding marks

These descriptions provide general guidelines for tutors marking internal assessments. They indicate the level of work that is required. The descriptions should be applied to the requirements of the grading criteria. Final grades are determined by the total mark achieved.

	To achieve 0 – 1 mark	**To achieve 2 – 3 marks**	**To achieve 4 – 5 marks**
D	• 0 marks: no relevant information given • 1 mark: response simplistic and underdeveloped, limited ideas	• 2 marks: knowledge of relevant points; little development of ideas • 3 marks: sound knowledge of subject; some development of ideas	• 4 – 5 marks: detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references or examples that show application of knowledge
	To achieve 0 – 1 mark	**To achieve 2 – 3 marks**	**To achieve 4 – 5 marks**
D8	Include references and a bibliography: • 0 marks: no evidence of references and bibliography • 1 mark: one source given as a bibliography	• 2 marks: one relevant reference attempted; bibliography with one source • 3 marks: two relevant references attempted; bibliography with one source	• 4 – 5 marks: more than two relevant references given; wider range of appropriate sources; may include background reading in bibliography; information clearly presented to enable checking of sources

	To achieve 0 – 3 marks	To achieve 4 – 7 marks	To achieve 8 – 10 marks
C	0 marks: no relevant points given • 1 mark: relevant to subject; brief • 2 – 3 marks: relevant simple response	• 4 – 5 marks: mainly correct but without depth • 6 – 7 marks: mainly correct; more depth; may give relevant examples of practical situations	• 8 marks: a fuller explanation; showing a wider level of understanding; may include relevant examples • 9 – 10 marks: may link experience to theory or current research
	To achieve 0 – 3 marks	**To achieve 4 – 7 marks**	**To achieve 8 – 10 marks**
B	• 0 marks: no relevant knowledge shown • 1 – 2 marks: very basic understanding shown • 3 marks: brief; relevant information	• 4 – 5 marks: sound but basic or descriptive response, little development of ideas • 6 – 7 marks: development of ideas, mainly accurate; may show understanding of relevant theories and/or include practical examples	• 8 marks: fuller explanation with clear understanding of the subject; relevant ideas expressed; may use relevant practical examples and/or relate work to research or theories to support their work • 9 – 10 marks: greater understanding; breadth and depth of response

	To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
A	• 0 marks: no relevant knowledge shown • 1 – 3 marks: little evidence of knowledge; simple statements • 4 – 5 marks: basic explanation relevant to the subject	• 6 – 8 marks: sound description, relevant to the subject; some ideas developed; mainly accurate • 9 –10 marks: increased breadth and depth of knowledge, some understanding applied; may include practical examples; understanding of relevant theories	• 11 – 13 marks: detailed description; sound understanding of the subject; some understanding of relevant theories • 14 – 15 marks: relevant and coherent response; understanding well expressed
	To achieve 0 – 5 marks	To achieve 6 – 10 marks	To achieve 11 – 15 marks
A*	• 0 marks: no relevant knowledge shown • 1 – 3 marks: little evidence of knowledge and understanding; simple statements and judgements • 4 – 5 marks: basic understanding of some points; limited conclusions	• 6 – 8 marks: sound depth of understanding; analysis of information • 9 – 10 marks: some comparison of different aspects of the topic; impact of these may be considered	• 11 – 13 marks: some issues examined in detail from more than one perspective; includes relevant examples that apply knowledge and understanding to situations; some evidence of current research, theories and understanding of concepts • 14 – 15 marks: consistently greater breadth and depth of response

Explanation of terms used at Level 2 (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks for or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Apply	Link existing knowledge to new or different situations.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 01: An introduction to working with children aged 0-5 years

Unit reference	A/504/2542		Unit level	2
Unit hours	Guided learning	30		
Unit aim	This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. You will also gain an insight into your preferred learning style and develop your ability to study.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand types of settings and local provision for children.	1.1. Describe the main types of settings available for children.
	1.2. Identify some of these settings within local provision.
2. Understand how to prepare for placement.	2.1. Describe key issues to consider when preparing for a placement with children, including dress code, behaviour, time keeping and positive attitudes.
3. Understand the responsibilities and limits of the early years worker in placements.	3.1. Identify responsibilities of early years workers, recognising when they should refer to others.
4. Understand individual needs and the necessity for fairness and inclusive practice.	4.1. Identify individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practice.
5. Know own preferred learning style and develop relevant study skills.	5.1. Reflect upon own preferred learning style.
	5.2. Identify relevant study skills.

