

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Understanding
Safeguarding in Education and Childcare
Settings
QN: 603/5150/0**

Contents

Summary of changes	3
Section 1	4
Introduction	5
Support Handbook	5
Qualification summary	6
Entry guidance	8
Achieving this qualification	8
Units	9
How the qualification is assessed	10
Internal assessment	10
Section 2	12
Unit content and assessment guidance	13
Unit 01 Understand safeguarding and protection in education and childcare settings	14
Unit 02 Understand the role of the education and childcare practitioner in safeguarding children and learners	20
Recommended assessment methods	26
Assessment strategies and principles	28
Section 3	29
Explanation of terms	30
Section 4	31
Additional information	32
Resource requirements	32
Support for centres	32
Learning resources	32
Contact us	33

Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 October 2019).

Version	Publication Date	Summary of amendments
v1.0	October 2019	First publication
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	<p>Further information added to the how the qualification is assessed 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>Addition of extra hyperlinks added to additional information section</p>
v1.3	July 2023	<p>Unit 02: replaced 'ethical practice' with 'professional and 'principled practice' within AC1.2 and corresponding guidance and assessment tasks.</p> <p>Update to useful websites section – added Health and Care Act 2022.</p>

Section 1

About this qualification

Introduction

This Qualification Specification contains details of all the units and assessment requirements for 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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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
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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 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.

Qualification summary	
Qualification title	Level 1 Award in Understanding Safeguarding in Education and Childcare Settings
Qualification number (QN)	603/5150/0
Aim reference	60351500
Total Qualification Time (TQT)	86
Guided Learning Hours (GLH)	70
Minimum age	16
Qualification purpose	<p>The purpose of this qualification is to give learners the knowledge and understanding of their legal responsibility to safeguard and protect the welfare of children and learners.</p> <p>The qualification is aimed at any member of staff, parent, governor, volunteer or visitor that works with, or has access to, children and learners.</p> <p>As per Ofsted guidance, the term 'children and learners' covers all children, young people and vulnerable adults accessing a childcare or education setting.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of safeguarding of children and learners in education and childcare settings <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • introduce learners to safeguarding and protection in education and childcare settings • provide knowledge and understanding of the roles and responsibilities that education and childcare practitioners have in safeguarding children and learners
Real work environment (RWE) requirement/ recommendation	This is a knowledge only qualification. Experience in the real work environment is not required.
Rules of combination	To be awarded the Level 1 Award in Understanding Safeguarding in Education and Childcare Settings, learners are required to successfully complete 2 mandatory units.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.

Progression	Learners who achieve this qualification could progress to: <ul style="list-style-type: none">• Level 1 Award in Preparing to Work in Schools• Level 2 Certificate in Understanding Safeguarding and Prevent• Level 2 Certificate in Supporting Teaching and Learning in Schools• Level 2 Award in Support Work in Schools
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/5150/0.
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 any member of staff, parent, governor, volunteer or visitor that works with, or has access to, children and learners.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this 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 2 mandatory units.

Please refer to the list of units on the next page 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.

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 (eg 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	D/617/8267	Understand safeguarding and protection in education and childcare settings	1	35
★	Unit 02	H/617/8268	Understand the role of the education and childcare practitioner in safeguarding children and learners	1	35

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

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 1 Award in Understanding Safeguarding in Education and Childcare Settings.

Learners who aren't 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 1 learner for each learning outcome.

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. 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.

The Tutor must be satisfied that the work produced is the learner's own.

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

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.

Unit 01 Understand safeguarding and protection in education and childcare settings (D/617/8267)



