



# Qualification Specification



## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 1 Award in Preparing to Work in Schools</b>
<b>Ofqual qualification number (QN)</b>	603/2477/6
<b>Guided learning hours (GLH)</b>	47
<b>Total qualification time (TQT)</b>	57
<b>Credit value</b>	6
<b>Minimum age</b>	14
<b>Qualification purpose</b>	This qualification is designed to prepare learners for further learning and training. It also develops an understanding of the teaching and learning environment in a school setting, how to support the wellbeing of a child or young person and child, and young person development.
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Work/industry placement experience</b>	Work/industry placement experience is not required.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/2477/6.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



## Contents

<b>Qualification summary</b>	<b>2</b>
<b>Section 1: introduction</b>	<b>4</b>
Aims and objectives	4
Support Handbook	4
Guidance for entry and registration	4
Achieving this qualification	5
Age ranges covered by the qualification	5
Progression	5
Resource requirements	5
How the qualification is assessed	5
Internal assessment	6
Not yet achieved grade	6
<b>Section 2: unit content and assessment guidance</b>	<b>7</b>
PWS1 Understand schools as organisations (A/616/5431)	8
PWS2 Understand how to keep children and young people healthy, safe and well (F/616/5432)	9
PWS3 Understand how to communicate with children, young people and adults (J/616/5433)	11
NCFE assessment strategy	12
<b>Section 3: explanation of terms</b>	<b>13</b>
<b>Section 4: support</b>	<b>14</b>
Support materials	14
Useful websites	14
Other support materials	14
Reproduction of this document	15
<b>Contact us</b>	<b>16</b>
<b>Appendix A: units</b>	<b>17</b>
Mandatory units	17
<b>Change history record</b>	<b>18</b>



## Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

This qualification aims to:

- focus on the study of preparing to work in schools
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- prepare learners for future learning and training
- develop an understanding of the teaching and learning environment in a school setting
- develop an understanding of how to support the wellbeing of a child, or young person and child
- develop an understanding of young person development

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for a range of learners including young people, mature learners, learners with special educational needs or where English is an additional language, or learners who are thinking of working in a school setting.

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

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 an entry level qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

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



## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve three units from the mandatory units.

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

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Age ranges covered by the qualification

This qualification relates to working with children from 5 to 19 years of age. Please note that some knowledge of development in the early years has been included in the Qualification Specification to enhance learners' understanding.

## Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - Level 2 Award in Support Work in Schools and Colleges
  - Level 2 Certificate in Supporting Teaching and Learning

## Resource requirements

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

## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

Learners must be successful in this component to gain the Level 1 Award in Preparing to Work in Schools.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.



Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

We have created some sample tasks for the three internally assessed units, which can be found at the end of each unit. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge LOs for three units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs 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.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

## 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.



## Section 2: 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 (LOs) 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 your external quality assurer (EQA).

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



## PWS1 Understand schools as organisations (A/616/5431)



Unit summary				
The aim of this unit is to provide the learner with the knowledge needed to understand schools as organisations. This includes the different types of schools, use of policies and procedures and different areas of learning.				
Assessment				
This unit is internally assessed and externally quality assured.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>1 credit</b>	<b>10 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the different types of schools	1.1 List the different types of schools
	1.2 Identify the main characteristics of different types of schools in relation to educational stages
	1.3 Outline the roles and responsibilities of: <ul style="list-style-type: none"> <li>• school governors</li> <li>• teachers and tutors</li> <li>• support staff</li> </ul>
	1.4 List the external professionals who may work with a school
2. Understand policies and procedures in schools	2.1 Outline why schools have policies and procedures
	2.2 Identify two policies and procedures schools have
	2.3 Outline the purpose of the identified policies and procedures
3. Understand different areas of learning in schools	3.1 List subject areas taught in school for children studying the National Curriculum
	3.2 Identify extra-curricular activities that may exist in a school

Delivery and assessment guidance
<p><b>AC1.2</b> The characteristics collated should include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• the age of the children attending the school</li> <li>• a list of the staff who work at the school</li> <li>• the educational programme followed at the school, such as the national curriculum</li> </ul> <p><b>AC1.3</b> Learners could choose one type of school and outline the role of staff that work there.</p> <p><b>AC1.4</b> Learners could list three external professionals who may work with a school.</p> <p><b>AC2.3</b> For one of the policies identified, learners could list three procedures and outline their purpose.</p> <p><b>AC3.1</b> Learners could list the subject areas taught in primary or secondary schools for children studying the national curriculum.</p>





## PWS2 Understand how to keep children and young people healthy, safe and well (F/616/5432)



Unit summary				
The aim of this unit is to provide the learner with the knowledge and understanding needed for children to be healthy and well. The unit considers areas and patterns of children and young people's development and explores issues around keeping children and young people safe.				
Assessment				
This unit is internally assessed and externally quality assured.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>4 credits</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the main stages of development from birth to 19 years of age	1.1 Identify main areas of child development 1.2 Outline the main stages of the development of children and young people from birth to 19 years, to include: <ul style="list-style-type: none"> <li>• birth to 1 year</li> <li>• 1 to 3 years</li> <li>• 4 to 7 years</li> <li>• 8 to 12 years</li> <li>• 13 to 19 years</li> </ul>
2. Understand how to keep individuals safe in the learning environment	2.1 Give examples of hazards and associated risks in a learning environment 2.2 Identify ways to keep individuals safe: <ul style="list-style-type: none"> <li>• indoors</li> <li>• outdoors</li> </ul> 2.3 Identify accidents and sudden illness that may occur in a learning environment 2.4 List ways infection is spread 2.5 Identify methods that reduce the spread of infection
3. Understand how to protect children and young people	3.1 List types of abuse 3.2 Outline how schools protect children and young people 3.3 Identify action to take when concerns are raised about a child or young person's welfare
4. Understand healthy eating	4.1 Outline what is meant by 'balanced diet' 4.2 Explain how food and drink helps individuals to be healthy
5. Understand equality, diversity and inclusion	5.1 Define the meaning of: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion</li> </ul> 5.2 Identify ways to promote equality, diversity and inclusion when working with children and young people

**Delivery and assessment guidance**

**AC1.1** Learners should identify the main areas of child development from birth to 19 years of age.

**AC3.1** The subject of child protection is a very sensitive one. Ensure learners are monitored during these sessions. Learners should research this on:

- [types of abuse - National Society for the Prevention of Cruelty to Children \(NSPCC\)](#)

**AC3.3** Learners should identify what to do if abuse is suspected or disclosed. Learners should use school policies to research this.



## PWS3 Understand how to communicate with children, young people and adults (J/616/5433)



Unit summary				
The aim of this unit is to provide the learner with the knowledge and understanding needed to communicate effectively with children, young people and adults. This includes communicating within a team and encouraging others within learning environments.				
Assessment				
This unit is internally assessed and externally quality assured.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>1 credit</b>	<b>7 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to communicate effectively with children, young people and adults	1.1 Identify different methods of communication
	1.2 Describe how to adapt communication styles when interacting with children, young people and adults
2. Understand how to communicate within a team	2.1 List the characteristics of teamwork
	2.2 Identify potential teams within a school
	2.3 Explain ways in which teams communicate
3. Understand how to encourage individuals in a learning environment	3.1 Outline why the encouragement of learners is central to their learning and development
	3.2 Explain ways in which positive communication can be used to encourage children and young people
	3.3 Outline why positive behaviour is important in the learning environment

Delivery and assessment guidance
<b>AC1.2</b> Learners could consider different communication styles and how they are used when working with children and young people.
<b>AC3.2</b> Learners could explain how communication can support aspects of positive behaviour, including communication that is calm and persuasive rather than loud and aggressive.



## NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

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.



## Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>List</b>	Make a list of words, sentences or comments.
<b>Locate</b>	Find or identify.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet

### Useful websites

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

- [national curriculum](#)
- [national infection prevention and control \(NHS\)](#)
- [how to wash your hands \(NHS\)](#)
- [child protection system in England \(NSPCC\)](#)
- [Childline](#)
- [The Eatwell Guide \(NHS\)](#)
- [The United Nations Convention on the Rights of the Child](#)
- [Equality Act 2010: guidance](#)
- [keeping children safe in education](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites.

### Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.



## Reproduction of this document

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

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
  - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
  - this includes the use of any image or part of an image in individual or group projects and assessment materials
  - all images have a signed model release



## Contact us

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

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2025. All rights reserved worldwide.**

Version 2.4 February 2025

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

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

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

All the material in this publication is protected by copyright.


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





## Appendix A: units

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

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

### Mandatory units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
PWS1	A/616/5431	Understand schools as organisations	1	1	10
PWS2	F/616/5432	Understand how to keep children and young people healthy, safe and well	1	4	30
PWS3	J/616/5433	Understand how to communicate with children, young people and adults	1	1	7

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



## Change history record

Version	Publication date	Description of change
v2.1	March 2019	Safeguarding Guidance added.
v2.2	February 2020	Information regarding the safety and well-being of learners added to resources.
v2.3	June 2022	Entry requirements updated and assessment methods updated – learners must be assessed in English.  Keeping children safe in education guidance and link added.
v2.4	February 2025	The previous Qualification Specification has been transferred into a new template. There have also been new additions to wording within the delivery and assessment guidance throughout to clarify meaning.  Some information from the previous Qualification Specification can now be found in the <a href="#">Support Handbook</a> .