

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 4 Award in Early Years  
Emotional Wellbeing**

**QN: 610/1707/3**

**Qualification summary**

<b>Qualification title</b>	<b>NCFE CACHE Level 4 Award in Early Years Emotional Wellbeing</b>		
<b>Ofqual qualification number (QN)</b>	610/1707/3	<b>Aim reference</b>	61017073
<b>Guided learning hours (GLH)</b>	30	<b>Total qualification time (TQT)</b>	35
<b>Minimum age</b>	18		
<b>Qualification purpose</b>	<p>This qualification is designed for learners to increase their knowledge and understanding of emotional wellbeing in early years settings. Learners will examine the influence of families and early years practitioners on children's emotional wellbeing and the importance of supportive practice.</p> <p>This qualification will support learners to create and implement action plans to improve practice in their own early years setting. They will work with families, early years practitioners and other professionals to make a positive impact in the promotion of emotional wellbeing.</p> <p>Learners will also gain an understanding of when it is appropriate to signpost individuals to national and local support services and to other professionals within the sector.</p> <p>Learners will be encouraged to continue to promote the benefits of emotional wellbeing and reflect on good practice on completion of the qualification.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		
<b>Work/industry placement experience</b>	The learner must be employed in an appropriate early years setting to be able to undertake this qualification.		

**Contents**

<b>Qualification summary</b>	<b>2</b>
<b>Section 1: introduction</b>	<b>4</b>
Aims and objectives	4
Support handbook	4
Guidance for entry and registration	4
Achieving this qualification	5
Progression	5
Resource requirements	5
Real work environment (RWE) requirement/recommendation	5
Work/industry placement experience	6
Age range covered by the qualification	6
How the qualification is assessed	6
Internal assessment	7
<b>Section 2: unit content and assessment guidance</b>	<b>8</b>
Unit 01 Understanding emotional wellbeing in early years settings (L/650/4693)	9
Unit 02 Promoting emotional wellbeing in early years settings (M/650/4694)	13
Recommended assessment methods	16
Assessment strategies and principles relevant to this qualification	17
<b>Section 3: explanation of terms</b>	<b>19</b>
<b>Section 4: support</b>	<b>21</b>
Support materials	21
Other support materials	21
Reproduction of this document	21
<b>Contact us</b>	<b>22</b>
<b>Appendix A: units</b>	<b>23</b>

## Section 1: introduction

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

### Aims and objectives

The Level 4 Award in Early Years Emotional Wellbeing aims to develop and assess the knowledge and skills required to support practitioners in promoting the benefits and importance of emotional wellbeing in early years settings.

This qualification aims to:

- focus on the study of emotional wellbeing in the early years sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- examine and raise awareness of the benefits and importance of early years emotional wellbeing for children, their families and practitioners
- provide early years practitioners with the tools to make a positive impact when promoting emotional wellbeing within their own setting
- signpost national emotional wellbeing support strategies
- continue to promote the benefits of emotional wellbeing in their early years setting on completion

### Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

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

### Guidance for entry and registration

This qualification is designed for those working in an early years practitioner role who are looking to progress their career and specifically promote the benefits of early years wellbeing for children, their families and other practitioners.

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

Learners will need to be at least 18 years of age and employed in an appropriate early years setting as the qualification can be used for evidence of continuing professional development. It is recommended that learners will have already achieved a level 3 early years or childcare qualification.

If learners do not currently hold a full level 3 early years or childcare qualification but are interested in finding out more about early years emotional wellbeing as part of their continuing professional development, centres should discuss this with their external quality assurer.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

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

### **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve **2** mandatory units.

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

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial achievement certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

### **Progression**

Learners who achieve this qualification could progress to:

- NCFE CACHE Level 4 Award in Promoting Health and Well-being through Physical Activity and Nutrition Co-ordination in the Early Years (603/5239/5)
- NCFE CACHE Level 4 Certificate in Neuroscience in Early Years (603/5217/6)
- NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner (601/8424/3)

This qualification will also support the preparation of learners for further study of the early years in higher education.

Learners could progress to the following job roles and responsibilities:

- pastoral or wellbeing lead/mentoring role
- special educational needs co-ordinator (SENCo)
- physical activity and nutrition co-ordinator (PANCo)
- internal progression at a higher level, including those with management responsibilities
- leadership, mentoring, supervision and management opportunities

### **Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

### **Real work environment (RWE) requirement/recommendation**

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

**Work/industry placement experience**

Learners will need to be employed in an appropriate early years setting to be able to undertake the Level 4 Award in Early Years Emotional Wellbeing.