Unit guidance
During this unit you will learn about: • the variety of settings that are available for children • the differences between the voluntary, private and statutory sectors and the range of provision within your area • the expectations of placements including appropriate dress, behaviour, timekeeping and positive attitudes • the responsibilities and limits of the role of the early years worker • the importance of treating children with fairness and equality and how to do this • the different learning styles that people use and how to identify your own preferred style and study skills.

Assessment task – Unit 01 An introduction to working with children aged 0-5 years

All of the tasks must be completed in order to achieve this unit.

Read this case study before you start the assessment tasks.

Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Preparing for work placement with children requires a great deal of planning, knowledge and understanding. Sam will need to prepare for her work in her placement and decide what she will need to know about working with children.

When working with children it is important to recognise the responsibilities of our own role. Sam will need to understand when she should pass on information to other professionals at the work setting.

It is important to value each individual person with respect. Sam will need to know how to respond to the individual needs of children whilst on her work placement.

Now complete Task 1 to Task 3.

Task 1 to achieve grading D1   D2   C1   A1
Assessment Criteria 1.1 and 1.2 will be met on completion of this task.

Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Help Sam to make a well informed choice by completing the task below:

1.1 and 1.2	A description of types of settings available for children 0 – 5 years
Describe types of settings available for children 0-5 years	
Identify some of these settings within local provision.	

Task 2 to achieve grading D3   D4   B1   B2
Assessment Criteria 2.1 and 3.1 will be met on completion of this task

Part 1: Preparing for work placement with children requires a great deal of planning, knowledge and understanding.

You should describe what Sam will need to know about working with children:
- before starting her work experience, **and**
- when at her work placement.

You should also explain why Sam would need to know this information when working with children.

Part 2: When working with children it is important to recognise the responsibilities of your own role.

You should:
- identify occasions when Sam will need to pass on information to other professionals at the work placement, **and**
- you should explain what may go wrong if Sam does not recognise the responsibilities of her role
- when working with children explain the importance of meeting key issues in preparation for working with children aged 0-5 years

Task 3 to achieve grading D5   A*
Assessment criteria 4.1 will be met on completion of this task.

It is important to value individual diversity through inclusive practice that treats each child with respect.

You should:
- identify how Sam can respond to the individual needs of children whilst on her work placement, **and**
- reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years.

Task 4 to achieve grading D6   D7
Assessment criteria 5.1 and 5.2 will be met on completion of this task.

This task does not relate to the case study. It is about your own learning.

You should:
- reflect on the importance of knowing your own preferred learning style, **and**
- identify a range of study skills that you will need to use to be able to study effectively.

Task 5 to achieve grading D8

You should:
- D8 Include at least one reference and a bibliography.

Unit 01 – An introduction to working with children

This is what you need to do to in the Assessment Tasks to achieve a grade D to A* for Unit 01.

	Grading
D1	Describe the features of settings available for children aged 0-5 years
D2	Identify settings within local provision from across the sectors
D3	Describe key issues to consider when preparing for a placement with children
D4	Identify responsibilities of an early years worker by recognising when they should refer to others
D5	Identify ways to respond to the individual needs of children that treat children fairly and in line with current practice for diversity and inclusion
D6	Reflect on the importance of knowing your own learning style
D7	Identify different study skills needed to study effectively
D8	Include at least one reference and a bibliography
C1	Describe the role of two or more types of settings available for children aged 0-5 years
B1	Explain the importance of meeting key issues in preparation for working with children aged 0-5 years
B2	Explain what may happen if the responsibilities of the early years worker are not met
A1	Discuss the differences between types of provision available for children aged 0-5 years
A*	Reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years

Unit 1: Unit submission form

Level 2 Technical Award in Child Development and Care

You must complete this form and attach it to your assessment on submission. The assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/ Centre no.

