

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 4 Award in Promoting
Health and Well-being Through Physical Activity
and Nutrition Co-ordination in the Early Years
QN: 603/5239/5**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.1 May 2022). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	December 2019	First publication.
v1.1	May 2022	Additional useful links have been provided on page 22 to support physical activity and nutrition coordinators (PANCOs) to find out more about the PANCO role and qualification, the PANCO standards, the PANCO model and to actively engage with others whilst maintaining up-to-date practice.
v1.2	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> <p>References to Public Health England amended to UK Health Security Agency and Office for Health Improvement and Disparities.</p>

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 well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support Handbook

This qualification specification must be used alongside the mandatory support handbook 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.

Qualification summary	
Qualification title	NCFE CACHE Level 4 Award in Promoting Health and Well-being Through Physical Activity and Nutrition Co-ordination in the Early Years
Qualification number (QN)	603/5239/5
Aim reference	60352395
Total Qualification Time (TQT)	37
Guided Learning Hours (GLH)	29
Minimum age	Learners must be 18+ and hold a full Level 3 early years/childcare qualification.
Age range covered by the qualification	0–5 years
Qualification purpose	<p>This qualification is designed for learners to examine the benefits of physical activity and the importance of diet to the health and well-being of babies, children and their families.</p> <p>This qualification will support learners through a reflective cycle of continuous improvement to practice in own setting. They will work with staff, parents and carers, and other professionals to make positive change for the health of babies and children in the role of a Physical Activity and Nutrition Co-ordinator (PANCo).</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of the Physical Activity and Nutrition Co-ordinator (PANCo) in the early years • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire practical and technical skills. <p>The objective of this qualification is to provide learners with the knowledge and skills needed to work as a Physical Activity and Nutrition Co-ordinator (PANCo) in the early years.</p>
Work/industry placement experience	This qualification requires learners to complete a work placement experience.
Real work environment (RWE) requirement/ recommendation	This is a work-based qualification. Learners must be employed in an early years setting at Level 3 to complete this qualification.
Rules of combination	To achieve this qualification, learners are required to successfully achieve one mandatory unit.

Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Progression including job roles (where applicable)	<p>Learners who achieve this qualification could progress to the:</p> <ul style="list-style-type: none"> • Level 4 Certificate for the Early Years Advanced Practitioner • Level 5 Diploma for the Early Years Senior Practitioner <p>This qualification will also prepare learners for further study of early years in higher education.</p> <p>Learners could progress to the following job roles and responsibilities:</p> <ul style="list-style-type: none"> • Physical Activity and Nutrition Co-ordinator (PANCo) • Special Educational Needs Co-ordinator (SENCO) • internal progression at a higher level, including those with management responsibilities • leadership, mentoring, supervision and management opportunities.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/5239/5.
Funding	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 learners who are employed in an early years setting who wish to upskill into a Physical Activity and Nutrition Co-ordinator (PANCo) role.

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

Entry is at the discretion of the centre. However, learners should be aged 18 or above to undertake this qualification.

Learners **must** already hold a full Level 3 early years/childcare 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.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **one** mandatory unit.

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.

Please refer to the listed unit over the page or the unit summary in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes from the mandatory unit as detailed in this Qualification Specification.

Unit

The mandatory unit within this qualification crosses over into the NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner (601/8424/3) and therefore does not follow the standard unit numbering of Unit 01, Unit 02 etc.

The regulated unit number is indicated in brackets for the unit (eg M/100/7116) within Section 2.

Mandatory unit

Unit number	Regulated unit number	Unit title	Level	GLH
EYAP 2	K/508/0929	Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years	4	29

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.

Learners must be successful in **this** component to gain the Level 4 Award in Promoting Health and Well-being Through Physical Activity and Nutrition Co-ordination in the Early Years.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 4 learner for each learning outcome.

This qualification has been designed for early years practitioners employed in early years settings. The learning outcomes and assessment requirements intend to increase knowledge and understanding through guided learning and personal research. The application of this knowledge will be seen through evidence produced for assessment as appropriate.

