

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Extended Diploma for
Children's Care Learning and Development
(Northern Ireland)
QN: 603/7477/9**

Please note: This document must be read in conjunction with the **NCFE CACHE Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland) (603/6039/2)** qualification specification

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	September 2021	First publication
v1.1	October 2021	Addition of bundle information.
v1.2	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v1.3	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to advise about terminology in relation to autism within the specification.</p>
v1.4	October 2022	<p>The grade table in the records of grades section has been corrected. The extended diploma external assessment points for a B grade have been corrected to 27.</p> <p>The UCAS section has been updated in the qualification summary with details of UCAS points.</p>
v1.5	July 2023	Information regarding UCAS added to About this qualification, Qualification Summary.
v1.5	July 2023	Added further information to Assessment strategies and principles relevant to this qualification section.

Section 1

About this qualification

Introduction

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

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

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

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- 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 on the qualifications page on the NCFE website, which contains additional supporting information to help with planning, delivery and assessment, such as:

- definition of total qualification time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- diversity and equality

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 3 Extended Diploma for Children’s Care Learning and Development (Northern Ireland)
Qualification number (QN)	603/7477/9
Aim reference	60374779
Total qualification time (TQT)	1360
Guided learning hours (GLH)	1022
Credit value	136
Minimum age	16
Age ranges covered by the qualification	The age range for knowledge criteria is 0–12 years. The age range for competence criteria is 0–5 years 11 months.
Qualification purpose	<p>This qualification is designed to provide learners with the underpinning knowledge and skills needed when working with children. It covers a diverse range of job roles and occupational areas in children’s settings, including early years. The qualification then builds on this knowledge and provides extended knowledge and skills to further learners’ understanding and provide a stepping stone into higher education.</p> <p>The Level 3 Diploma for Children’s Care, Learning and Development (Northern Ireland) sits within this qualification. Successful achievement of the diploma units will confirm competence in these areas and serve as the required qualification for all new practitioners for registration and regulatory requirements in Northern Ireland.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of children’s care, learning and development in settings in Northern Ireland • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • build knowledge and skills needed to work with children in Northern Ireland • provide learners with extended knowledge and skills to allow progression into higher education

Qualification summary	
Work/industry placement experience	<p>This qualification requires learners to complete a work placement experience throughout the duration of the qualification before certification. All learners MUST have access to either employment or work experience in a real work setting to support them to develop and practise their skills and apply their knowledge at an appropriate level. This ensures that learners are able to demonstrate consistent competence at level 3 to meet the requirements of the Level 3 Extended Diploma for Children’s Care, Learning and Development (Northern Ireland) units.</p> <p>Practice hours refer to learners who are currently employed in an early years setting. Placement hours refer to learners who are not employed and require work placement.</p> <p>Learners must have access to between 600–700 hours in a work setting that will facilitate development of their skills and knowledge at level 3.</p> <p>The number of practice/placement hours may be reduced to a minimum of 570 hours ONLY in the following circumstances:</p> <ul style="list-style-type: none"> • a learner has already completed the Level 2 Diploma for Children’s Care, Learning and Development (Northern Ireland) • a learner can evidence recent (within the previous 2 years), authenticated and relevant work experience which reflects some of the requirements of the Level 3 Diploma for Children’s Care, Learning and Development (Northern Ireland) <p>All learners must undergo initial assessment against the requirements of the qualification, and this must be documented. An individual learning plan can then be produced. The initial assessment must be available to internal and external quality assurers. If practice/placement hours have been reduced to 570 hours, the documentation MUST include clear evidence to support this.</p> <p>There is a connection between the assessment of competence and the placement hours required for this qualification. Assessor observations should continue until the full complement of hours have been achieved. The evidence from these activities must be mapped to the qualification assessment criteria and used to inform a robust decision of competence. Learners are not permitted to ‘build up’ their hours after the final internal quality assurance activities have occurred.</p> <p>The work setting MUST be either a regulated (via social services) or an inspected (via Social Services or the Education and Training Inspectorate) early years setting. This means that the learner MUST have access to working with children aged from 0–5 years and 11 months for all of their practice/placement hours. Appropriate settings, including Irish-medium schools, would be:</p>

Qualification summary	
Work/industry placement experience (cont’d)	<ul style="list-style-type: none"> • registered childminding settings – working with children up to 5 years 11 months • playgroups • day care nurseries • statutory nursery settings • Early Years Foundation Stage provision up to the age of 5 years 11 months • Sure Start provision <p>The requirement cannot be met by time spent with children within a learner’s family/extended family, babysitting or through other informal arrangements.</p> <p>This guidance has been endorsed by the Northern Ireland Social Care Council (NISCC) and The Employers Forum for Early Years, Playwork and Childminding.</p>
Rules of combination	<p>To achieve this qualification learners are required to successfully complete 136 overall credits:</p> <ul style="list-style-type: none"> • 56 credits from the 8 diploma mandatory units • 14 credits from the diploma optional units, of which there are 13 • 66 credits from the 7 extended diploma graded mandatory units • 1 external assessment
Grading	<p>The diploma mandatory and optional units are achieved/not yet achieved (NYA).</p> <p>The extended mandatory units are graded A*–D.</p> <p>The external assessment is graded A*–D.</p>
Assessment method	<p>Internally assessed and externally quality assured portfolio of evidence and externally set and externally assessed extended assessment.</p>
Progression	<p>Learners who achieve this qualification could progress to higher education and/or a wide range of job roles within children’s care, learning and development in Northern Ireland.</p>
UCAS	<p>This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.</p> <ul style="list-style-type: none"> •
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 603/7477/9.</p>
Funding	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>

Qualification summary	
Bundles	There is a bundle offer available for centres if they register learners on the Level 3 Diploma and the Level 3 Extended Diploma for Children's Care, Learning and Development (Northern Ireland) at the same time. Using bundle code NDF4400 centres will receive a discounted price for the two qualifications, only paying for the extended diploma registration.

Entry guidance

This qualification is designed to provide learners with the knowledge, understanding and skills essential to children's care, learning and development in Northern Ireland. It will support progression into higher education or the workplace.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Note: learners should have completed the Level 3 Diploma for Children's Care Learning and Development qualification prior to claiming a certificate for this Level 3 Extended Diploma for Children's Care Learning and Development qualification.

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

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

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **136 overall credits**:

- **56 credits** from the 8 diploma mandatory units
- **14 credits** from the diploma optional units, of which there are 13
- **66 credits** from the 7 extended diploma graded mandatory units
- **1 external assessment**

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

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

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.

Our suggested structure for this qualification is as follows. Please note: this is an exemplar and you may wish to provide a more holistic delivery model.

Stage 1	<p>Learners complete the diploma mandatory and optional units to provide a competence-based foundation. The units can be found in the NCFE CACHE Level 3 Diploma for Children’s Care, Learning and Development (Northern Ireland) (603/6039/2) qualification specification.</p> <p>Each unit is graded achieved/not yet achieved.</p> <p>Note: you may wish to claim a separate certificate for the NCFE CACHE Level 3 Diploma for Children’s Care, Learning and Development (Northern Ireland) (603/6039/2) after this stage.</p> <p>If you would like to claim this diploma certificate you must ensure that all placement hours have been completed. Learners will need to be registered on the diploma qualification alongside the extended diploma if you wish to claim a separate certificate. Please see the section on bundle codes on page 7 for further information.</p>
Stage 2	<p>Learners complete the extended diploma mandatory units to develop extended knowledge and understanding.</p> <p>Each unit is graded A*–D.</p>
Stage 3	<p>Learners complete 1 external assessment.</p> <p>The external assessment is graded A*–D.</p>
Placement hours	<p>All placement hours must be completed prior to certification. These can be built up over the duration of the qualification or completed in stage 1 if claiming a separate certificate.</p>

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit. The regulated unit number is indicated in brackets for each unit (for example, 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.

