

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 2 Technical Specialist for  
Designated Safeguarding Officers in Early Years  
(Award)  
QN: 610/4504/4**

## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Technical Specialist for Designated Safeguarding Officers in Early Years (Award)</b>		
<b>Ofqual qualification number (QN)</b>	610/4504/4	<b>Aim reference</b>	61045044
<b>Guided learning hours (GLH)</b>	60	<b>Total qualification time (TQT)</b>	75
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<p>This qualification has been developed for early years professionals who are working in the role of designated safeguarding officer or who are interested in finding out more or preparing to take on this role.</p> <p>This is an Additional Specialist qualification. It provides learners with the knowledge and skills of welfare and safeguarding requirements for babies and children in line with the early years statutory framework.</p> <p>The qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).</p>		
<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>	The learner must be working within an early years setting to be able to meet the assessment requirements of this qualification.		
<b>Occupational standards</b>	<p>This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).</p> <p>The specialist duties have been written to build upon the knowledge, skills and behaviours in the Early Years Practitioner standard.</p> <ol style="list-style-type: none"> <li>1. Challenge practice where it is weak and make recommendations to improve safeguarding and welfare practice in line with statutory requirements.</li> <li>2. Maintain and model best practice to support the safeguarding and welfare of children in accordance with the early years foundation stage (EYFS) statutory framework and policy and procedures within own setting.</li> <li>3. Co-ordinate and deliver safeguarding intervention strategies to promote children's welfare and wellbeing, including partnership working and signposting.</li> </ol>		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4504/4.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of the role of the designated safeguarding officer in an early years setting
- explore best practice in safeguarding and welfare in accordance with statutory framework requirements in an early years setting

The objectives of this qualification are to:

- provide opportunities for early years professionals to learn about safeguarding and welfare requirements for holistic health, development and wellbeing of babies and children in an early years setting
- gain an understanding of the role of the designated safeguarding officer in line with statutory requirements, policies and procedures
- discover how to create a safe and enabling inclusive environment in relation to safeguarding and protecting babies and children
- work in partnership with others for child-centred practice

### 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 early years practitioners and early years educators. This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal. However, learners must be aged 16 or above to undertake this qualification and be working within an early years setting. It would also be advantageous for the learner to hold a relevant level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the 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.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - early years designated safeguarding officer
  - safeguarding training
  - early years educator
  - teaching and learning practitioner
- further education:
  - safeguarding
  - early years education
  - 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.

## Real work environment (RWE) recommendation

Where the assessment strategy for a qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

## Work/industry placement experience

The learner must be working within an early years setting to be able to meet the assessment requirements of this qualification.

## Age range covered by the qualification

This qualification relates to working with children in early years settings, between the ages of 0 to 5 for early years practitioners.

## 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 (IQA) must still be completed by the centre as usual)

Learners must be successful in all components to gain the NCFE CACHE Level 2 Technical Specialist for Designated Safeguarding Officers in Early Years (Award) 610/4504/4.

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

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

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 internally assessed three units, which can be found within a separate document in the member's area of the NCFE website. 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 LOs and duties for the 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. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. 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

Please see the guidance document for creation of internal assessment tasks on our website.

## 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.

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## Unit 01 Understanding safeguarding for child protection (A/651/2481)



Unit summary			
This unit provides knowledge and understanding of child protection in an early years setting.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>12 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand child protection in an early years setting	1.1 Outline <b>areas of abuse</b>
	1.2 Describe signs and indicators of potential abuse
	1.3 Identify <b>safeguarding risk factors</b> in an early years setting
	1.4 Explain processes to follow if an early years practitioner is concerned about the welfare of a baby or child
	1.5 Discuss ways the early years practitioner keeps self safe in relation to safeguarding and protection
2. Understand partnership working for child-centred practice	2.1 Identify professionals that may be involved in collaborative partnership working for child protection in an early years setting
	2.2 Explain the importance of working in partnership with others to ensure best possible outcomes for children

Range
1. Understand child protection in an early years setting
<p><b>1.1 Areas of abuse:</b></p> <p>The learner must consider:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect</li> <li>• Female Genital Mutilation (FGM)</li> <li>• County Lines and other forms of criminal exploitation and gangs</li> <li>• child sex trafficking</li> <li>• modern day slavery</li> <li>• financial or material abuse</li> <li>• domestic abuse</li> <li>• radicalisation</li> <li>• grooming</li> <li>• online abuse</li> <li>• non-recent/historical abuse</li> </ul>



## Range

### 1.3 Safeguarding risk factors

Learners must consider safeguarding high risk factors, for example:

- learning and communication differences
- disabilities – students to know about medical and social models of disability in the context of safeguarding and welfare
- cultural identity – students to know about food restrictions and any medication influence in relation to cultural diversity
- history of abuse
- children with care experience

## Delivery and assessment guidance

**AC1.3** Learners should also be aware of the importance of maintaining policy requirements when working with visitors to the setting, as well as extended adult ratios during trips and visits. Learners should be aware of the safeguarding responsibilities they have in the role of designated safeguarding officer to students on site, being mindful that some students may be under 18 years of age.