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 the unit. On completion of the 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 the unit are provided in Section 2.

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

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

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

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

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

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

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

Feedback to learners

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

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.

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929)

Unit summary	<p>In this unit, learners will examine the benefits of physical activity and the importance of diet to the health and well-being of babies, children and their families.</p> <p>This unit will encourage learners to consider statutory framework requirements, a range of national and local initiatives, advice and guidance, and wider international perspectives that are instrumental to the health and well-being of babies and children.</p> <p>Undertaking this unit will support change through a reflective cycle of continuous improvement to practice in own setting. Learners will be required to co-ordinate and evaluate physical activity and nutrition in their own setting. They will work with staff, parents and carers, and other professionals to make positive changes for the health of babies and children in the role of a Physical Activity and Nutrition Co-ordinator (PANCo).</p>
Guided learning hours	29
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current statutory framework requirements for early years settings in relation to physical development, food and nutrition	1.1 Summarise the current guidelines for recommended levels of physical activity and nutritional requirements for under 5s		
	1.2 Critically evaluate how physical activity and positive nutrition contribute to, and impact upon, the health and well-being of children under 5 and the consequences of not meeting these requirements		
	1.3 Evaluate strategies to support early years practitioners in relation to: <ul style="list-style-type: none"> • babies and children with strong food preferences • food allergies and specific dietary requirements • food from home policies • overcoming barriers when working with families to promote healthy eating 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	1.4 Explain ways in which early years settings are meeting the nutritional needs of children under 5		
2. Evaluate own setting's provision for physical activity and nutrition in relation to the requirements of statutory frameworks and national guidelines	2.1 Work with others in the setting to assess the provision for physical development and healthy eating in relation to statutory framework requirements		
	2.2 Analyse how own role, and that of others, promotes physical activity and healthy eating in day-to-day practice in own setting		
	2.3 Explain the need for a well-being policy that standardises the approach to physical activity and healthy eating		
3. Understand international and UK research for promoting physical activity and healthy eating in early years	3.1 Analyse international, national and local approaches to promoting physical activity and healthy eating in the early years		
	3.2 Explain ways to stay up-to-date with current research and why this is important		
4. Understand the PANCo programme and the role and responsibilities of a PANCo	4.1 Explain the PANCo model		
	4.2 Explain how organisational change can be achieved through the PANCo model		
	4.3 Explain how the role of the PANCo champions change within the setting		
	4.4 Describe the key elements that are required to develop a sustainable culture of well-being for children and staff and identify steps that own setting can take towards this		
	4.5 Identify examples of positive role modelling and social learning between practitioners and children in own setting		
	4.6 Explain the principles and practice of continuous improvement		
5. Be able to value the voice of the child in introducing and implementing change	5.1 Observe babies and children to identify patterns over time when introducing and implementing change		
	5.2 Work with young children in a child-centred way to help them understand their own physical health and nutrition needs		
	5.3 Use evidence from observations of babies and children to ensure their		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	needs are met and their views respected		
6. Identify collaborative strategies to develop and implement change in relation to physical activities and healthy eating	6.1 Analyse specific challenges in own setting to implementing and leading change		
	6.2 Explain how to use good practice examples to innovate in own setting		
	6.3 Explain how collaborative teamwork can develop a positive, enabling environment for physical development and healthy eating in early years settings		
	6.4 Explain strategies the PANCo can use to support parents/carers to make healthy choices with and for their children		
	6.5 Explain the use of positive role modelling to educate and motivate staff and families to change behaviour		

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Origins of, and continuing support for, the PANCo role

The PANCo qualification and role is a beacon for quality provision in the early years and has been designed as a well-being-in-action intervention that promotes positive nutrition and physical activity to support the prevention of obesity within early years settings. The PANCo qualification gives Early Years Educators a robust knowledge base about healthy eating and physical activity for children, and the skills to lead and support change within the setting.

A PANCo acts as an agent for change, championing health and well-being in the setting. This unit is a stepping stone to becoming a qualified PANCo.