Diploma mandatory units – please see the NCFE CACHE Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland) (603/6039/2) qualification specification for unit details.

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	L/618/1648	Context and principles for the early years sector – Theme 1	3	8	60	
Unit 02	R/618/1649	Communication and partnership working – Theme 2	3	6	35	
Unit 03	J/618/1650	Safeguarding children – Theme 3	3	6	40	
Unit 04	L/618/1651	Keeping children safe, healthy and well – Theme 4	3	9	60	
Unit 05	R/618/1652	Support children's personal care and nutrition – Theme 5	3	4	30	
Unit 06	Y/618/1653	Supporting children's development – Theme 6	3	9	60	
Unit 07	D/618/1654	Supporting children's play opportunities and experiences of play – Theme 7	3	8	40	
Unit 08	H/618/1655	Contribute to the support of children with disabilities and/or special needs – Theme 8	3	6	40	

Diploma optional units – please see the NCFE CACHE Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland) (603/6039/2) qualification specification for unit details.

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	Unit 09	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	
	Unit 10	T/601/0134	Support disabled children and young people and those with specific requirements	4	6	45	
	Unit 11	K/601/0132	Support children or young people in their own home	3	4	30	
☆	Unit 12	H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3	20	
☆	Unit 13	Y/502/4663	Engage fathers in their children's early learning	3	3	20	
	Unit 14	K/601/3225	Promote children in early years settings acquiring a new language through immersion	3	4	29	
	Unit 15	K/618/1656	Support children with physical disabilities	4	6	44	
	Unit 16	M/618/1657	Support children with learning disabilities	4	6	44	
	Unit 17	T/618/1658	Support children with autistic spectrum conditions	4	6	44	
	Unit 18	A/618/1659	Support the learning and development of children with health needs	4	6	44	
	Unit 19	M/618/1660	Support children with sensory loss	4	6	44	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 20	D/601/5750	Support families who have a child with a disability	3	3	23	
Unit 21	T/618/1661	Promote signing to advance speech, language and communication	3	6	42	

Extended diploma mandatory units (please see section 2 for unit details)

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 22	L/618/7059	Developing study skills for professional practice	3	16	140	
Unit 23	F/618/7060	Enabling play environments	3	9	70	
Unit 24	J/618/7061	Partnership working in early years	3	8	65	
★ Unit 25	L/618/7062	Understanding perspectives on childhood in society	3	8	70	
★ Unit 26	R/618/7063	Understand the role of the practitioner when supporting children with special educational needs and disability	3	4	30	
★ Unit 27	Y/618/7064	Understanding neuroscience in early years	3	7	60	
Unit 28	D/618/7065	Planning for improved outcomes when working with babies and children in an early years setting	3	14	120	

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

Progression to higher-level studies

This qualification aims to provide learners with a number of progression options, including higher-level studies at university or further education (FE) colleges. The skills required to progress to higher academic studies are different from those required at levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements

Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher-level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher-level learning skills.

If you need any further information, please refer to the NCFE website.

Terminology relating to autism in this document

Autism is described by the National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms may be change. The National Autistic Society provides a useful source for accurate terms and reference and can be found here: <https://www.autism.org.uk>

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.

The assessment consists of 2 components:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as per usual)
- externally set and assessed extended assessment task

Learners must be successful in both components to gain the Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland).

The Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) 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 who are not 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 3 learner for each learning outcome.

Internal assessment

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

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

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

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

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

A centre may choose to create their own internal assessment tasks. The tasks 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.

External assessment

Each learner is required to undertake **one** external assessment in the form of an extended piece of writing.

This external assessment will require a substantial amount of research and work. The extended assessment will be graded A* to D.

External assessments are set and marked by us. The assessment assesses learners' knowledge and understanding based on the mandatory units of this qualification. Centres must not assess or internally quality assure external assessments or provide any feedback to the learner about their performance in the external assessment.

The external assessment consists solely of:

- one independent self-study (extended assessment) – this is completed independently by learners and submitted to NCFE for marking at set times during the year

For further information, centres should refer to the regulations for the conduct of external assessment and qualifications specific instructions for delivery documents available on the policies & documents page on the NCFE website.

Where qualifications have external assessment, centres must have entered learners using the Portal to access the assessment.

Centres must enter learners at least 10 working days in advance of the assessment window to avoid late entry fees.

Assessment windows

For assessments sat in windows, the centre must enter learners to the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

Please note: the 'cut-off date' is the last day that returned scripts will be accepted for the specified assessment window.

On completing their work at the end of the assessment window, learners must sign the assessment declaration to authenticate the work produced as their own. Centres must ensure that all assessments are submitted for marking in accordance with the assessment windows.

Paper-based assessment

Entries must be submitted via the Portal 10 working days before the date of assessment.

Results are issued on the specified results release date. The date the results are released will be affected if papers are returned late to us.

Late return fees will apply to any completed external assessment material that is not received 48 hours following the external assessment and will be marked at NCFE's discretion. Please refer to the fees and pricing documents page on the NCFE website for further information.

Fast track entries/late and very late entries will be accepted with less than 5 to 10 working days' notice, but an administration fee will be charged. For details of fees, please refer to the current fees and pricing guide on the policies & documents page on the NCFE website.

Extended assessment

There is **one** assessment covering the extended diploma mandatory units.

The external assessment covers:

- approximately 30% of the extended diploma content

This assessment will require a substantial amount of research and work. Your extended assessment will be graded A* to D.

Enquiries about results

If a centre believes a learner's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with our enquiries and appeals about results and assessment decisions policy, which is available on the policies & documents page on the NCFE website.

Not yet achieved grade

A result that does not achieve a pass grade will be graded as a not yet achieved grade. Learners may have the opportunity to resit.

Grading information

Each extended diploma unit is graded using a structure of A* to D.

Grading internally assessed units

Assessment grading criteria for each unit has been included in the qualification specification. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit.

Once assessors are confident that all the D grade descriptors have been met, they can move on to decide if the C grade descriptors have been met. If the assessor is confident that all the C grade descriptors have been met, they can decide if the B grade descriptors have been met and repeat up to A* grade. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the D grade criteria, a grade of not yet achieved must be awarded for the unit.

Centres must then submit each unit grade via the Portal. The grades submitted will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

Record of grades achieved

The record of grades achieved table can be used to calculate the final qualification grade.

The final grade is calculated by adding the points for each unit and then converting to a final overall grade using the overall boundary points table.

For further information on assessment, please refer to the user guide to the external quality assurance visit report.

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.

Whilst NCFE 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.

