

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 1 Award in Preparing to  
Work in Schools  
QN: 603/2477/6**

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## Summary of changes

This section summarises the last change to this qualification specification.

Version	Publication Date	Summary of amendments
v2.1	March 2019	Safeguarding Guidance added
v2.2	February 2020	Information regarding the safety and wellbeing of learners added to <a href="#">Resources</a> .
v2.3	June 2022	<a href="#">Entry requirements</a> updated and <a href="#">assessment methods</a> updated – learners must be assessed in English.  <a href="#">Keeping children safe in education</a> guidance and link added.

## **Section 1: General introduction**

### About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain this qualification. It should be used alongside the Tutor Guidance for this qualification which contains extra information for Tutors and/or Assessors.

### How the qualification works

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

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

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

### Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

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

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

Guided Learning (GL)

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

### Recognition of Prior Learning (RPL)

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

### Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

## Understanding learning outcomes

There are two main types of learning outcome:

- **skills** that can be performed
- **knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### **Competence-/Skills-based learning outcomes:**

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Recommended Assessment Methods section. All evidence must be based on the learner's experience in a real work environment.

### **Knowledge-based learning outcomes:**

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### **Making use of our websites**

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these are used as a resource on an ongoing basis to ensure you always have the most current information.

All of our qualification documents are version controlled, allowing you to check for updates or revisions.

### **The Public Website**

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- other support materials.

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

- Complaints Procedure
- Appeals Process
- Diversity Statement.

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

### **The Centre Secure Website**

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

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



### Plagiarism

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

#### Buying and selling assignments

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

### Equal opportunities

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

### Diversity, access and inclusion

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

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

## **Section 2: About this qualification**

<b>Qualification summary</b>
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<b>Title</b>	NCFE CACHE Level 1 Award in Preparing to Work in Schools
<b>Qualification number</b>	603/2477/6
<b>Aim</b>	<p>The objective of this qualification is to prepare learners for further learning and training, whilst developing an understanding of the teaching and learning environment in a school setting, how to support the well-being of a child or young person and child, and young person development.</p> <p>The qualification is aimed at a range of learners, including young people, mature learners, learners with special educational needs or where English is an additional language, learners who are thinking of working in a school setting.</p>
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p>
<b>Total Qualification Time (hours)</b>	57
<b>Guided Learning (hours)</b>	47
<b>Credit value</b>	6
<b>Minimum age of learner</b>	14 years
<b>Age ranges covered by the qualification</b>	From 5 to 19 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.
<b>Real work environment (RWE) requirement/ recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.
<b>Rules of combination</b>	All units are mandatory.

<b>Progression</b> including job roles (where applicable)	Learners can progress onto the Level 2 Award in Support Work in Schools and Colleges or the Level 2 Certificate in Supporting Teaching and Learning.
<b>Recommended assessment methods</b>	All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams, or setting up an information board.  * NB: assessment tasks are provided for Tutors' convenience in the Tutor Guidance. They are not mandatory.
<b>Additional assessment requirements</b>	All units must be assessed in line with our assessment principles.  Throughout this Specification we have referenced the wording 'learning environment', which refers to the different types of schools.
<b>Grading system</b>	The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the Award.
<b>How long will it take to complete?</b>	The Award can usually be completed in 3 months.
<b>Entry requirements/ recommendations</b>	This qualification is suitable for learners aged 14 and above.  Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

## **Section 3: Units**

**Unit achievement log – Level 1 Award in Preparing to Work in Schools**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning	Page	Notes
★	A/616/5431	PWS1	Understand schools as organisations	Knowledge	1	1	10	19	
★	F/616/5432	PWS2	Understand how to keep children and young people healthy, safe and well	Knowledge	1	4	30	21	
★	J/616/5433	PWS3	Understand how to communicate with children, young people and adults	Knowledge	1	1	7	25	

<b>Unit layout</b>
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**For each unit the following information has been provided:**

<b>Unit title</b>	Provides a clear, concise explanation of the content of the unit.
<b>Organisation unit reference number</b>	The unique number assigned by the owner of the unit.
<b>Unit reference</b>	The unique reference number given to each unit at qualification approval by Ofqual.
<b>Unit level</b>	Denotes the level of the unit within the framework.
<b>Unit credit value</b>	The value that has been given to the unit based on the expected learning time for an average learner.
<b>Unit guided learning hours (GL)</b>	Hours attributed to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Unit aim</b>	Provides a brief outline of the unit content.
<b>Learning outcomes</b>	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
<b>Assessment criteria</b>	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.