Assessment guidance

Delivery and assessment

The assessment for this unit will involve producing a plan for a strategic initiative/activity to support physical activity and/or healthy eating in own setting. The plan must reflect positive outcomes for own setting and show wider impact for early years practice. There must be evidence of research.

1.1 **Current guidelines:** Relevant statutory framework requirements for physical activity and nutrition in own country. For example, statutory guidance in England includes:

- relevant department of Health and UK Health Security Agency and Office for Health Improvement and Disparities guidance
- UK Health Security Agency and Office for Health Improvement and Disparities guidance on recommended physical activity in the early years
- national and local initiatives to promote physical activity in early years
- national and local initiatives to promote nutrition and healthy eating in early years
- Department of Health goals for nutrition
- Chief Medical Officers (CMO) (2011) guidelines for physical activity in the early years.

2.1 Learners must include an assessment of how relevant guidance and requirements underpin current resourcing in own setting for babies and children from 0–5 years.

2.3 **Well-being policy:** Policy should:

- acknowledge physical development as a prime area of any early years framework
- appreciate benefits to babies' and children's well-being from physical activity and healthy eating
- recognise holistic benefits to development
- engage staff through reasonable requirements and collaboration
- lead staff through policy and procedural development
- engage families in programmes for good practice in relation to physical activity and nutrition through measurable strategies.

3.1 **Promoting physical activity:** Learners could research topics such as:

- relationship between healthy eating, physical activity and other areas of development
- relationship between mental health, emotional resilience and physical competence in children
- relationship between physical health and nutrition and well-being

- how a 'settings-based' approach to health promotion can support physical activity and positive nutrition for children and adults when supported by a workplace champion (the evidence base for the PANCo model).

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Delivery and assessment (cont'd)

Learning outcome 4:

Learners must develop knowledge of the PANCo model and how it promotes organisational and individual change, in particular:

- organisational change: PANCo as a health promotion model – the critical factors in a successful health promoting setting
- behaviour change: the role of a PANCo as a champion for change within the workplace/nursery setting
- social learning: the impact of practitioners as positive role models for children and other staff members
- culture: the importance of physical activity and healthy nutrition in a wider culture of sustainable well-being.

6.1 **Challenges:** Could include leadership, skills and knowledge, environment, culture, beliefs, social economic status, staff attitudes.

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Suggested assessment methods

Provide a rationale and a plan for a strategic initiative/activity to support physical activity and/or healthy eating in your own setting.

You must aim to choose something that will have a setting-wide impact rather than a one-off intervention.

Assessment must show evidence of learners' own research throughout.

Learning outcome	Assessment requirement Identify the proposed initiative/activity	Suggested assessment method Briefly describe your proposal
1	Set the scene: Evaluate the current statutory framework requirements and strategies in relation to your proposed initiative/activity	Provide referenced information and key data
2	Complete an assessment of provision and analysis of own and others' roles. Explain why you think this initiative/activity is a priority in your setting	Show the results of your assessment: <ul style="list-style-type: none"> • Provide evidence of discussions with others in your setting • Provide the rationale for your proposal
3	Review international/national/local research that is relevant to your chosen initiative/activity	Show evidence of original research. Explain how you have verified the research Using research to back up your argument: <ul style="list-style-type: none"> • What improvements are you hoping to achieve? • What would be the present and future benefits? How will your chosen activity be part of a continuous improvement cycle? Provide an explanation or diagram to show this