Records of grades achieved for the NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) (603/7477/9)

Grades achieved				A*		A		B		C		D		Points/ unit	Points/ grade
Unit ref.	Description of unit	Hours per unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
L/618/7059	Developing study skills for professional practice	140	5	5	25	4	20	3	15	2	10	1	5		
F/618/7060	Enabling play environments	70	2	5	10	4	8	3	6	2	4	1	2		
J/618/7061	Partnership working in early years	65	2	5	10	4	8	3	6	2	4	1	2		
L/618/7062	Understanding perspectives on childhood in society	70	3	5	15	4	12	3	9	2	6	1	3		
R/618/7063	Understanding special educational needs and disability in children	30	1	5	5	4	4	3	3	2	2	1	1		
Y/618/7064	Understanding neuroscience in early years	60	3	5	15	4	12	3	9	2	6	1	3		
D/618/7065	Planning for improved outcomes when working with babies and children in an early years setting	120	5	5	25	4	20	3	15	2	10	1	5		
Extended diploma external assessment		n/a	9	5	45	4	36	3	27	2	18	1	9		
											= Total extended diploma points:				
											= Extended diploma grade:				
											Pass grade for all Level 3 diploma units [✓]				
											+ Placement hours completed (600–700) [✓]				

Overall boundary points

Grade	Point score
A*	126–150
A	102–125
B	78–101
C	54–77
D	30–53

No. of increments x grade value = points for unit assessment or external assessment

The incremental weighting of each internal assessment is based on the average total hours and relevant importance of the unit.

The incremental weighting of each external assessment is based on the average total hours to achieve the external assessments.

Grade value: A* value '5' to D value '1'.

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 22 Developing study skills for professional practice (L/618/7059)

Unit summary	This unit supports learners to explore a range of study skills. Beginning with an investigation of learning styles, learners will be introduced to diverse study skills. The learner will be able to practise and refine their study skills throughout their study programme. This unit can be completed as a longitudinal unit over the programme of study and must be assessed through a reflective journal.
Credit value	16
Guided learning hours	140
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of study skills	1.1 Explore the term 'study skills'
	1.2 Describe a range of learning styles
	1.3 Explain own learning style
	1.4 Discuss the importance of developing study skills in relation to personal achievement
2. Know about different study skills	2.1 Explain what is meant by the following methods: <ul style="list-style-type: none"> • study reading • speed reading • scan reading • skim reading
	2.2 Analyse the role of time management in study skills
	2.3 Summarise ways of: <ul style="list-style-type: none"> • taking notes • using abbreviations • managing time • undertaking synthesis
3. Understand approaches to study skills	3.1 Describe the significance of planned approaches to study skills
	3.2 Reflect on personal approaches to time-managed study skills
4. Understand how to reference information	4.1 Discuss the purpose of referencing for academic writing
	4.2 Explain how to use academic referencing, from a range of reliable sources, within own writing
5. Understand research skills	5.1 Explain the difference between primary and secondary data
	5.2 Outline examples of quantitative and qualitative research methods
	5.3 Discuss a range of sources which may be used to provide information or data
	5.4 Compare different methods of analysing information or data

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand how to present information	6.1 Compare and contrast different formats for formal presentation of information or data
	6.2 Explain what is meant by the following terms when presenting information or data: <ul style="list-style-type: none"> • formatting • fit for purpose • relevant for the audience • spell checking • proofreading
	6.3 Explain how to use academic referencing: <ul style="list-style-type: none"> • within own writing • for information sources
7. Be able to present information that is fit for purpose and relevant to target audience	7.1 Demonstrate how to convey information for an agreed audience in: <ul style="list-style-type: none"> • a report format • a diagrammatic format • a letter format
	7.2 Demonstrate how to: <ul style="list-style-type: none"> • reference sources of information • proofread • spell check
8. Understand how to source information when planning a project or piece of writing	8.1 Explain how to select relevant information or data for inclusion in a piece of writing or project
	8.2 Discuss stages involved in academic essay writing
9. Understand the need to evaluate the process involved in gathering and presenting information	9.1 Reflect on the importance of: <ul style="list-style-type: none"> • identifying sources of information • gathering information • planning • presenting information • analysing information

Unit 22 Developing study skills for professional practice (L/618/7059) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed via a reflective journal. Please see page 28 for further details.</p> <p>This unit can be delivered throughout the extended diploma and evidence submitted as a reflective journal that has been generated to meet the assessment criteria. All work submitted must be the learner's own work.</p>
Types of evidence
<p>Evidence must include:</p> <ul style="list-style-type: none">• reflective journal

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 22 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

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

Unit 22: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence reference in reflective journal
D1	1.1	The learner must consider skills that support an individual to be able to study well.	
D2	3.1	The learner must be able to describe any potential positive impact of planning for effective study. Learners may find a natural build here with C1.	
D3	1.2	The learner must describe 3 different learning styles.	
D4	1.3	The learner should select own preferred learning style and be able to explain why this style is of personal preference. Examples of coursework may be included to support this response.	
D5	4.1	The learner must describe why referencing sources is important and how references support academic writing. Examples of learner's own work with references may be included to support this response. There may be some overlap with D7, C4 and C5.	
D6	8.2	The learner must be able to identify stages in essay planning. An essay plan may be included to support this response.	

	LO or AC	Assessment of learning	Evidence reference in reflective journal
D7	7.2	The learner must include examples of when they have used references, proofread their own or peer learner work as well as include examples of word-processed work that has been spell checked. There may be some overlap with D5, C4 and C5.	
D8	6.2	The learner must offer definitions with explanations of the terms identified for this criterion. Examples may be used to support explanations.	
D9	7.1	The learner must be able to present work in each format identified. Learner work that has been produced with others must be further personalised and authenticated by the tutor.	
D10	5.3	The learner must be able to identify and discuss 3 different sources and how they can be used to provide information and data. There may some overlap in A2.	
C1	1.4	The learner must be able to reflect on their past achievements in terms of results and outcomes to discuss the relevance of learning from personal achievements through next steps planning. Learners may find a natural build from D2.	
C2	2.1	The learner must explain the identified methods. Reflective accounts may be used to support this response.	
C3	2.3	The learner must be able to summarise each of the methods identified, considering when they may be useful. Examples may be used to support this response.	
C4	6.3	The learner must include references that are accurately used in their own work, within own writing to enhance writing as identified in the criterion. There may be some overlap with D5, D7 and C5.	

	LO or AC	Assessment of learning	Evidence reference in reflective journal
C5	4.2	The learner's references should reflect 3 different media. A bibliography should be included. There may be some overlap with D5, D7 and C4.	
C6	5.2	The learner must show an awareness of what is understood by quantitative and qualitative research and outline 2 examples of quantitative and 2 examples of qualitative research methods.	
C7	8.1	The learner must use an example of own assignment writing to explain the rationale for use of information.	
B1	5.1	The learner must be able to explain what is understood by primary and secondary data and the differences between them.	
B2	9.1	The learner must be able to reflect on how the list provided can support study skills and approaches to academic writing	
B3	3.2	The learner must examine own approach to time management for study skills, including preparation, undertaking and completion. There may be some overlap with A*1.	
A1	5.4	The learner must select and compare 2 different methods of analysing information or data.	
A2	6.1	The learner must compare and contrast 4 different formats of formal presentation of information or data (there may be some natural build from D10). Examples can be taken from the learner's own work to support this criterion.	
A*1	2.2	The learner must analyse the role of time management for effective study. Reflection on own approach may be referred to as part of the analysis. There may be some overlap with B3.	

Assessment tasks – Unit 22 Developing study skills for professional practice**Mandatory tasks**

This reflective journal has been developed to support learners to achieve the knowledge assessment criteria for this unit. An optional coversheet, with learner check, is available on the NCFE website.

