



# Qualification specification

**NCFE CACHE Level 3 Award for the Early Years  
Development Advocate Programme  
QN: 603/7519/X  
This qualification is now withdrawn**



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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 1.0 June 2021). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	June 2021	First publication
v1.1	June 2022	<p>Further information added to the <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
v1.2	July 2023	Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Summary.
v1.2	July 2023	Added further information to <a href="#">Assessment strategies</a> and principles relevant to this qualification section.

# Section 1

## About this qualification

## Introduction

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

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

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

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

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## 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 the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE CACHE Level 3 Award for the Early Years Child Development Advocate Programme
<b>Qualification number (QN)</b>	603/7519/X
<b>Aim reference</b>	6037519X
<b>Total qualification time (TQT)</b>	50
<b>Guided learning hours (GLH)</b>	40
<b>Minimum age</b>	16
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Age range covered by the qualification</b>	The qualification has a focus of child development between the ages of 0–5 for early years educators.
<b>Qualification purpose</b>	<p>The purpose of this qualification is to support learners working in an early years educator role by raising their awareness and understanding of how a child develops to further support the child’s progress within the setting.</p> <p>It will encourage learners to disseminate the knowledge they gain to others working within the setting and to become advocates for child development.</p> <p>This qualification will enhance the continuing professional development (CPD) of level 3 practitioners, support them in their roles within their setting and assist those who have assumed additional responsibility. It will support peer support and mentoring as well as enhancing parental engagement.</p>
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• develop learners’ knowledge of child development in the early years</li> <li>• reinforce the importance of child development to improve a child’s progress within an early years setting</li> <li>• encourage learners to cascade their knowledge to other practitioners</li> <li>• offer breadth and depth of study incorporating a core of key knowledge</li> <li>• provide opportunities to acquire a number of research skills</li> <li>• enable learners to advocate for child development to enhance the knowledge and skills of early years educators</li> <li>• enhance CPD</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• provide an understanding of child development</li> <li>• understand strategies for early intervention</li> </ul>

<b>Qualification summary</b>	
	<ul style="list-style-type: none"> <li>• analyse the impact of pedagogy for child-centred practice</li> <li>• understand effective coaching and mentoring</li> <li>• develop and demonstrate effective mentoring opportunities</li> <li>• enable coaching and mentoring of others in the importance of child development advocacy</li> </ul>
<b>Real work environment (RWE) requirement/recommendation</b>	Experience in a real work environment is required.
<b>Rules of combination</b>	All content is mandatory.
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Staffing requirements</b>	Staff delivering the training should be occupationally competent with a working knowledge of the early years foundation stage (EYFS) statutory framework.
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• strengthen their middle leadership skills and opportunities</li> <li>• create more secure pathways to senior leadership and management</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/7519/X.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

This qualification is designed for early years educators who are assuming additional responsibilities in their setting as part of their CPD. It is designed to provide learners working within private, voluntary and independent settings with an awareness and understanding of child development and how to share this knowledge with others by becoming advocates for child development in early years settings.

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 have experience of working with babies and young children before registering. It would also be advantageous for learners to hold a relevant level 2 or level 3 qualification.

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

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

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### **Achieving this qualification**

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

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

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## Units

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

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.



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

## Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/618/7171	Child development for child-centred practice in the early years	3	20
Unit 02	F/618/7172	Being an advocate for child development in own setting	3	20

## Progression to higher-level studies

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

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

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

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

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## 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 per usual)

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.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. 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.

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

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

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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website.

## Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

WITHDRAWN

# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our quality assurance team.

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

For further information or guidance about this qualification, please contact our customer support team.

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## Unit 01 Child development for child-centred practice in the early years (A/618/7171)

<b>Unit summary</b>	This unit has been developed to support practitioners in the early years workforce to secure knowledge and understanding of child development for best practice in line with the EYFS.
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
1. Understand child development	1.1 Identify the stages and sequences of child development from 0–5 years		
	1.2 Explain the significance of children's experience and circumstance for children's holistic development and wellbeing		
2. Understand strategies for early intervention	2.1 Explain <b>approaches</b> used to identify when children may need additional support		
	2.2 Explain how changes for improved child-centred practice in an enabling, inclusive environment supports engagement with the curriculum <b>in line with the statutory framework requirements</b>		
	2.3 Evaluate adaptations for effective engagement with the curriculum		
3. Be able to analyse the impact of pedagogy for inclusive child-centred practice approach	3.1 Analyse the impact of pedagogy and personal approach on inclusive learning and development		
	3.2 Plan opportunities to measure the impact of change through scheduled meetings and collaboration		



## Assessment guidance

### Delivery and assessment

#### 2.1 Approaches

During teaching and learning of 2.1 learners must be confident with the graduated approach. The following link may be useful: [www.foundationyears.org.uk/files/2015/06/Section-5-SEN-Support-A-Graduated-approach.pdf](http://www.foundationyears.org.uk/files/2015/06/Section-5-SEN-Support-A-Graduated-approach.pdf)

#### 2.2 In line with the statutory framework requirements

During teaching and learning of 2.2 learners must refer to the EYSF. The following link may be useful: [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

Always refer to the government website to ensure that you are using the most up-to-date version of the framework.