Learner declaration

Unit 1 – An introduction to working with children aged 0-5 years

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner Signature: Date:

Tutor feedback

Signatures		
Tutor:		Date:
IM: *(if chosen for sample)*		Date:

Unit 1: Internal assessment compensatory marking grid

Learner
Name:
PIN:
Site / Centre no.:

Level 2 Technical Award in Child Development and Care

Unit 1 – An introduction to working with children aged 0-5 years

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	**Internal Moderator** (Circle mark achieved)
D1	Describe the features of settings available for children aged 0-5 years	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D2	Identify settings within local provision from across the sectors	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D3	Describe key issues to consider when preparing for a placement with children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D4	Identify responsibilities of an early years worker by recognising when they should refer to others	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D5	Identify ways to respond to the individual needs of children that treat them fairly and in line with current diversity and inclusive practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D6	Reflect on the importance of knowing your own learning style	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D7	Identify different study skills needed to study effectively	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D8	Include at least one reference and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
C1	Describe two or more types of settings available for children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B1	Explain the importance of meeting key issues in preparation for working with children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B2	Explain what could happen if the responsibilities of the early years worker are not met	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
A1	Discuss the difference between types of provision available for children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
A*	Reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	Total marks:				
	Grade:				

Grade boundaries
A* = 80 – 100
A = 70 – 79
B = 60 – 69
C = 50 – 59
D = 35 – 49
Refer = 0 – 34

Internal marker signature:

Internal moderator signature (if chosen for sample):

Date:

Unit 02: Development and well-being 0-5 years

Unit reference	F/504/2543		Unit level	2
Unit hours	Guided learning	90		
Unit aim	This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the expected pattern of holistic child development.	1.1. Describe the expected pattern of children's development from 0-5 years in the following areas: • physical development • language development • intellectual development • social and emotional development .
2. Understand the importance of observations and assessments and how they support development.	2.1. Identify different methods to observe children.
	2.2. Describe how observations and assessments can be used to support the development of children.
3. Understand factors that may affect children's holistic development.	3.1. Explain factors that may affect children's holistic development.
4. Understand how to use everyday care routines and activities to support independence, health, safety and well-being.	4.1. Describe everyday activities which promote independence.
	4.2. Explain how daily routines and activities can meet care needs and support the well-being of children.
5. Understand how to support children through transitions in their lives.	5.1. Describe different transitions that children may experience.
	5.2. Identify the effects of these transitions on holistic development.
	5.3. Describe ways to support children through transitions.

Unit guidance
The Early Years Foundation Stage should be referred to when delivering this unit in England. During this unit you will learn about: • physical development from birth to 5 years • language development from birth to 5 years • intellectual development from birth to 5 years • social and emotional development from birth to 5 years • a range of methods early years workers can use for observing children • how to share observations with colleagues to promote development • the importance of confidentiality and recording accurate information (objectivity) when observing children • the factors that contribute to development • the care needs of individual children • the importance of supporting the health and well-being of the child • how to encourage and maintain good hygiene and hygiene routines • how to safeguard children to keep them safe and healthy • the importance of routines for everyday care in supporting children's development • recognising the importance of a secure base for children's development • the transitions experienced by children, and the possible effects on children • how to support children through transitions to provide consistency and reassurance including the role of the key person in the early years.

Assessment task – Unit 02 Development and well-being 0-5 years

The whole assessment task must be completed in order to achieve this unit.

Read this case study before you start the assessment tasks:

You work in an early years setting with children aged 0-5 years. A team meeting is planned to consider how the early years workers can promote the progress of the children. The early years workers will discuss the children's holistic development**.**

The early years workers will use observations to assess and record a child's stage of development.

The early years workers will discuss how personal and external factors can affect the children's holistic development.

The early years workers will consider ways to support the independence, health, safety and well-being of the children.

At this team meeting the early years workers will also consider the impact of transitions on the children's holistic development and their role in supporting children through transitions.

Task 1 to achieve grading D1
Assessment criteria 1.1 will be met on completion of this task.

You should:
- Describe the expected pattern of children's development from 0-5 years in the following areas:
  - physical development
  - language development
  - intellectual development
  - social and emotional development.

Task 2 to achieve grading D2   D3   B2   A1
Assessment criteria 2.1 and 2.2 will be met on completion of this task.

This task is about observation and assessment.

You should:
- identify suitable methods of observing and recording the holistic development of children, **and**
- give **ONE (1)** advantage and **ONE (1)** disadvantage of each of the identified methods, **and**
- explain how observations can be used to support the development of children, **and**
- explain why it is important to understand the pattern of children's holistic development of children from birth to 5 years.

Task 3 to achieve grading D4
Assessment criteria 3.1 will be met on completion of this task.

This task is about how a child's development can be affected by personal and external factors.

You should:
- describe the factors which can affect the holistic development of children.

Task 4 to achieve grading D5   D6   A*
Assessment criteria 4.1 and 4.2 will be met on completion of this task.

This task considers how everyday routines and activities can help to promote the independence, health, safety and well-being of the children.