These tasks can be achieved over time and may be undertaken alongside all other internal units as a reflective journal. Learners must generate evidence to meet the following criteria.

Task 1: exploring study skills

In your reflective journal include examples from your own work or research to meet the following criteria:

- **D1 1.1** Explain the term 'study skills'
- **D2 3.1** You must be able to describe any potential positive impact of planning for effective study
- **D3 1.2** You must describe **3** different learning styles
- **D4 1.3** You should select your own preferred learning style and be able to explain why this style is one of personal preference. Examples of coursework may be included to support this response
- **C1 1.4** Discuss the importance of developing study skills in relation to personal achievement. You must be able to reflect on past achievements in terms of results and outcomes to discuss the relevance of learning from personal achievements through next steps planning
- **C3 2.3** Summarise ways of:
 - taking notes
 - using abbreviations
 - managing time
 - undertaking synthesis

You must be able to summarise each of the methods identified, considering when they may be useful. Examples may be used to support this response.

Assessment tasks – Unit 22 Developing study skills for professional practice

- **C2 2.1** Explain what is meant by the following methods:
 - study reading
 - speed reading
 - scan reading
 - skim reading

You must explain the identified methods. Reflective accounts may be used to support this response.

- **B2 9.1** Reflect on the importance of:
 - identifying sources of information
 - gathering information
 - planning
 - presenting information
 - analysing information

You must be able to reflect on how the above can support study skills and approaches to academic writing.

- **B3 3.2:** Reflect on personal approaches to time-managed study skills. You must examine own approach to time management for study skills, including preparation, undertaking and completion.
- **A*1 2.2:** Analyse the role of time management in study skills. You must analyse the role of time management for effective study. Reflection on own approach may be referred to as part of the analysis

Assessment tasks – Unit 22 Developing study skills for professional practice**Task 2: considering references**

- **D5 4.1** You must describe why referencing sources is important and how references support academic writing. Examples of learner's own work with references may be included to support this response
- **D7 7.2** You must include examples of when you have used references, proofread your own or peer learner work as well as include examples of word-processed work that has been spell checked
- **D10 5.3** Discuss a range of sources which may be used to provide information or data. You must be able to identify and discuss **3** different sources and how they can be used to provide information and data
- **C4 6.3** Explain how to use academic referencing:
 - within own writing
 - for information sources

You must include references that are accurately used in your own work and your own writing to enhance writing as identified in the criteria.

- **C5 4.2** Explain how to use academic referencing, from a range of reliable sources within own writing. References should reflect **3** different media. A bibliography should be included

Assessment tasks – Unit 22 Developing study skills for professional practice**Task 3: essay writing**

- **D6 8.2** Discuss stages involved in academic essay writing. You must be able to identify stages in essay planning. An essay plan may be included to support this response
- **D8 6.2** Explain what is meant by the following terms when presenting information or data:
 - formatting
 - fit for purpose
 - relevant for the audience
 - spell checking
 - proofreading

You must offer definitions with explanations of the terms identified for this criterion. Examples may be used to support explanations.

- **D9 7.1** Demonstrate how to convey information for an agreed audience in:
 - a report format
 - a diagrammatic format
 - a letter format

You must be able to present work in each format identified. Learner work that has been produced with others must be further personalised and authenticated by your tutor.

Assessment tasks – Unit 22 Developing study skills for professional practice**Task 4: research skills**

- **C7 8.1** Explain how to select relevant information or data for inclusion in a piece of writing or project. You must use an example of own assignment writing to explain the rationale for use of information
- **C6 5.2** Outline examples of quantitative and qualitative research methods. You must show an awareness of what is understood by quantitative and qualitative research and outline **2** examples of quantitative and **2** examples of qualitative research methods
- **B1 5.1** Explain the difference between primary and secondary data. You must be able to explain what is understood by primary and secondary data and the differences between them
- **A2 6.1** Compare and contrast different formats for formal presentation of information or data. You must compare and contrast **4** different formats of formal presentation of information or data. Examples can be taken from your own work to support this criterion
- **A1 5.4** Compare different methods of analysing information or data. You must select and compare **2** different methods of analysing information or data

Unit 23 Enabling play environments (F/618/7060)

Unit summary	In this unit learners will explore enabling play environments and consider influences on practice. They will understand the benefits of play for young children and understand resilience in the context of play. They will also be able to plan an enabling environment in an early years setting.
Credit value	9
Guided learning hours	70
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded
NOS mapping	SCDCCLD0206, SCDCCLD0208, SCDCCLD0307

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about enabling play environments within early years practice	1.1 Describe characteristics of effective pedagogy to support enabling play environments
	1.2 Describe the impact of current research on enabling play environments in the early years
	1.3 Explore the role of the practitioner when providing an enabling play environment for young children in early years practice
	1.4 Analyse factors that contribute to an enabling play environment
2. Understand benefits of play provision for young children in early years settings	2.1 Explain the rights of the child in relation to play provision
	2.2 Outline a range of play types to support children's holistic development, health and wellbeing
	2.3 Explain how an enabling play environment can promote self-regulation and co-regulation
	2.4 Evaluate the benefits of play for children's holistic development, health and wellbeing
3. Understand resilience in the context of early years practice	3.1 Describe resilience in the context of early years practice
	3.2 Explain benefits of resilience for children in an early years setting
	3.3 Analyse different approaches to resilience in early years
4. Be able to plan an enabling play environment within early years settings	4.1 Analyse the significance of child-initiated and adult-directed play on children's learning
	4.2 Reflect on experiences to describe monitoring, tracking and assessment opportunities which may arise from enabling play environments
	4.3 Outline policies and procedures relevant to an enabling play environment
	4.4 Explain the impact of individual need, preference and personal circumstance on planning an enabling play environment
	4.5 Describe 'risk' in relation to play within an enabling environment
	4.6 Plan an enabling child-centred play environment

Learning outcomes	Assessment criteria
The learner will:	The learner can:
5. Be able to engage parents/carers in an enabling play environment	5.1 Summarise statutory guidance for early years settings to follow in relation to establishing and maintaining an enabling play environment
	5.2 Analyse strategies to engage parents/carers in an enabling play environment
	5.3 Explain the benefits of an enabling play environment for parents/carers
	5.4 Work with staff to evaluate current approaches used to engage parents/carers in an enabling play environment

Assessment guidance

Delivery and assessment
Learning outcomes 4 and 5 must be achieved in a real work environment.
2.2 Types: could include creative, imaginative, and physical.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • learner report • reflective account • professional discussion • learner-devised parent/carer resources

Learner declaration of authenticity:	
I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

Assessor sign off of completed unit: Unit 23	
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

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

Unit 23: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence record
D1	1.1	The learner must describe 2 characteristics of pedagogy to support enabling play environments.	
D2	1.3	The learner must explore the role of the practitioner when providing an enabling play environment for young children in early years practice, considering the physical and personal environment.	
D3	2.1	The learner must refer to the UN Convention Rights of the Child 1989 to explain the rights of the child in relation to play provision.	
D4	2.2	The learner must outline a range of 4 play types.	
D5	3.1	The learners must describe resilience in the context of early years practice.	
C1	1.2	The learner must describe the impact of current research on enabling play environments in the early years. The impact of one piece of relevant and current research is sufficient in the response.	
B1	2.3	The learner must show an understanding of self-regulation and co-regulation and the relationship that exists between the two in their explanation.	
B2	3.2	The learner must explain benefits of resilience for children in an early years setting.	