4	Explain the role of the PANCo in leading and reviewing the proposal	<p>How will the PANCo model be used to implement your initiative/activity?</p> <p>What strategies will be important to promote organisational and individual change?</p> <p>How will the proposal contribute to a culture of well-being? (What else might need to happen?)</p> <p>How will you and others role model the behaviours you plan to change?</p> <p>How will staff be supported, mentored/ coached, led and managed to remain engaged, be agents of change and contribute to the aims of the proposal?</p> <p>How will you seek support from the PANCo community?</p>
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EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Learning outcome	Assessment requirement Identify the proposed initiative/activity	Suggested assessment method Briefly describe your proposal
5	Describe the evidence for change from the perspective of babies and young children	Show evidence of observations and/or conversations that support the need for your proposal (or describe how these would be conducted)
6	Explain who will be involved and how you will collaborate with others to introduce the proposal	Predict any challenges that you might encounter and suggest ways to prepare for them Give specific examples of strategies the PANCo can use to support parents/carers to be involved and to make healthy choices If you have identified good practice elsewhere, identify what this was and what steps you have made/could make to find out more Provide evidence of how staff will be involved How will you get buy-in from parents/families/carers?
	Review and evaluation	How will you evaluate success? What will success look like and how will you measure it? How could you build on what works and take it to another level?

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: EYAP 2

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.

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

EYAP 2 Relevant reading and useful website links (website links accessible at time of publication)

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

PANCo Wellbeing Network – join the growing movement of PANCo pioneers, connect, share and stay up to date with PANCo practice: www.facebook.com/groups/purplebeepancowellbeingnetwork
PANCo resources – support for PANCos, students, early years settings and tutors with access to the latest information, case studies, resources and expertise: www.purplebeelearning.com/free-panco-resources/
Get up to Speed with PANCo – find out more about the PANCo role and qualification, the PANCo standards and the PANCo model: https://courses.purplebeelearning.com/shop/edv_wellbeing_taster
PANCo network – Facebook group: www.panco.org.uk/join-the-network
PANCo resources – free access to resources: www.purplebeelearning.com/free-panco-resources/
NHS – Physical activity guidelines for early years (under 5s) – for infants who are not yet walking: www.nhs.uk/Livewell/fitness/Documents/children-under-5-years.pdf
NHS – Physical activity guidelines for children (under 5 years): www.nhs.uk/livewell/fitness/pages/physical-activity-guidelines-for-children.aspx
Action for Children – Eat Better, Start Better Pack – Guide to the Voluntary Food and Drink Guidelines for Early Years Settings in England: www.actionforchildren.org.uk/
Department for Education – Statutory framework for the early years foundation stage: www.gov.uk/government/publications/early-years-foundation-stage-framework--2
UK Health Security Agency and Office for Health Improvement and Disparities – Childhood obesity: a plan for action: www.gov.uk/government/publications/childhood-obesity-a-plan-for-action
Department of Health and Social Care – Physical Activity Guidelines: www.gov.uk/government/collections/physical-activity-guidelines
UK Health Security Agency and Office for Health Improvement and Disparities – Government Dietary Recommendations assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/618167/government_dietary_recommendations.pdf

NHS – Major new exercise guidelines announced:

www.nhs.uk

Department of Health and Social Care/UK Health Security Agency and Office for Health Improvement and Disparities – Early years high impact area 4: Healthy weight, healthy nutrition (to include physical activity):

www.gov.uk

Public Health Agency – Nutrition matters for the early years – Guidance for feeding under fives in the childcare setting:

www.publichealth.hscni.net/sites/default/files/Nutrition%20Matters%20for%20the%20early%20years%200118.pdf

NHS – Eat well:

www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx

British Nutrition Foundation:

www.nutrition.org.uk

Australian Government. The Department of Health – 24-Hour Movement Guidelines for the Early Years (0 to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep:

www.health.gov.au/internet/main/publishing.nsf/Content/ti-0-5years

Department of Health and Social Care – Physical activity guidelines: UK Chief Medical Officers' report:

www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the unit 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 which demonstrate achievement of all the learning outcomes associated with the unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance. <p>** Simulation. A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to the unit 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.
-

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4

Additional information

Additional information

Resource requirements

Learners must be employed in an early years setting. It is expected that the setting would have all resources needed for the learners to be able to complete this qualification.

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.

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

- statutory documentation
 - setting's policies and procedures
 - various approaches/influences
-

Support for centres

Key Facts

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

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.

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.

Contact us

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