### Types of evidence

Evidence could include:

- learner report
- reflective account
- professional discussion
- resource file
- presentation

### Learner declaration of authenticity:

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

Learner signature:

Date:

### Assessor sign off of completed unit: Unit 01

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

Assessor name:

Signature:

Date:

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

## Unit 02 Being an advocate for child development in own setting (F/618/7172)

<b>Unit summary</b>	This unit has been developed to support an appreciation of professional development for best practice as advocates for child development in an early years setting.
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
1. Understand effective coaching and mentoring	1.1 Explain <b>quality features</b> involved in effective coaching		
	1.2 Explain quality features involved in effective mentoring		
	1.3 Analyse coaching and mentoring approaches for effective support in an early years setting		
	1.4 Summarise the <b>Zachary four stage model (2000)</b> for mentoring in the context of the early years		
2. Be able to develop effective mentoring opportunities in an early years setting	2.1 Reflect on own experiences as a mentor and mentee		
	2.2 Identify own strengths and areas to develop regarding coaching and mentoring		
	2.3 Establish peer mentoring opportunities in an early years setting		
3. Be able to coach and mentor others in the role of child development advocate	3.1 Disseminate information about the child development advocacy process to others		
	3.2 Provide child development advocacy coaching to other practitioners through effective leaderful practice		
	3.3 Evaluate mentoring processes for child development advocates in own setting with others		
	3.4 Collaborate with others to plan next steps for maintaining child development advocates in own setting, including planned partnership working with parents/carers		

## Assessment guidance

### Delivery and assessment

#### 1.2 Quality features

During the teaching and learning of 1.2, learners should be introduced to the following quality features:

- professional skills, time keeping, being organised
- relationship building, active listening, boundaries of own role, network of support
- knowledgeable, an appreciation of expectation

#### 1.4 Zachary four stage model (2000)

During the teaching and learning of 1.4 learners should be introduced to the Zachary four stage model for mentoring.

Further information has been included here:

- preparing: evaluating own motivations and skills to assess the viability of the relationship and identify own areas for development
- negotiating: agreeing learning goals with the mentee and establishing ground rules and expectations
- enabling: establishing and maintaining a positive and constructive relationship through effective communication
- closing: evaluating, acknowledging and celebrating the achievement of the mentee's learning goals and reflecting on own personal and professional development

### Types of evidence

Evidence could include:

- learner report/mentee record or journal
- reflective account
- professional discussion
- GROW model – making reference to GROW (Whitmore 1992):
  - goal setting: agreeing and understanding the mentee's goals for the session
  - reality checking: exploring the facts and the mentee's feelings around the identified issue or topic
  - options/obstacles: exploring the options, solutions or barriers with the mentee to help resolve or move the issue or topic along
  - will/way forward: ensuring the mentee fully understands the actions they need to take, and the support they may need, by agreeing specific actions and a timeframe for completion
- presentation

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 02**

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

Assessor name:

Signature:

Date:

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

## 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.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes 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 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 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	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

\* **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 units we offer have been developed in line with the specific assessment strategies or principles of different sector skills councils (SSCs) or by us where there is no SSC lead.

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

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

## Assessment strategy

### Knowledge learning outcomes:

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

### Competence/skills learning outcomes:

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

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**NCFE assessment strategy (to be included for all qualifications with internal assessment, see below assessment principles for adult care, childcare and health qualifications and separate assessment principles for early years educator and early years practitioner qualifications)**

### Knowledge LOs:

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

### Competence/skills LOs:

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

# NCFE assessment principles for adult care, childcare and health qualifications

## 1. Introduction

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

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

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

### **Assessing knowledge, skills and competence**

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

### **Practical skills competence**

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

## **2. Assessment principles**

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

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

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

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

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

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

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

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

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions



(for example, via Microsoft Teams or Zoom)

- over the telephone where the assessor could scribe the testimony

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

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

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

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

### **Remote technology**

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

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

## **3. Internal quality assurance**

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

### **Knowledge learning outcomes:**

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

### **Competence/skills learning outcomes:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions

- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## 4. Definitions

### 4.1 Occupationally competent:

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

### 4.2 Occupationally knowledgeable:

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

### 4.3 Qualified to make assessment decisions:

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

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

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

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

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

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

### 4.4 Qualified to make quality assurance decisions:

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

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

#### 4.5 Expert witness:

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

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

# Section 3

## Explanation of terms

## Explanation of terms

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

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

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

# Section 4

**Additional information**

## **Additional information**

### **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 learning outcomes.

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## Support for centres

### Qualification factsheet

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

### Useful websites

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

- government website - [www.gov.uk/](http://www.gov.uk/)
- Department for Education - [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)
- Foundation Years - [foundationyears.org.uk/](http://foundationyears.org.uk/)
- Development Matters - [development-matters.org.uk/](http://development-matters.org.uk/)
- Birth to 5 Matters - [www.birthto5matters.org.uk/](http://www.birthto5matters.org.uk/)
- I CAN - [ican.org.uk/](http://ican.org.uk/)
- National Children's Bureau - [www.ncb.org.uk/](http://www.ncb.org.uk/)
- BBC Tiny Happy People - [www.bbc.co.uk/tiny-happy-people](http://www.bbc.co.uk/tiny-happy-people)
- Hungry Little Minds - [hungrylittleminds.campaign.gov.uk/](http://hungrylittleminds.campaign.gov.uk/)
- local offer - [www.gov.uk/government/publications/local-offer-guidance](http://www.gov.uk/government/publications/local-offer-guidance)

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

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### Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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## Contact us

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