**Age range covered by the qualification**

This qualification relates to working with children aged from birth to 5 years.

**How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 4 Award in Early Years Emotional Wellbeing.

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

## **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

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

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.

## **Enquiries about results**

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the NCFE website.

## **Not yet achieved grade**

Learners who are unsuccessful in achieving the qualification and are awarded a not yet achieved result may have the opportunity to resubmit their work.

**Section 2: unit content and assessment guidance**

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

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

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



## Unit 01 Understanding emotional wellbeing in early years settings (L/650/4693)



Unit summary			
<p>The purpose of this unit is to increase the learner's knowledge and understanding of emotional wellbeing in early years settings.</p> <p>Learners will consider the importance of supporting the emotional <b>wellbeing</b> of children, their families and staff working in early years settings.</p> <p>This unit will also encourage learners to describe statutory framework requirements, a range of national and local initiatives, and the advice and guidance that are instrumental to the wellbeing of children, their families and early years practitioners.</p> <p>This unit will support learners in understanding the responsibilities and limitations of their role as an <b>emotional</b> wellbeing lead and consider relevant policies and procedures in relation to wellbeing.</p>			
Assessment			
This unit is internally assessed and externally quality assured.			
Mandatory	Achieved/not yet achieved	Level 4	15 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand wellbeing of self and others	1.1 Analyse the term ' <b>wellbeing</b> '
	1.2 Reflect on ways to support own wellbeing
	1.3 Explain the importance of promoting wellbeing in <b>others</b>
2. Understand the importance of emotional wellbeing	2.1 Analyse the term 'emotional wellbeing' and the overall importance of it
	2.2 Evaluate the importance of the relationship between physical wellbeing and emotional wellbeing
	2.3 Explain resilience in the context of emotional wellbeing
3. Understand factors impacting emotional wellbeing in an early years setting	3.1 Describe emotional wellbeing in the context of the early years regulatory framework governing own setting
	3.2 Explain current social issues impacting emotional wellbeing for others
	3.3 Identify barriers and challenges to promoting emotional wellbeing in own setting
4. Understand the role of the emotional wellbeing lead	4.1 Explain the responsibilities and limitations of the role of the emotional wellbeing lead
	4.2 Outline <b>wellbeing support</b> available for others and how this may be signposted and accessed
5. Understand organisational policy and procedures for emotional wellbeing in early years settings	5.1 Reflect on current practice in own setting to support the emotional wellbeing of <b>others</b>
	5.2 Summarise key components of wellbeing policies within early years settings
	5.3 Describe <b>strategies</b> that can be effective in promoting emotional wellbeing in others

Range
<p><b>1. Understand wellbeing of self and others</b></p> <p><b>1.1 Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• physical wellbeing</li> <li>• economic wellbeing</li> <li>• social wellbeing</li> <li>• emotional wellbeing</li> </ul> <p><b>1.3 Others:</b></p> <ul style="list-style-type: none"> <li>• children</li> <li>• families and carers</li> <li>• early years settings staff</li> <li>• wider colleagues in the sector</li> </ul>
<p><b>4. Understand the role of the emotional wellbeing lead</b></p> <p><b>4.2 Wellbeing support:</b></p> <p>The term refers to national and local support services providing physical, economic, social and/or emotional support.</p>
<p><b>5. Understand organisational policy and procedures for emotional wellbeing in early years settings</b></p> <p><b>5.3 Strategies:</b></p> <p>Strategies will help to inform planning and decision making to improve wellbeing and include, but not be limited to, the consideration of:</p> <ul style="list-style-type: none"> <li>• routines</li> <li>• referrals</li> <li>• non-clinical approaches to support emotional wellbeing</li> </ul>

Delivery and assessment guidance
<p>The assessment for this unit will involve providing evidence of research of wellbeing and an analysis of its importance in early years settings.</p> <p><b>LO1</b> Learners must develop their knowledge of the 4 aspects of wellbeing and include:</p> <ul style="list-style-type: none"> <li>• theory and research of wellbeing: <ul style="list-style-type: none"> <li>○ definition</li> <li>○ exploration</li> <li>○ perspectives</li> <li>○ contexts</li> </ul> </li> <li>• reflection on supporting own wellbeing: <ul style="list-style-type: none"> <li>○ triggers</li> <li>○ identification</li> <li>○ strategies</li> </ul> </li> <li>• conducting research relating to the importance of promoting wellbeing in others</li> </ul>

**Delivery and assessment guidance**

**LO2** Learners must:

- examine emotional wellbeing and explain why it is important
- examine the importance of physical and emotional wellbeing and how they impact each other
- consider the term 'resilience' and explain how this is directly linked to an individual's emotional wellbeing

**LO3** Learners should consult guidance available and describe aspects that relate to emotional wellbeing where resources could include:

- statutory framework for the early years foundation stage
- Birth to 5 Matters
- Development Matters
- Curricular Guidance for Pre-School Education
- early years outcomes: framework

Learners should explore a range of barriers and challenges they might face in their own setting.