<b>Explanation of terms used at Level 1</b>	
Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



**PWS1: Understand schools as organisations**

<b>Unit reference</b>	<b>A/616/5431</b>	<b>Unit level</b>	<b>1</b>
<b>Credit value</b>	1	<b>GL</b>	10
<b>Unit aim</b>	The aim of this unit is to provide the learner with the knowledge needed to understand schools as organisations.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 (2) policies and procedures schools have		
	2.3 Outline the purpose of the identified policies and procedures		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off: completed unit PWS1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature:

Date:

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

**PWS2: Understand how to keep children and young people healthy, safe and well**

<b>Unit reference</b>	<b>F/616/5432</b>	<b>Unit level</b>	<b>1</b>
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	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.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off: completed unit PWS2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature:

Date:

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

**PWS3: Understand how to communicate with children, young people and adults**

<b>Unit reference</b>	<b>J/616/5433</b>	<b>Unit level</b>	<b>1</b>
<b>Credit value</b>	<b>1</b>	<b>GL</b>	<b>7</b>
<b>Unit aim</b>	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.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3 Outline why positive behaviour is important in the learning environment		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off: completed unit PWS3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature:

Date:

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

## **Section 4: Assessment and quality assurance information**



### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
<b>A</b>	Direct observation of learner by Tutor / Teacher / Assessor* <ul style="list-style-type: none"> <li>• by a Tutor / Teacher / Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles</li> </ul> <p>*NB: for further details please see page 27</p>	Yes	Yes
<b>B</b>	Professional discussion	Yes	Yes
<b>C</b>	Expert Witness evidence* <ul style="list-style-type: none"> <li>• when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
<b>D</b>	Learner's own work products	Yes	Yes
<b>E</b>	Learner log or reflective diary	Yes	Yes
<b>F</b>	Activity plan or planned activity	Yes	Yes
<b>G</b>	Observation of children, young people or adults by the learner	Yes	Yes
<b>H</b>	Portfolio of evidence <ul style="list-style-type: none"> <li>• may include simulation**</li> </ul>	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in a 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>* <b>Expert Witness testimony</b> should be used in line with the relevant assessment strategy/principles where direct observation is not practicable. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence.</p> <p>** <b>Simulation.</b> 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. More detailed strategies or principles can be found in **Delivering our Qualification –Guidance**, which can be found on the secure website.

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

### Assessment Strategy

#### Knowledge learning outcomes

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

### Requirements for Assessors and Internal Quality Assurers

Centres delivering this qualification must:

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

#### Assessors

Assessors of this qualification should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of this qualification, 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, i.e. 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, i.e. able to carry out the requirements of the units they are 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.

## **Internal Quality Assurance**

All staff involved in the internal quality assurance of this qualification should be appropriately qualified to make quality assurance decisions. Although it is not a specific requirement of this qualification, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification is not held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, i.e. have relevant knowledge across units they will be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

### **Examples of relevant qualifications/experience**

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers. The guidance in this section is 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/internal quality assurance roles.

### **Examples of relevant qualifications**

- Level 5 Diploma in Education and Training (DET)
- Postgraduate Certificate in Education (PGCE)

### **Examples of occupational experience**

- Teacher, lecturer, proven record of experience in a learning environment where supervision of delivery and assessment can be evidenced.

We are not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of Centres. Centres should be aware of their obligations under their Agreement with us to ensure that all staff involved in the delivery, assessment and internal quality assurance of our qualifications are suitably qualified/experienced.

## **Section 5: Documents**

### Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualification – Guidance.

### Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle.

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

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

The forms and guidance documents are included within **Delivering Our Qualification – Guidance** on the secure website.

### Safeguarding Guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

[www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations)

In addition, there is further guidance specific to schools in the Keeping children safe in education document. To access the documents please visit:

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

### Resources

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

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Version 2.3 June 2022

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**Qualification title and reference number:**

NCFE CACHE Level 1 Award in Preparing to Work in Schools

QRN: 603/2477/6

**Publication date**

Version 1.0	January 2018
Version 1.1	March 2018
Version 2.0	September 2018
Version 2.1	March 2019
Version 2.2	February 2020
Version 2.3	June 2022

**Publisher**

Registered Office: NCFE, Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT  
Registered Company No: 02896700 (England and Wales)  
Registered Charity No: 1034808