You should:
- describe **TWO (2)** everyday activities or experiences which support the care needs of children aged 0-5 years and promote their independence, well-being, health and safety, **and**
- describe how these activities and experiences support the children's well-being, **and**
- evaluate how everyday experiences can be used to promote holistic development.

Task 5 to achieve grading D7   C1   B1
Assessment criteria 5.1, 5.2 and 5.3 will be met on completion of this task.

This task considers the impact of transitions on children's holistic development and the role of the early years worker at times of transition.

You should:
- identify:
    - different transitions that children may experience
    - how children's development may be affected when they experience transitions.
- describe ways the early years worker can support children through transitions.

Task 6 to achieve grading D8

You should:

- D8 Include at least one reference and a bibliography.

Unit 2 – Development and well-being 0-5 years

This is what you need to do to in the assessment tasks to achieve a grade D to A* for Unit 2.

	Grading
D1	Describe the expected pattern of children's development from 0-5 years in the following areas: • physical development • language development • intellectual development • social and emotional development
D2	Identify suitable methods for observing children's holistic development
D3	Give **ONE (1)** advantage and **ONE (1)** disadvantage of each of the identified methods
D4	Describe factors which can affect children's holistic development
D5	Describe **TWO (2)** everyday activities which support the care needs of children and promote their independence, well-being, health and safety
D6	Describe how the activities and experiences support the well-being of children
D7	Identify different transitions which children may experience
D8	Include at least one reference and a bibliography
C1	Identify the possible effects of transitions on the development of children
B1	Describe ways the early years worker can support children through transitions
B2	Explain how observations can be used to support the development of children
A1	Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years
A*	Evaluate how everyday experiences can be used to promote activities which contribute to holistic development

Unit 2: Unit submission form

Level 2 Technical Award in Child Development and Care

You must complete this form and attach it to your assessment on submission. The assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/ Centre no.

Learner declaration
Unit 2 – Development and well-being 0-5 years
I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.
Learner Signature: Date:

Tutor feedback

Signatures	
Tutor:	Date:
IM: *(if chosen for sample)*	Date:

Unit 2: Internal assessment compensatory marking grid

Level 2 Technical Award in Child Development and Care

Unit 2 – Development and well-being 0-5 years

Learner
Name:
PIN:
Site / Centre no.:

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D1	Describe the expected pattern of children's development from 0-5 years in the following areas: physical development language development intellectual development social and emotional development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D2	Identify suitable methods for observing children's holistic development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
D3	Give **ONE (1)** advantage and **ONE (1)** disadvantage of each of the identified methods	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D4	Describe factors which can affect children's holistic development	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D5	Describe **TWO (2)** everyday activities which support the care needs of children and promote their independence, well-being, health and safety	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D6	Describe how the activities and experiences support the well-being of children	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D7	Identify different transitions which children may experience	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
D8	Include at least one reference and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
C1	Identify the possible effects of transitions on the development of children	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B1	Describe ways the early years worker can support children through transitions	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
B2	Explain how observations can be used to support the development of children	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
A1	Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
A*	Evaluate how everyday experiences can be used to promote activities which contribute to holistic development	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Criteria	Grading	Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)	Resubmission / upgrade	
				Internal Marker (Circle mark achieved)	Internal Moderator (Circle mark achieved)
	Total marks:				
	Grade:				

Grade boundaries
A* = 80 – 100
A = 70 – 79
B = 60 – 69
C = 50 – 59
D = 35 – 49
Refer = 0 – 34

Internal marker signature:

Internal moderator signature (if chosen for sample):

Date:

Unit 03 Child care and development 0-5 years

To achieve this unit and the Award you will need to be successful in a scenario based short answer examination. You will need to be sure that you are confident about everything you have learned in Unit 1 and Unit 2. This unit will support you in your preparation for the scenario based short answer examination.

Unit reference	J/504/2544		Unit level	2
Unit hours	Guided learning	5		
Unit aim	This unit will assess your knowledge about the development of children aged 0-5 years. You will be expected to know about the different types of care settings and your responsibilities if you were learning how to work with children. You will need to show that you understand how children develop, what can affect their development and the individual needs they may have. You will need to show that you know ways to care for them and simple activities that help them to develop in a healthy and safe way. You will also need to show that you understand the ways that can support your own learning.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Knowledge that learners must develop in this unit to support preparation for the scenario based short answer examination
1. Understand the stages of development of children aged 0-5 years.	1.1. The main areas of development of children aged 0-5 years.
	1.2. The stages of development of children aged 0-5 years.
	1.3. Methods for observing children.
	1.4. Reasons for observing children's holistic development.
2. Understand factors that may affect children's development.	2.1. Factors which may contribute to children's development.
	2.2. How factors can affect children's development.
	2.3. Transitions that children may experience and the effects these may have on the child.
	2.4. Ways to support children during transitions.
	2.5. The importance of being fair, equal and inclusive towards children.
3. Know the variety of provision available for children in different sectors.	3.1. A variety of provision available for children.