**LO4** Learners must include the areas of responsibility of their role and when signposting to others might be appropriate.

With regards to the limitations of their role, it would be useful for learners to consider referral and escalation processes within their own setting.

Learners should also consider a variety of national and local support services that would support individuals on both a physical and emotional level.

**LO5** Learners should reflect on current practice that is already working well in their own setting.

They should also consider a range of wellbeing policies in place in their own and other early years settings and summarise the key components evident in the policies.

Learners should ensure when describing strategies that they include a selection of routines, referrals and non-clinical approaches to support the promotion of emotional wellbeing (for example, the NHS 5 steps to mental wellbeing campaign).

**Delivery and assessment guidance****Useful websites**

- England – early years foundation stage: [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
- England – Department for Education (DfE) Development Matters: [www.DfE Development Matters Report and illustrations](http://www.DfE Development Matters Report and illustrations)
- Northern Ireland: [www.education-ni.gov.uk/articles/early-years-education](http://www.education-ni.gov.uk/articles/early-years-education)
- Northern Ireland: [www.ccea.org.uk/pre-school/curricular-guidance-pre-school-education](http://www.ccea.org.uk/pre-school/curricular-guidance-pre-school-education)
- Wales: [www.earlyyears.wales/en/about-us](http://www.earlyyears.wales/en/about-us)
- Wales: [www.gov.wales/sites/default/files/publications/2019-07/early-years-outcomes-framework](http://www.gov.wales/sites/default/files/publications/2019-07/early-years-outcomes-framework)
- Centre for Early Childhood: [www.centreforearlychildhood.org](http://www.centreforearlychildhood.org)
- World Health Organisation (WHO): [www.who.int/](http://www.who.int/)
- NHS 5 steps to mental wellbeing: [www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing](http://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing)

**Unit 02 Promoting emotional wellbeing in early years settings (M/650/4694)**

<b>Unit summary</b>			
<p>The purpose of this unit is to promote <b>emotional wellbeing</b> in order to support the implementation of good practice in early years settings.</p> <p>Learners will be required to work with children, their families and early years practitioners, to make positive changes to their <b>emotional wellbeing</b> through a cycle of action planning and evaluation.</p> <p>Undertaking this unit will encourage learners to stimulate and support change in their own early years setting through a reflective cycle of continuous improvement to practice.</p>			
<b>Assessment</b>			
This unit is internally assessed and externally quality assured.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>15 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Be able to recommend strategies to improve children’s emotional wellbeing	1.1 Identify areas for improvement in relation to the emotional wellbeing of children in own setting and recommend strategies to address them
	1.2 Justify chosen strategies for improvement in own setting
2. Be able to recommend actions to support families with their emotional wellbeing	2.1 Create an action plan to demonstrate methods of support for <b>families’</b> emotional wellbeing
	2.2 Justify chosen actions to support families in own setting
3. Be able to develop an action plan to support the emotional wellbeing of early years practitioners	3.1 Create an action plan to improve <b>early years practitioners’</b> wellbeing
	3.2 Justify chosen actions to support early years practitioners’ wellbeing
4. Be able to reflect on own learning and action planning to improve emotional wellbeing in own setting	4.1 Reflect on strategies and actions implemented and suggest further developments for own setting
	4.2 Explain ways to further develop own knowledge of emotional wellbeing and action planning and how to continue to promote emotional wellbeing in own setting

<b>Range</b>
<p><b>2. Be able to recommend actions to support families with their emotional wellbeing</b></p> <p><b>2.1 Families:</b></p> <p>The term relates to the families of the children attending the setting.</p>
<p><b>3. Be able to develop an action plan to support the emotional wellbeing of early years practitioners</b></p> <p><b>3.1 Early years practitioners:</b></p> <p>The term relates to early years occupations working with children aged 0–5 in early years settings (for example, nursery assistant, nursery nurse or practitioner, senior early years practitioner, room manager, early years teacher, childminder, nursery manager).</p>

**Delivery and assessment guidance**

The assessment for this unit will involve producing **3** separate plans for implementing strategic initiatives and actions to support and promote emotional wellbeing in own setting.