	LO or AC	Assessment of learning	Evidence record
A1	1.4	The learner must analyse 5 factors that contribute to an enabling play environment.	
A2	3.3	The learners must analyse policies for resilience in an early years setting.	
A*1	2.4	The learner must evaluate 4 benefits of play for children's holistic development, health and wellbeing.	

Assessment tasks – Unit 23 Enabling play environments

Non-mandatory tasks

These non-mandatory tasks have been developed to support learners to achieve the knowledge assessment criteria for this unit.

These tasks can be completed through research, interview and reflection. These tasks will involve independent research, presentation and reflection.

Task 1: children's right to play

- **D3 2.1** Explain the rights of the child in relation to play provision, making reference to the UN Convention Rights of the Child 1989
- **D4 2.2** Outline a range of play types to support children's holistic development, health and wellbeing. You must outline a range of **4** play types
- **D2 1.3** Explore the role of the practitioner when providing an enabling play environment for young children in early years practice. You must explore the role of the practitioner when providing an enabling play environment for young children in early years practice, considering the physical and personal environment
- **D5 3.1** Describe resilience in the context of early years practice
- **C1 1.2** Describe the impact of current research on enabling play environments in the early years. You must describe the impact of current research on enabling play environments in the early years. The impact of **one** piece of relevant and current research is sufficient in the response

Assessment tasks – Unit 23 Enabling play environments**Task 2: presentation**

- **D1 1.1** Describe characteristics of effective pedagogy to support enabling play environments. You must describe **2** effective pedagogies to support enabling play environments
- **B2 3.2** Explain benefits of resilience for children in an early years setting
- **A1 1.4** Analyse factors that contribute to an enabling play environment. You must analyse **5** factors that contribute to an enabling play environment

Task 3: reflection

- **B1 2.3** Explain how an enabling play environment can promote self-regulation and co-regulation. You must show an understanding of self-regulation and co-regulation and the relationship that exists between the 2 in your explanation
- **A2 3.3** Analyse policies for resilience in an early years setting
- **A*1 2.4** Evaluate the benefits of play for children's holistic development, health and wellbeing. You must evaluate **4** benefits of play for children's holistic development, health and wellbeing

Unit 24 Partnership working in early years (J/618/7061)

Unit summary	This unit will introduce learners to partnership working. Learners will explore the benefits and analyse the complexities involved in partnership working. They will understand the limits and boundaries of their role and be able to work as part of a team.
Credit value	8
Guided learning hours	65
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded
NOS mapping	SCDHSC0241

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand teamwork when working with children	1.1 Describe characteristics of teamwork
	1.2 Evaluate teamwork for professional practice when working with young children
	1.3 Outline theoretical models for teamwork
	1.4 Analyse communication in relation to teamwork
2. Understand partnership working for improved outcomes for children and families	2.1 Outline the role of professionals who may work in partnership with early years settings
	2.2 Explain how partnership working can improve outcomes for children
3. Understand complexities involved in partnership working	3.1 Describe potential complexities involved in partnership working
	3.2 Discuss ways to mitigate potential complexities
	3.3 Analyse strategies that may be used to deal with conflict within a team
4. Understand limits and boundaries of own role	4.1 Explain the boundaries of own job role
	4.2 Explain the reasons for working within limits of job role with reference to competency and regulatory requirements
	4.3 Describe situations that would require support from colleagues and other professionals
5. Be able to work as part of a team	5.1 Work collaboratively with others to support outcomes for children and their families
	5.2 Explain ways the practitioner can ensure that the child's/children's voice is always central to collaboration
	5.3 Reflect on own role within a team

Unit 24 Partnership working in early years (J/618/7061) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcome 5 must be achieved in a real work environment.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• learner report• reflective account• professional discussion

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 24 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____

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

Unit 24: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence record
D1	1.1	The learner must describe 4 characteristics of teamwork.	
D2	2.1	The learner must outline the role of 3 professionals who may work in partnership with early years practitioners.	
D3	4.1	The learner must show evidence of knowledge and understanding of the job role of the practitioner and the boundaries of the role. There is some overlap with D4.	
D4	4.2	The learner must refer to 3 examples to explain the reasons a practitioner must work within their own competence limits and the legislative requirements that impact own role. There is some overlap with D3.	
D5	4.3	The learner must describe 2 situations that would require the practitioner to seek support from colleagues and other professionals.	
D6	3.1	The learner must describe 3 potential complexities involved in partnership working. There is some overlap with A1.	
C1	3.3	The learner must analyse 2 strategies that can be applied by the practitioner to help to deal with conflict within a team.	
C2	2.2	The learner must explain how partnership working can improve outcomes for children. An example can be used to support the response.	

	LO or AC	Assessment of learning	Evidence record
B1	1.3	The learner must outline 2 theoretical models for teamwork.	
B2	1.4	The learner must analyse how communication impacts teamwork.	
A1	3.2	The learner must discuss 2 ways to mitigate potential complexities in partnership working. There is some overlap with D6.	
A*1	1.2	The learner must evaluate the impact of teamwork for effective practice. The learner may use examples in their response.	

Assessment tasks – Unit 24 Partnership working in early years

Non-mandatory tasks

These non-mandatory tasks have been developed to support learners to achieve the knowledge assessment criteria for this unit.

Task 1: consider teamwork in an early years setting

You will be able to reflect on your experience of working as part of a team for this task.

- **D1 1.1** Reflect on your own placement experience to describe **4** characteristics of teamwork
- **B1 1.3** Outline **2** theoretical models for teamwork
- **B2 1.4** Analyse how communication impacts teamwork
- **A*1 1.2** Evaluate the impact of teamwork for effective practice. Examples may be used to support the response

Task 2: consider partnership working in an early years setting

You will be able to reflect on your experience of partnership working for this task.

Assessment tasks – Unit 24 Partnership working in early years

- **D2 2.1** Outline the role of **3** professionals who may work in partnership with early years practitioners
- **D5 4.3** Describe **2** situations that would require the practitioner to seek support from colleagues and other professionals
- **D6 3.1** Describe **3** potential complexities involved in partnership working
- **C1 3.3** Analyse **2** strategies that can be applied by the practitioner to help to deal with conflict within a team
- **C2 2.2** Explain how partnership working can improve outcomes for children. An example can be used to support the response
- **A1 3.2** Discuss **2** ways to mitigate potential complexities in partnership working

Task 3: limits and boundaries of own role

Access a relevant job description to support you with this task.

- **D3 4.1** Explain the boundaries of the job role
- **D4 4.2** Refer to **3** examples to explain the reasons a practitioner must work within their own competence limits and the legislative requirements that impact own role

Unit 25 Understanding perspectives on childhood in society (L/618/7062)



Unit summary	This unit will explore a range of perspectives on childhood in society. Learners will have the opportunity to analyse childhood experiences in Northern Ireland from a historical perspective and explain the significance of nurturing environments during childhood.
Credit value	8
Guided learning hours	70
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand childhood in society	1.1 Discuss the following terms: <ul style="list-style-type: none"> • society • childhood
	1.2 Describe perceptions of childhood that exist within society
	1.3 Compare perspectives from various cultures
2. Understand factors influencing childhood experiences	2.1 Discuss social constructs of childhood
	2.2 Analyse how social constructs may influence childhood experiences
	2.3 Explain how policies may be influenced by political drivers for children and families
	2.4 Analyse the role of cultural and parental aspirations on childhood experiences
3. Understand the impact of conflict on childhood in Northern Ireland	3.1 Analyse childhood experiences in Northern Ireland from a historical perspective
	3.2 Explain the significance of nurturing environments during childhood
4. Understand the importance of research for best practice in the early years	4.1 Evaluate pedagogical practice for early years education in relation to family and child welfare
	4.2 Analyse the potential impact of adverse childhood experiences on future holistic health and wellbeing

Unit 25 Understanding perspectives on childhood in society (L/618/7062) (cont'd)

Assessment guidance

Types of evidence
Evidence could include: <ul style="list-style-type: none">• learner report• reflective account• professional discussion

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.
Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 25 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name: _____
Signature: _____ Date: _____

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

Unit 25: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence record
D1	1.1	The learner must be able to consider the terms ‘society’ and ‘childhood’ and the relationship between the two, that is, the view of childhood in society. There may be some overlap with D1, D2, C1 and B1, which may be answered together.	
D2	1.2	Building from the response in D1, the learner must describe 2 contrasting perceptions of childhood that exist within society (for example, by considering the viewpoint of individuals at different stages across the life span, or from historical perspectives). There may be some overlap with C1 and B1.	
D3	3.2	The learner must explain the significance of a nurturing environment for children.	
C1	2.1	The learner must discuss what is understood by the social construct of childhood. There may be some overlap with D1, D2 and B1.	
C2	2.3	The learner may select one political driver to explain how this is embedded within policy impacting the way practitioners work with children and families.	
B1	2.2	The learner may use an example to analyse how social constructs may influence childhood experience. There may be some overlap with D1, D2 and C1.	

	LO or AC	Assessment of learning	Evidence record
B2	1.3	The learner must select one perspective from another culture and compare this with a typical perspective of childhood in British society. There may be some overlap with A2.	
A1	3.1	The learner must evidence an understanding of the changing childhood experiences in Northern Ireland from a historical perspective and consider the impact of childhood experiences on a child's future wellbeing.	
A2	2.4	The learner must analyse the role of cultural and parental aspirations on children's childhood experiences. There may be some overlap with B2.	
A*1	4.1	The learner must evaluate how pedagogical practice is applied in early years education to promote family and child welfare.	
A*2	4.2	The learner must analyse the potential impact of adverse experiences on future holistic health and wellbeing. The learner must evidence their understanding of adverse childhood experiences and how they may impact a child's future.	

Assessment tasks – Unit 25 Understanding perspectives on childhood in society

Non-mandatory tasks

These non-mandatory tasks has been developed to support learners to achieve the knowledge assessment criteria for this unit.

Task 1: investigate childhood perceptions

- **D1 1.1** Write an introduction to your work by discussing the following terms:
 - society
 - childhood

You will also be asked to undertake interviews as part of this task.

The introduction must be able to consider the terms society and childhood and the relationship between the two, that is, the view of childhood in society.

- **D2 1.2** Describe **2** contrasting perceptions of childhood that exist within society (for example, by considering the viewpoint of individuals at different stages across the life span, or from historical perspectives). Data from interviews must be applied in this response
- **B2 1.3** Select one perspective from another culture and compare this with a typical perspective of childhood in British society
- **A1 3.1** Analyse childhood experiences in Northern Ireland from a historical perspective. You must evidence an understanding of the changing childhood experiences in Northern Ireland from a historical perspective and consider the impact of childhood experiences on a child's future wellbeing. Data from interviews can be applied in this response

Task 2: carry out your own research to support your responses

- **C1 2.1** Discuss social constructs of childhood. You must discuss what is understood by the social construct of childhood. You may refer to examples in your response
- **B1 2.2** Analyse how social constructs may influence childhood experiences. Compare perspectives from various cultures. You must select **one** perspective from another culture and compare this with a typical perspective of childhood in British society
- **A2 2.4** Analyse the role of cultural and parental aspirations on childhood experiences. You must analyse the role of cultural and parental aspirations on children's childhood experiences

Assessment tasks – Unit 25 Understanding perspectives on childhood in society**Task 3: undertake an interview with a member of staff in an early years setting to support your responses**

- **D3 3.2** Explain the significance of nurturing environments during childhood. You must explain the significance of a nurturing environment for children
- **C2 2.3** Explain how policies may be influenced by political drivers for children and families. You may select **one** political driver to explain how this is embedded within policy impacting the way practitioners work with children and families
- **A*1 4.1** Compare pedagogical practice for early years education in relation to family and child welfare. Evaluate how pedagogical practice is applied in early years education to promote family and child welfare

Task 4: reflect on your knowledge and understanding gained from this unit to support your responses

- **A*2 4.2** Analyse the potential impact of adverse childhood experiences for future holistic health and wellbeing. You must analyse the potential impact of adverse experiences on future holistic health and wellbeing

Unit 26 Understand the role of the practitioner when supporting children with special educational needs and disability (R/618/7063)



Unit summary	In this unit learners will gain an understanding of the statutory guidance in place when working with children with special educational needs and disabilities in Northern Ireland. They will also explore the role of the special educational needs coordinator and the support available for practitioners. Processes and strategies for early intervention will also be explored.
Credit value	4
Guided learning hours	30
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded
NOS mapping	SCDCCLD0209, SCDCCLD0321, SCDCCLD0339

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand statutory guidance underpinning practice for children with special educational needs and disabilities (SEND) in early years and childcare settings in Northern Ireland	1.1 Outline relevant guidance and documentation that practitioners must be aware of when working with children with SEND
	1.2 Define SEND in the context of statutory requirements in Northern Ireland
	1.3 Summarise policy requirements for SEND that practitioners must adhere to when working with children in Northern Ireland
2. Understand the role of the special educational needs and disabilities coordinator (SENDCo) when working with children	2.1 Explain the roles and responsibilities of the SENDCo
	2.2 Analyse the role of the SENDCo in relation to improved outcomes for children
	2.3 Discuss ways of engaging with parents/carers, colleagues and other professionals in the role of SENDCo
	2.4 Evaluate child-centred approaches for the SENDCo in ensuring that the child's voice is valued and respected
3. Know about services available to support practitioners when working with children with special educational needs and disabilities (SEND)	3.1 Explore a range of services available for children and families in relation to SEND
	3.2 Discuss support available for practitioners to support them both professionally and personally when working with children with SEND
	3.3 Evaluate professional collaboration for continuity of care and best practice

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4. Understand early intervention strategies when working with children with special educational needs and disabilities (SEND)	4.1 Explain processes for early identification and action for children with SEND
	4.2 Describe strategies used to support children with SEND in the following developmental areas: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social and emotional • sensory • physical

Assessment guidance

Types of evidence
Evidence could include: <ul style="list-style-type: none"> • learner report • reflective account • professional discussion

Learner declaration of authenticity:	
I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

Assessor sign off of completed unit: Unit 26	
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

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

Unit 26: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence record
D1	1.2	The learner must define SEND in the context of statutory requirements in Northern Ireland.	
D2	1.1	The learner must refer to relevant SEND guidance and documentation to outline key features that are significant to the role of practitioners working with children.	
D3	1.3	The learner must refer to policy documentation in order to summarise regulatory requirements for working with children with SEND. D1, D2 and D3 may be completed together.	
D4	2.1	The learner must explain the responsibilities of the SENDCo. A job description can be referred to, to support the response.	
D5	4.1	The learner must be able to explain 2 ways for early identification of SEND and subsequent action. The learner may refer to examples to support this response. There is some overlap with B1.	
C1	3.1	The learner must produce information about 4 services that are available to support children with SEND and their families. Examples may be included to support the response.	
C2	4.2	The learner must describe one strategy that may be used to support a child with SEND for each of the developmental areas listed.	

	LO or AC	Assessment of learning	Evidence record
B1	2.3	The learner must discuss 2 different ways of engaging with parents/carers, colleagues and other professionals in the role of SENDCo. There is some overlap with D5.	
B2	3.2	The learner must discuss 2 different sources of support for practitioners to support them when working with children with SEND.	
A1	2.2	The learner must analyse the role of the SENDCo in relation to improved outcomes for children, considering the impact of intervention and collaborative ways of working. This builds from D5 and B1.	
A*1	2.4	The learner must be able to evaluate child-centred approaches that are applied by the SENDCo in ensuring that the child's voice is valued and respected, considering the difference this can make to a child's progress and esteem. This builds from D5, B1 and A1.	
A*2	3.3	The learner must evaluate the significance of professional partnership working for best outcomes for children. Examples may be used to support the response.	

Assessment tasks – Unit 26 Understand the role of the practitioner when supporting children with special educational needs and disability

Non-mandatory tasks

These non-mandatory tasks have been developed to support learners to achieve the knowledge assessment criteria for this unit.

These tasks have been arranged as a resource pack for practitioners.

Assessment tasks – Unit 26 Understand the role of the practitioner when supporting children with special educational needs and disability**Task 1: section 1 of the resource pack considers statutory requirements**

- **D1 1.2** An introduction to define SEND in the context of statutory requirements in Northern Ireland
- **D2 1.1** Refer to relevant SEND guidance and documentation to outline key features that are significant to the role of practitioners working with children
- **D3 1.3** Refer to policy documentation in order to summarise regulatory requirements for working with children with SEND

Task 2: section 2 of the resource pack considers the role of the SENDCo

- **D4 2.1** You must explain the responsibilities of the SENDCo. A job description can be referred to support the response
- **B1 2.3** You must discuss **2** different ways of engaging with parents/carers, colleagues and other professionals in the role of SENDCo
- **D5 4.1** You must be able to explain **2** ways for early identification of SEND and subsequent action. You may refer to examples to support this response
- **C2 4.2** You must describe **one** strategy that may be used to support a child with SEND for each of the following developmental areas:
 - communication and interaction
 - cognition and learning
 - social and emotional
 - sensory
 - physical
- **A1 2.2** You must analyse the role of the SENDCo in relation to improved outcomes for children, considering the impact of intervention and collaborative ways of working
- **A*1 2.4** You must be able to evaluate child-centred approaches that are applied by the SENDCo in ensuring that the child's voice is valued and respected, considering the difference this can make to a child's progress and esteem

Assessment tasks – Unit 26 Understand the role of the practitioner when supporting children with special educational needs and disability

Task 3: section 3 of the resource pack considers service provision and support

- **C1 3.1** You must produce information about **4** services that are available to support children with SEND and their families. Examples may be included to support the response
- **B2 3.2:** You must discuss **2** different sources of support for practitioners to support them when working with children with SEND
- **A*2 3.3** You must evaluate the significance of professional partnership working for best outcomes for children. Examples may be used to support the response

Unit 27 Understanding neuroscience in early years (Y/618/7064)



Unit summary	In this unit learners will understand neuroscience and the early development of the brain. They will understand neurons, synaptogenesis and how the social brain develops.
Credit value	7
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded
NOS mapping	SCDCCLD0203

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand early brain development	1.1 Explain how the baby's brain develops and grows during pregnancy
	1.2 Summarise the process of early brain development from birth to 7 years
2. Understand neurons and their main functions	2.1 Identify the 3 main parts of a neuron
	2.2 Explain the functions of a neuron
3. Understand the process of synaptogenesis	3.1 Explain the process of synaptogenesis
	3.2 Analyse factors that may influence synaptogenesis
	3.3 Describe the process of pruning
4. Understand the developing social brain	4.1 Discuss how the mirror neuron system supports the development of the social brain
	4.2 Analyse the significance of the mirroring process in human relationships
	4.3 Explain the significance of inter-subjectivity in nurturing emotional and social wellbeing

Unit 27 Understanding neuroscience in early years (Y/618/7064) (cont'd)

Assessment guidance

Types of evidence
Evidence must include: <ul style="list-style-type: none">• learner report• reflective account• professional discussion

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 27 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____

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

Unit 27: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence record
D1	1.1	The learner must be able to explain key features in brain development during gestation. Images may be used to support the explanation.	
D2	1.2	The learner must build from their response in D1 to summarise key development of brain development in children from birth to 7 years of age. Illustrations and images may be used to support the explanation.	
D3	2.1	Learner may label a diagram or simply list the 3 main parts of a neuron.	
D4	2.2	The learner must build from their response in D3 to explain the function of the neuron. This may be included in the same diagram or work submitted for D3 as appropriate.	
C1	3.1	The learner must show an understanding of synaptogenesis through their explanation.	
C2	3.3	The learner must offer a clear and accurate description of 'pruning'. An example may be used to support the response.	
B1	4.1	The learner must be able to discuss the significance of the mirror neuron system for the development of the social brain. There may be some overlap with A*1.	
B2	3.2	The learner may build from C1 here to analyse 3 factors that may influence synaptogenesis.	

	LO or AC	Assessment of learning	Evidence record
A1	4.3	The learner must offer an accurate explanation of the importance of inter-subjectivity in nurturing emotional and social wellbeing.	
A*1	4.2	The learner must analyse the significance of the mirroring process in human relationships. There may be some overlap with B1.	

Assessment tasks – Unit 27 Understanding neuroscience in early years

Non-mandatory tasks

These non-mandatory tasks have been developed to support learners to achieve the knowledge assessment criteria for this unit.

Task 1: early brain development

You may include knowledge gained from research, illustrations/images and timelines to complete this task.

- **D1 1.1** Explain key features in brain development during gestation. Images may be used to support the explanation
- **D2 1.2** Build from your response in D1 to summarise key development of brain development in children from birth to 7 years of age. Illustrations and images may be used to support the explanation
- **D3 2.1** Identify the **3** main parts of a neuron. You may label a diagram or simply list the 3 main parts of a neuron
- **D4 2.2** Build from your response in D3 to explain the function of the neuron. This may be included in the same diagram or work submitted for D3 as appropriate

Assessment tasks – Unit 27 Understanding neuroscience in early years**Task 2: brain functioning**

- **C1 3.1** You must show an understanding of synaptogenesis through your explanation
- **B2 3.2** You may build from C1 here to analyse **3** factors that may influence synaptogenesis
- **C2 3.3** You must offer a clear and accurate description of 'pruning'. An example may be used to support the response
- **B1 4.1** You must be able to discuss the significance of the mirror neuron system for the development of the social brain

Task 3: brain development and wellbeing

- **A1 4.3:** You must offer an accurate explanation of the importance of intersubjectivity in nurturing emotional and social wellbeing
- **A*1 4.2** Analyse the significance of the mirroring process in human relationships. You must analyse the significance of the mirroring process in human relationships

Unit 28 Planning for improved outcomes when working with babies and children in an early years setting (D/618/7065)

Unit summary	This unit will offer students the opportunity to investigate evidence-based practice, apply skills of the reflective practitioner and plan effectively for improved outcomes in an identified aspect of education or care in an early years setting. This unit will be externally set and internally marked through a project-based assessment. The project can be developed over time. The maximum word count is 3,500, excluding references.
Credit value	14
Guided learning hours	120
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded
NOS mapping	SCDCCLD0420

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify an aspect of education and care as the project focus	1.1 Collaborate with staff at an early years setting to identify an aspect of education and care that would benefit from change
	1.2 Develop a rationale for the chosen aspect of education and care
	1.3 Collate feedback from staff at an early years setting to inform a rationale for the chosen aspect of education and care
2. Be able to justify the chosen aspect of education and care	2.1 Review practice in an early years setting focusing on the chosen aspect of education or care
	2.2 Justify the significance of the chosen aspect of education and care for children
3. Be able to develop a project	3.1 Develop a timeline to identify the stages of the project and any support that you may need
	3.2 Summarise key themes presented from research
	3.3 Explain diverse perspectives from research to inform the project
	3.4 Propose change in relation to chosen aspect of education or care in an early years setting
	3.5 Analyse perceived benefits for improved outcomes for children from the proposed change
	3.6 Draw conclusions from the project
	3.7 List a references section at the end of the project
4. Be able to share a proposal in an early years setting	4.1 Summarise feedback from staff following a review of the proposal for change
	4.2 Identify next steps through a step-by-step action plan for improved outcomes for children

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to present a project to tutor and peers	5.1 Present summary of the project to tutor and peers
	5.2 Use feedback from tutor and peers to inform reflective account of own learning from the project

Unit 28 Planning for improved outcomes when working with babies and children in an early years setting (D/618/7065) (cont'd)

Assessment guidance

Delivery and assessment
This unit should be achieved with collaboration in an early years setting.
The project can be completed over the programme. The criteria for the project have been externally set but will be internally marked and graded in line with the assessment of learning.
Types of evidence
Evidence must include: <ul style="list-style-type: none">• project and peer presentation in line with assessment of learning

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.
Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 28 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name: _____
Signature: _____ Date: _____

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

Unit 28: assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:	Centre no:	ULN:
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	LO or AC	Assessment of learning	Evidence record
D1	1.1	The learner must collaborate with staff at an early years setting to identify an aspect of education and care that would benefit from change.	
D2	1.2	The learner must develop a rationale for the chosen aspect of education and care.	
D3	1.3	The learner must collate feedback from staff at an early years setting to inform a rationale for the chosen aspect of education and care.	
D4	3.1	The learner must develop a timeline to identify the stages of the project and any support that they may need.	
D5	2.1	The learner must review practice in an early years setting focusing on the chosen aspect of education or care.	
D6	3.4	The learner must propose change in relation to chosen aspect of education or care in an early years setting.	
D7	4.1	The learner must summarise feedback from staff following a review of proposal for change	
D8	3.6	The learner must draw conclusions from project.	
D9	4.2	The learner must identify next steps through a step-by-step action plan for improved outcomes for children.	
D10	3.7	The learner must list a references section at the end of the project.	

	LO or AC	Assessment of learning	Evidence record
C1	2.2	The learner must justify the significance of the chosen aspect of education and care for children.	
C2	5.1	The learner must present a summary of the project to their tutor and peers.	
B1	3.2	The learner must summarise key themes presented from research.	
B2	5.2	The learner must use feedback from their tutor and peers to inform reflective account of own learning from the project.	
A1	3.5	The learner must analyse perceived benefits for improved outcomes for children from the proposed change.	
A*1	3.3	The learner must explain diverse perspectives from research to inform the project.	

Assessment tasks – Unit 28 Planning for improved outcomes when working with babies and children in an early years setting

Mandatory tasks

These mandatory tasks are externally set and internally marked through a project-based assessment. The project can be developed over time. The maximum word count is 3,500, excluding references. An optional coversheet, with learner check, is available on the NCFE website.

Task 1: introduction and rationale

In this task you must:

- **D1 1.1** Collaborate with staff at an early years setting to **identify** an aspect of education and care that would benefit from change
- **D2 1.2 Develop an informed rationale** from the collated feedback from staff at an early years setting for the chosen aspect of education and care
- **C1 2.2 Justify** the significance of the chosen aspect of education and care for children

Assessment tasks – Unit 28 Planning for improved outcomes when working with babies and children in an early years setting**Task 2: planning**

In this task you must:

- **D4 3.1 Develop** a timeline to identify the stages of the project and any support that you may need

Task 3: carry out the project

In this task you must:

- **D5 2.1 Review** practice in an early years setting focusing on the chosen aspect of education or care
- **A*1 3.3 Explain** diverse perspectives from research to inform project
- **D6 3.4 Propose** change in relation to chosen aspect of education or care in an early years setting
- **D7 4.1** The learner must **summarise** feedback from staff following a review of proposal for change

Task 4: concluding the project

In this task you must:

- **D8 3.6 Draw conclusions** from the project
- **D9 4.2 Identify** next steps through a step-by-step action plan for improved outcomes for children
- **C2 5.1 Present** a summary of the project to your tutor and peers
- **B1 3.2 Summarise** key themes presented from research
- **A1 3.5 Analyse** perceived benefits for improved outcomes for children from the proposed change

Assessment tasks – Unit 28 Planning for improved outcomes when working with babies and children in an early years setting**Task 5: own learning**

In this task you must:

- **B2 5.2 Use** feedback from tutor and peers to **inform** reflective account of own learning from the project

Task 6: references

In this task you must:

- **D10 3.7 Include** a references section at the end of the project

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 advisor 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.

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

Ref	Assessment method	Assessing competence /skills	Assessing knowledge/ understanding
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.

Skills for Care and Development assessment principles

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

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner MUST be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Unit submission form

<p>NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) (603/7477/9)</p> <p>This form must be completed and attached to the assessment on submission. The unit assessment will not be accepted without this form.</p>	Learner
	Name:
	PIN:
	Site/centre no.

Learner declaration	
Unit:	
I declare that this is my own work and I understand that any grades are provisional until internal quality assurance has taken place.	
Learner signature:	Date:

Comments: refer to assessment of learning

Signatures	
Tutor:	Date:
Internal quality assurer: <i>(if chosen for sample)</i>	Date:

REF: L3ExtDipCCLDUS

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.

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. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4

Additional information

Additional information

Resource requirements

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

- legislative and regulatory documentation
- work setting documentation (for example, policies and procedures, code of conduct)
- personal protective equipment
- handwashing and waste disposal facilities
- indoor and outdoor play environments and play resources

It would be expected that all resources needed to achieve this qualification would be accessible in their work setting.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development assessment principles (please see page 64)
-

Support for centres

Qualification factsheet

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

Useful websites

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

- CCEA: www.ccea.org.uk
- Northern Ireland Social Care Council: www.niscc.info
- Childcare Partnerships: www.childcarepartnerships.hscni.net
- Department of Health Northern Ireland: www.health-ni.gov.uk
- Public Health Agency: www.publichealth.hscni.net

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE-endorsed learning resources please see the additional and teaching materials sections on the qualification page on the NCFE website.

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.

For more information about these resources and how to access them, please visit the NCFE website.

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