Learning outcomes The learner will:	Knowledge that learners must develop in this unit to support preparation for the scenario based short answer examination
4. Understand the responsibilities of early years workers working with children.	4.1. The responsibilities of early years workers working with children in settings.
	4.2. How to prepare for working in a setting.
	4.3. Why it is important to know the responsibilities of own role.
5. Understand how to support children's development and meet their individual needs.	5.1. Routines and activities to safeguard the well-being of children.
	5.2. The importance of routines for everyday care in supporting children's development.
	5.3. The individual needs of children.
	5.4. The role of the early years worker in meeting children's individual needs.
	5.5. The importance of meeting children's individual needs.
6. Know own preferred learning style and relevant study skills.	6.1. Why your own learning style is effective for you.
	6.2. A range of study skills that will help you to learn.

Section 4: Assessment and quality assurance information

Assessment Strategy

Knowledge learning outcomes

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

Competence/Skills learning outcomes

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

Assessment Structure

To gain the qualification, learners will need to achieve a minimum of a D grade in:

- unit 1 and unit 2 externally set, internally marked assessment tasks, graded A*-D. Mandatory assessments for each unit will be subject to internal and external quality assurance

- unit 3, component TACDC, externally set, externally marked synoptic scenario based short answer examination graded A*- D.

Full achievement of the qualification will not be possible until **all** components are achieved. Unit certification will be available for learners achieving a D grade or above for specific units when the full qualification has not been achieved.

There will be no automatic Direct Claim Status (DCS) for this qualification.

Internal assessment

There are **two** (2) externally set, internally marked units: 1 and 2.

These internal assessments cover:

- Unit 1: 25% of the qualification's content and 12.5% of the qualification's grade
- Unit 2: 72% of the qualification's content and 37.5% of the qualification's grade

The 3 units GLH are as follows:

- Unit 1 – 30 GLH = 24% of the qualification's content
- Unit 2 – 90 GLH = 72% of the qualification's content

The internal assessments will be graded A*- D. Mandatory assessments for each unit will be subject to internal and external quality assurance.

Learners at Key Stage 4 are beginning to explore vocational career related journeys. This qualification has been arranged into individual units. Each area includes new learning through focused learning outcomes subsequently challenged through graded assessment of learning.

Each unit is subject to individual assessment of learning to challenge learners across each Learning Outcome as appropriate. Each learner must achieve a minimum D grade outcome in order to achieve the unit. In order to secure a D grade, learners must show an application of knowledge and understanding across each Learning Outcome reflecting the breadth of the unit content. A*-C grades build on theory and concept relevant to the qualification.

The weighting has been allocated to show an appreciation of discovery, application and theoretical conceptual exploration for learners at this stage in their statutory learning. Both units are strong and necessary to encourage learner participation and initiate interest in this vocation.

External Assessment

There is **one** (1) external assessment.

All content (100%) from the 3 mandatory units (1, 2 and 3) is subject to external assessment through a synoptic scenario based short answer examination. This method of external assessment requires learners to apply theory and concept from knowledge based learning outcomes in context to show knowledge and understanding of the subject at the appropriate level. The synoptic scenario based short answer examination will allow for application of knowledge and understanding from across the units and combines content to develop holistic connections. The synoptic external assessment contributes to 50% of the qualification grade.

The scenario based short answer examination will be graded A*-D. Learners must achieve a D grade in the scenario based short answer examination in order to gain the qualification alongside a minimum of a D grade in the two internal assessments.

Please see qualification webpage on our secure site for a **sample** scenario based short answer examination and mark scheme.

Within the qualification **there is a maximum of one further attempt for learners to take the scenario based short answer examination in order to achieve a D grade or to improve a grade.** This will be a different scenario based short answer examination.

Re-mark requests for the scenario based short answer examination
Centres may request a re-mark if they or the learner do not think that the result is a true reflection of the learner's performance. This request must be in line with our re-mark process. A re-mark result may be decreased as well as increased.