**AC1.5** Learners must discuss at least three ways the early years practitioner keeps self safe in relation to safeguarding and protection. Learners must be aware of procedures in place to protect them if an allegation is made.

Learners could refer to [safeguarding children and protecting professionals in early years settings online safety considerations](#).

**AC2.2** Learners must explain from a child-centred approach.

## Unit 02 Understanding safeguarding and welfare requirements for best practice in an early years setting (D/651/2482)



Unit summary			
This unit will explore best practice in safeguarding and welfare in adherence with the statutory framework requirements in an early years setting.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>24 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how safeguarding and welfare requirements protect babies, children and others in an early years setting	1.1 State the relevant areas of <b>statutory guidance</b> supporting the safeguarding and welfare of babies and children
	1.2 Outline the safeguarding and welfare requirements in line with the statutory requirements for early years
	1.3 Explain how the safeguarding and welfare requirements keep babies and children safe in the following situations: <ul style="list-style-type: none"> <li>• in the setting                             <ul style="list-style-type: none"> <li>○ indoors</li> <li>○ outdoors</li> </ul> </li> <li>• offsite visits</li> <li>• <b>medication</b></li> </ul>
2. Understand policy underpinning <b>protocol</b> in relation to safeguarding in an early years setting	2.1 Outline the safeguarding policy in an early years setting with regard to safeguarding and welfare requirements
	2.2 Explain the role of professional <b>supervision</b> for staff involved in safeguarding and welfare in an early years setting
3. Understand welfare requirements for holistic health, development and wellbeing	3.1 Describe how an early years setting meets the food and drinks requirements of individual children
	3.2 Summarise the role of the key person for emotional health and wellbeing in babies and children
	3.3 Explain the importance of qualified staff when maintaining standards for a high-quality setting

Range
1. Understand how safeguarding and welfare requirements protect babies, children and others in an early years setting
<b>1.1 Statutory guidance:</b>  The learner must consider: <ul style="list-style-type: none"> <li>• <a href="#">statutory framework for the early years foundation stage</a></li> <li>• <a href="#">keeping children safe in education</a></li> <li>• <a href="#">Prevent duty guidance: England and Wales</a></li> <li>• <a href="#">working together to safeguard children</a></li> </ul>
<b>1.3 Medication:</b>

<b>Range</b>
<p>The learner must consider:</p> <ul style="list-style-type: none"> <li>• administration</li> <li>• storage</li> <li>• notification responsibilities where a staff member is taking specific medication</li> </ul>
<b>2. Understand policy underpinning protocol in relation to safeguarding in an early years setting</b>
<p><b>2 Protocol:</b></p> <p>The learner must consider:</p> <p>Policy and procedures that underpin practice. Safeguarding and welfare policy to include steps to take in relation to visitors; including parents/carers, students, volunteers, other professionals.</p>
<p><b>2.2 Supervision:</b></p> <p>The learner must consider:</p> <p>Regular meetings with line manager to talk through any challenges, share experience and plan for improved outcomes.</p>

<b>Delivery and assessment guidance</b>
<p><b>AC2.1</b> Learner must be aware of the impact of local authority processes and how these may vary in each local authority and therefore impact the Local Offer.</p> <p><b>LO3</b> Learners must refer to section 3 of the <a href="#">statutory framework</a>. When considering qualified staff, learners must:</p> <ul style="list-style-type: none"> <li>• appreciate rationale for child:adult ratios</li> <li>• show regard to staff qualification levels and age range of children</li> <li>• recognise the processes involved for safer recruitment, including undertaking enhanced police checks prior to working in the early years</li> <li>• appreciate the significance of establishing and maintaining professional relationships with families to achieve the best possible outcomes for the child</li> <li>• explore potential complexities and challenges to effective partnership working and ways these can be overcome</li> </ul>