Unit summary	The aim of this unit is to introduce learners to safeguarding and protection in education and childcare settings. The unit covers legislation, policies and procedures and how to raise concerns around safeguarding.
Guided learning hours	35
Level	1
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. Know the legal framework that exists to safeguard children and learners in education and childcare settings	1.1 Define safeguarding in an education and childcare setting		
	1.2 Identify legislation and statutory guidance that exists to safeguard children and learners in education and childcare settings		
	1.3 Outline the key features of existing legislation that exists to safeguard children and learners in education and childcare settings		
	1.4 Outline procedures for recording, sharing and storing confidential information		
2. Understand policies, procedures and practices to safeguard children and learners in education and childcare settings	2.1 Identify policies and procedures that safeguard and protect children and learners in education and childcare settings		
	2.2 List ways children and learners are safeguarded in education and childcare settings		
	2.3 Outline benefits of partnership working for safeguarding		
3. Know key indicators that raise concerns about a child or learner's welfare	3.1 Identify categories of abuse		
	3.2 Outline a range of signs, indicators and behaviours that would raise concerns in relation to welfare		
	3.3 Describe the potential effects of abuse or harm on the individual's learning and wellbeing in the short and long- term		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.4 Explain the impact of the learning environment to a child or learner’s wellbeing 3.5 Identify channels for reporting concerns		
4. Understand the potential risks associated with technology, social media, online bullying, grooming, exploitation and radicalisation in education and childcare settings	4.1 Identify features of a healthy relationship both online and offline 4.2 Outline ways to raise awareness of how to establish and maintain healthy relationships both online and offline 4.3 Describe the potential risks to children and learners from inappropriate use of technology and social media 4.4 Outline the risk from: <ul style="list-style-type: none"> • county lines • knife crime in relation to safeguarding 4.5 Give examples of how grooming is used in exploitation and radicalisation 4.6 List indicators that may be signs that a child or learner is, or is at risk of, being exploited and radicalised		

Unit 01 Understand safeguarding and protection in education and childcare settings (D/617/8267) (cont'd)

Assessment guidance

Delivery and assessment
<p>Learners to be aware of the broad aspects of safeguarding children and learners, including those involving health and safety, security and online security, as well as child protection.</p> <p>3.3 Effects to include physical, psychological and social.</p> <p>3.4 Learning environment: non-inclusive practices such as some reward/sanctions and behaviour policies, the physical environment, anxiety, unmet personal and educational needs (eg sensory).</p> <p>4.2 Healthy relationships: consider characteristics of personal and professional relationships, boundaries of acceptable behaviour/expectations, factors impacting meaningful relationships.</p> <p>4.4 County lines: criminal exploitation also known as 'county lines' – when gangs and organised crime networks groom and exploit children to sell drugs.</p>

AC	Assessment guidance	Suggested assessment method
1.1, 2.1 2.2, 2.3 3.4, 3.5	Learners could complete a Tutor-devised assignment focusing on different aspects of safeguarding specific to education and childcare settings. Assignment tasks should cover policies, procedures and practices and how they apply in education and childcare settings.	Assignment
1.2, 1.3 1.4	Learners could investigate a range of sources outlining the key features of legislation and statutory guidance surrounding safeguarding and handling information within education and childcare settings. They could answer pre-prepared questions set by the Tutor to address the assessment criteria.	Question and answer
3.1, 3.2 3.3, 3.4	Learners could be presented with a series of Tutor-devised case studies that illustrate the different categories of abuse. The case studies should relate to a range of education and childcare settings and include the signs, indicators, behaviours and effects associated with each category. Learners could produce a report addressing each of the assessment criteria.	Case studies Learner report
4.1, 4.2 4.3, 4.4 4.5, 4.6	Learners could prepare a campaign to raise awareness of the risks involved with technology, social media, online bullying, grooming, exploitation and radicalisation in education and childcare settings. They should prepare resources to address the criteria which supports their campaign. Resources could include leaflets, factsheets, posters or slides.	Resource pack

**Unit 01 Understand safeguarding and protection in education and childcare settings (D/617/8267)
(cont'd)**

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 01 Understand safeguarding and protection in education and childcare settings (D/617/8267) (cont'd)

Assessment tasks

These non-mandatory assessment tasks have been developed to support the assessment criteria for Unit 01. They have been divided into a series of tasks.

Task 1

(AC 1.1, 1.2, 1.3, 2.1, 2.2)

Begin this task with a definition of safeguarding.

Produce a spidergram to identify ways children and learners are safeguarded in education and childcare settings.

Create a leaflet for a new member of staff or learner to introduce the legislation involved in safeguarding children and learners. The leaflet must:

- identify legislation and statutory guidance that safeguards children and learners in education and childcare settings
- outline key features of the existing legislation, including policy and procedure

Task 2

(AC 1.4, 3.1, 3.2, 3.3, 3.5)

Work with others in a small group to prepare for a presentation. The peer group presentation must:

- identify categories of abuse
- outline a range of signs, indicators and behaviours that would raise concerns in relation to welfare

Produce a factsheet to accompany the presentation. The factsheet must describe the potential effects of abuse or harm on learning and wellbeing in the short and long-term and explain the impact of the learning environment to a child or learner's wellbeing.

Create a flow chart to outline actions to be taken in line with policy and procedure when there are concerns about the safety and welfare of a child or learner. The flow chart must:

- identify channels for reporting concerns
- outline procedures for recording, sharing and storing confidential information

Evidence collated through group work must show individual understanding.

Task 3

(AC 2.3)

Produce a poster to outline benefits of partnership working for safeguarding.

Unit 01 Understand safeguarding and protection in education and childcare (D/617/8267) (cont'd)

Task 4

(AC 4.1, 4.2)

Create a spidergram to:

- identify features of a healthy relationship both online and offline
- use examples to outline ways to establish and maintain healthy relationships online and offline

Task 5

(AC 4.3, 4.4, 4.5)

Produce a safeguarding resource pack that can be accessed by parents/carers and learners. The resource pack must:

- describe the potential risks to children and learners from inappropriate use of technology and social media
- outline the risk from county lines and knife crime
- give examples of how grooming is used in exploitation and radicalisation

Task 6

(AC 4.6)

Create a poster to list indicators that may be signs that a child or learner is being, or is at risk of being, exploited and radicalised.

Unit 02 Understand the role of the education and childcare practitioner in safeguarding children and learners (H/617/8268)



Unit summary	The aim of this unit is to provide the knowledge and understanding of the roles and responsibilities that education and childcare practitioners have in safeguarding children and learners.
Guided learning hours	35
Level	1
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 the professional roles and responsibilities of those involved in safeguarding children and learners in education and childcare settings	1.1 List the roles and responsibilities of those involved in safeguarding children and learners in education and childcare settings		
	1.2 Outline features of professional and principled practice		
	1.3 Identify professional behaviours required by those safeguarding children and learners in education and childcare settings		
	1.4 Outline ways that equality, inclusivity and diversity can be demonstrated in education and childcare settings		
	1.5 Describe benefits of learner-centred practice		
	1.6 Identify the role of pastoral care for safeguarding		
2. Understand how to respond to safeguarding concerns in education and childcare settings	2.1 Outline the action to be taken when there are concerns about the safety and welfare of a child or learner		
	2.2 Outline sources of support for children and learners in relation to: <ul style="list-style-type: none"> • bullying • homophobic behaviour • racism • sexism • disability 		
	2.3 Identify sources of up-to-date and valid information, advice and guidance (IAG)		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.4 Outline reasons why safeguarding, including allegations against staff, must be managed in a timely manner		
	2.5 Describe the relationship between behaviour and risk/actual harm or abuse		
	2.6 Outline strategies used to support children and learners with their behaviour		
	2.7 Explain why exclusion should only be used as a last resort		
	2.8 Describe the necessary action to be taken to ensure the safety of children and learners who are excluded from education and childcare settings		
	2.9 Outline ways to respond to reports of peer-to-peer sexual violence and harassment on and outside of education and childcare premises		
	2.10 Describe benefits of supervision and support for self in relation to safeguarding within education and childcare settings		
3. Know about Continuing Professional Development (CPD) for improved practice	3.1 Define CPD		
	3.2 List benefits of CPD		
	3.3 Identify sources of feedback in relation to CPD		

Unit 02 Understand the role of the education and childcare practitioner in safeguarding children and learners (H/617/8268) (cont'd)

Assessment guidance

Delivery and assessment
<p>1.1 Roles and responsibilities of an Assessor and Mentor in relation to job description and specific duties in relation to mentoring.</p> <p>2.5 Behaviour that challenges and inappropriate responses of others, including the use of physical restraint.</p>