**AC1.1** Learners must create an action plan to recommend strategies to improve children's emotional wellbeing and conduct research by:

- producing a strengths, weaknesses, opportunities and threats (SWOT) analysis
- devising questionnaires and conducting a survey
- planning their evaluation
- taking part in professional discussions
- producing documentation of observations of children in the early years setting

**AC1.2** Learners must be able to explain the reasoning behind their chosen actions and the benefits for children's emotional wellbeing.

**LO2** Learners should ensure they refer to current practice and local support they identified in the first unit and make additional recommendations on how to further support families.

**AC2.1** Learners might find it helpful when creating their action plan to:

- produce and use questionnaires
- have conversations with families at their own setting to gain insight into what additional support families might find helpful

**AC2.2** Learners must be able to explain the reasoning behind their chosen actions and the benefits for families' emotional wellbeing.

**AC3.1** When creating an action plan, learners should include justification for each recommendation and they may also find it helpful to:

- work together with practitioners in their own setting
- have conversations with members of staff
- lead a staff meeting and evidence this with minutes of the meeting they chaired
- signpost learners to current research conducted in early years practitioner wellbeing

Learners may also wish to consider the impact of emotional wellbeing on other staff working in the early years setting (for example, administrative support staff, site manager, cook).

**AC3.2** Signpost learners to current research conducted in early years practitioner wellbeing.

**LO4** It is anticipated that learners **will not have fully implemented** their action plans at this stage of the qualification; however, there should be evidence of them working towards all aspects of their plans.

**Delivery and assessment guidance**

**AC4.1** When learners evaluate their action plans they may include:

- peer feedback
- child and family evaluation
- policy development
- professional networking
- team meetings
- presentations

Learners may also find it beneficial to have professional discussions.

**AC4.2** Learners should be able to evidence how they will continue to keep up to date with new developments and current research.

Learners must also be able to demonstrate how they intend to continue to promote emotional wellbeing in their own setting.

**Useful resources**

Centres may find it helpful to invite guest speakers to discuss examples of best practice with the learners. Examples might include health visitors, early help services or mental health charities.

**Useful websites**

- Anna Freud National Centre for Children and Families: [www.annafreud.org/early-years/](http://www.annafreud.org/early-years/)
- Royal Foundation Centre for Early Childhood: [www.centreforearlychildhood.org](http://www.centreforearlychildhood.org)
- The Centre for Social Justice Early Years Manifesto: [www.centreforsocialjustice.org.uk/library/early-years-manifesto](http://www.centreforsocialjustice.org.uk/library/early-years-manifesto)
- MIND: [www.mind.org.uk/](http://www.mind.org.uk/)
- NCFE: [www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/education-childcare-career-toolkit/cpd/](http://www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/education-childcare-career-toolkit/cpd/)

### Recommended assessment methods

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

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

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

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

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



Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

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

### Assessment strategies and principles relevant to this qualification

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

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

## **NCFE assessment strategy**

### **Knowledge learning outcomes (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 learning outcomes (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

### Section 3: explanation of terms

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

<b>Analyse</b>	Break down 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.
<b>Critically analyse</b>	This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth of understanding.
<b>Classify</b>	Organise accurately according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order that is suitable for purpose.
<b>Compare</b>	Examine the subjects in detail, consider and contrast similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
<b>Create</b>	Make or produce an artefact as required.
<b>Demonstrate</b>	Show an in-depth understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Provide a broad range of detailed information about the subject or item in a logical way.
<b>Discuss</b>	Write a detailed account that includes contrasting perspectives.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<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. Apply current research or theories to support the evaluation.
<b>Critically evaluate</b>	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.

<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
<b>Identify</b>	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).
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes based on additional knowledge or experience.
<b>Summarise</b>	Give the main ideas or facts in a concise way to develop key issues.
<b>Test</b>	Complete a series of checks utilising a set procedure.

## **Section 4: support**

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification factsheet
- continuing professional development (CPD) in education and childcare toolkit

### **Other support materials**

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

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Version 1.0 January 2023

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Appendix A: units**

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

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

**Mandatory units**



Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	L/650/4693	Understanding emotional wellbeing in early years settings	4	15
Unit 02	M/650/4694	Promoting emotional wellbeing in early years settings	4	15

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