## Unit 03 Following safeguarding and welfare requirements in an early years setting (F/651/2483)

Unit summary			
This unit will provide an opportunity for early years professionals to learn about safeguarding and welfare requirements in practice.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>24 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of the designated safeguarding officer in an early years setting	1.1 Explain <b>key responsibilities</b> of the designated safeguarding officer in an early years setting
	1.2 Describe the role of the designated safeguarding officer in relation to partnership working
2. Be able to implement policy and procedures in line with safeguarding and welfare requirements in an early years setting	2.1 Demonstrate collaboration with others to review policy and procedural processes in an early years setting making recommendations for improved practice
	2.2 Demonstrate the ability to promote best practice through role modelling
	2.3 Demonstrate collaboration with others to achieve a safe, healthy and inclusive environment for babies, children and others
	2.4 Explain the significance of coherent reports and record keeping
	2.5 Discuss food and drink provision in an early years setting and how this promotes holistic health for babies and children
3. Be able to facilitate a safe and enabling inclusive environment in an early years setting	3.1 Outline ways the early years practitioner maintains a <b>safe and enabling inclusive environment</b>
	3.2 Explain the role of the key person in promoting safeguarding and welfare requirements in an early years setting
	3.3 Demonstrate how to meet individual needs of young children in relation to safeguarding and welfare requirements
4. Be able to advocate for children in an early years setting	4.1 Demonstrate how to advocate for a child in relation to safeguarding for child protection

Range
1. Understand the role of the designated safeguarding officer in an early years setting
1.1 <b>Key responsibilities</b> in line with <a href="#">statutory framework</a> and to include: <ul style="list-style-type: none"> <li>the role of the designated safeguarding officer at key times; induction and to share new updates</li> <li>how to support individual members of staff impacted by safeguarding concerns; including issues arising from the whistleblowing policy</li> <li>the benefits of mentoring and supervision</li> </ul>

### Range

**3. Be able to facilitate a safe and enabling inclusive environment in an early years setting**

#### **3.1 Safe and enabling inclusive environment:**

Learners must consider:

- indoors
- outdoors
- online and security

### Delivery and assessment guidance

**AC1.1** Learners must consider key responsibilities of the designated safeguarding officer, such as how to challenge weak practice and signposting families to other agencies to ensure required standards in safeguarding practice are maintained. Protocol for safeguarding involving child protection must always be followed. The designated safeguarding officer must keep their own knowledge up-to-date through continuing professional development (CPD) and cascade this to colleagues in a timely manner, ensuring policies and procedures are reviewed in line with any changes.

**AC2.2** Learners should demonstrate at least three examples of when they have role modelled best practice in different situations.

**AC2.3** Learners could consider sustainability implications and engagement with the sustainability development goals in the [NCFE early years sustainability resource](#). Learners may also consider goal 4 (quality education) of the [UNICEF sustainable development goals](#).

**AC2.5** Learners to be knowledgeable of individual food and drink requirements with regard to race, religion, medical need, preference.

**AC3.1** Learners could refer to the following guidance:

- [statutory framework for the early years foundation stage](#)
- [Prevent duty guidance: England and Wales](#)
- [safeguarding children and protecting professionals in early years settings: online safety considerations](#)
- [NSPCC](#)

## 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 the 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 (EQA) with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that 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"> <li>by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>	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"> <li>may include simulation**</li> </ul>	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 (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	Yes	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **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:

- 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

\*\* **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

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.

## 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 (RWE).

2.2 Assessment decisions for competence/skills-based LOs 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 section 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 an RWE.

2.7 Assessment decisions for knowledge-based LOs 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 (IQAs) 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 (IQAs) 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 is not 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 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)
- Diploma in Teaching in the Lifelong Learning Sector (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 (EQA) 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 (IQA)

#### 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 (CPD) relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.

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

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## 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:

- Sample Assessment Tasks
- Qualification Factsheet

### Useful websites

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

- [Early Years Foundation Stage Framework](#)
- [Keeping Children Safe in Education](#)
- [Prevent Duty](#)
- [Working Together to Safeguard Children](#)
- [Safeguarding Children and Protecting Professionals in Early Years Settings](#)
- [NSPCC](#)
- [NCFE safeguarding rules](#)
- [NCFE safeguarding toolkit](#)
- [NCFE early years sustainability resource](#)
- [UNICEF sustainable development goals](#)

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. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### 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.

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## 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)

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## 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	GLH
 Unit 01	A/651/2481	Understanding safeguarding for child protection	2	12
 Unit 02	D/651/2482	Understanding safeguarding and welfare requirements for best practice in an early years setting	2	24
Unit 03	F/651/2483	Following safeguarding and welfare requirements in an early years setting	2	24