AC	Assessment guidance	Suggested assessment method
1.1, 1.2 1.3, 1.4, 1.5, 1.6	Learners could prepare an induction guide to be used with staff new to the roles of Assessor and Mentor. The guidance should relate to their roles, responsibilities and expectations, such as professional and principled practice, professional behaviours, learner-centred practice, pastoral care, equality, inclusivity and diversity.	Induction guide
2.1, 2.4 2.9	Learners could investigate how to respond and report according to an education or childcare setting's policies and procedures. The information should be summarised in a report.	Learner report
2.2, 2.3	Learners could investigate sources of support and information for staff and children/learners that could be accessed in different situations. This could be presented as a resource which includes contact numbers, website address and brief overview.	Resource
2.5, 2.6 2.7, 2.8	Learners could be presented with a series of Tutor-devised case studies that illustrate the relationship between different behaviours and risk/actual harm or abuse. The case studies should be designed for learners to explore different strategies to support children and learners with their behaviour. Learners should also consider the risks to children/learners arising from exclusion, why it should only be used as a last resort and the safeguards that should be in place. Learners could prepare a presentation based on their conclusions from the case studies.	Presentation slides and notes
2.10, 3.1, 3.2 3.3	Learners could reflect on what is meant by Continuing Professional Development, its benefits and the sources of feedback that may contribute to it. They could link in supervision process and include a description of the potential benefits and the scope for support in relation to safeguarding within an education or childcare setting.	Reflective account/learner statement

Unit 02 Understand the role of the education and childcare practitioner in safeguarding children and learners (H/617/8268) (cont'd)

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.

Unit 02 Understand the role of the education and childcare practitioner in safeguarding children and learners (H/617/8268) (cont'd)

Assessment tasks

These non-mandatory assessment tasks have been developed to support the assessment criteria for Unit 02. They have been divided into a series of tasks.

Task 1

(AC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Refer to a job description for the role of Assessor or Mentor to:

- list the roles and responsibilities
- outline features of professional and principled practice
- identify professional behaviours required in this role
- identify the role of pastoral care for safeguarding

Reflect on the role to:

- describe the benefits of learner-centred practice
- outline ways that equality, inclusivity and diversity can be demonstrated in education and childcare settings

Task 2

(AC 2.1, 2.3, 2.4)

Create a flow chart to outline the action to be taken, in line with policy and procedure, when there are concerns about the safety and welfare of a child or learner. The flow chart must:

- outline reasons why safeguarding, including allegations against staff, must be managed in a timely manner
- identify sources of up-to-date and valid information, advice and guidance (IAG)

Evidence collated through group work must show individual understanding.

Task 3

(AC 2.2, 2.9)

Produce a factsheet to outline sources of support for children and learners in relation to:

- bullying
- homophobic behaviour
- racism
- sexism
- disability

Outline two ways to respond to reports of peer-to-peer sexual violence and harassment on and outside of education and childcare premises.

Unit 02 Understand the role of the education and childcare practitioner in safeguarding children and learners (H/617/8268) (cont'd)

Task 4

(AC 2.5, 2.6)

Think about the relationship between how children and learners behave and risk/actual harm or abuse. Describe your thoughts in a short paragraph. Outline strategies used to support children and learners with their behaviour.

Task 5

(AC 2.7, 2.8)

In this task, you are going to consider exclusion. Explain why exclusion should only be used as a last resort. Describe the necessary action to be taken to ensure the safety of children and learners who are excluded from education and childcare.

Task 6

(AC 2.10, 3.1, 3.2, 3.3)

In this task, you will find out about supervision and professional training.

Begin this task with a definition of Continuing Professional Development (CPD).

Identify two examples of CPD and identify benefits for each example.

Identify two sources of feedback that will help to inform an individual's professional development.

Describe benefits of supervision and support for staff in relation to safeguarding within education and childcare settings.

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 which demonstrate achievement of all the learning outcomes associated with each unit.

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 	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	N/A	Yes
I	Recognition of prior learning	N/A	Yes

J	Reflection on own practice in real work environment	N/A	Yes
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	Yes
N	Oral questions and answers	N/A	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 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
-

Section 3

Explanation of terms

Explanation of terms

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

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

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.

Support for centres

Key Facts

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:

- Ofsted – Education inspection framework
www.gov.uk/government/publications/education-inspection-framework
 - Ofsted – Inspecting safeguarding in early years, education and skills settings
www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills
 - DfE – Keeping children safe in education
www.gov.uk/government/publications/keeping-children-safe-in-education--2
 - DfE – Working together to safeguard children
www.gov.uk/government/publications/working-together-to-safeguard-children--2
 - DfE – What to do if you're worried a child is being abused
www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
 - DfE – Information sharing advice for safeguarding practitioners
www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
 - Safeguarding Adults Reviews
www.legislation.gov.uk/ukpga/2014/23/section/44/enacted
 - Domestic Abuse Act 2021
www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet
 - Health and Care Act 2022
www.legislation.gov.uk/ukpga/2022/31/contents
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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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