Referral in the scenario based short answer examination
A result that does not achieve a D grade will be graded as Not Yet Achieved. If learners intend to take the scenario based short answer examination for another attempt to achieve a D grade or above, they will take a different examination paper.

Improving a grade for the scenario based short answer examination (upgrade a result)
When learners have achieved a D grade or above for the scenario based short answer examination, they may wish to improve their grade. If a learner intends to attempt to improve a grade, they will be required to take a different scenario based short answer examination. Learners only have one further opportunity to either achieve or upgrade their result. The higher of the grades achieved for the scenario based short answer examination will be the final result.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Examination conditions

For more information on examination conditions, please see the Regulations for the Conduct of External Assessment on our dedicated qualification website www.ncfe.org.uk.

For more information on reasonable adjustments, please refer to the Guidance on Accessing Reasonable Adjustments on our dedicated qualification website www.ncfe.org.uk.

Synoptic assessment

Synoptic assessment encourages learners to combine elements of their learning and to show accumulated knowledge and understanding across units and/or learning outcomes.

Synoptic assessment enables learners to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires learners to demonstrate their capability to apply knowledge, understanding and skills across a range of units and learning outcomes for which they are being assessed.

There will be **one** (1) externally set and externally marked synoptic scenario based short answer examination covering the content of units 1, 2 and 3. The synoptic scenario based examination will allow for application of knowledge and understanding from across the units and combines content to develop holistic connections.

Staffing requirements

Centres delivering any of NCFE CACHE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Resource requirements

There are no specific resource requirements for the delivery of this qualification.

Section 5: Records of grades achieved

Our technical awards are modular, which means that a learner can take and resit external assessments in different assessment windows. External assessments may vary slightly in levels of difficulty and therefore what represented an A* in one assessment window may not be appropriate in the following assessment window.

To resolve this issue, we convert raw marks to points.

The points scale also allows us to account for the relative weighting of the assessment to the qualification as a whole. The points for the external assessment are shown in the table above.

The raw mark grade boundaries are set after each assessment window. NCFE CACHE sets these boundaries judgementally, following both qualitative and quantitative analysis, and then converts them to points.

NCFE CACHE will publish the raw mark grade boundaries following the completion of each assessment window.

Calculating points for the Level 2 Technical Award in Child Development and Care (Record of grades achieved)

To calculate the overall grade add the points achieved from Unit 01, 02 and 03 together, then use the points in the table below to give the overall grade.

Grades achieved			Unit grade: Grade A*		Unit grade: Grade A		Unit grade: Grade B		Unit grade: Grade C		Unit grade: Grade D		Points / Unit	Points / Grade
Unit	Hours per unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
Unit 1	30	1	5	5	4	4	3	3	2	2	1	1		
Unit 2	90	3	5	15	4	12	3	9	2	6	1	3		
Unit 3	Scenario Based Short Answer Examination		17–20		13–16		9–12		5–8		1–4			

Total points

Qualification grade

Learners must achieve each unit and are graded as follows:

37 – 40 points	A*	13 – 20 points	C
29 – 36 points	A	5 – 12 points	D
21 – 28 points	B		

Assessment Objective Weightings for the Scenario Based Short Answer Examination

Assessment objective weightings

AOs	Scenario Based Short Answer Examination (approx. %)	Raw Marks Available (approx.)
AO1	37.5	30 marks
AO2	35	28 marks
AO3	27.5	22 marks
Total	**100%**	**80 marks**

The AOs that will be assessed against the content in this award are:

AO1 – Recall of knowledge and understanding
AO2 – Application of knowledge and understanding

AO3 – Analysis to demonstrate knowledge of concepts and theories

Structure

The scenario based short answer examination will consist of a mixture of multiple choice questions, short answer questions and extended response questions.

Aggregation
Whilst NCFE CACHE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

Section 6: Documents and resources

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

We have devised a Record of Assessment Cycle template for your convenience; however, you may design your own forms which comply with the content of our templates.
We have also provided notes to guide you when completing these forms:

Forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Resources

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

iAchieve

iAchieve is an online learning solution and our endorsed provider, supporting the delivery of V Cert technical qualifications that count in group 3 of the current Key Stage 4 performance measures.

Each iAchieve course contains engaging learning and assessment materials that cover all of the learning outcomes and assessment criteria needed to achieve the qualification. iAchieve is a simple way to deliver, track and manage technical options.

iAchieve courses include:
- business and enterprise
- health and fitness
- child development and care.

For more information about iAchieve, please visit www.iachieve.org.uk.

Safeguarding guidance
To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations