

# Qualification Specification

NCFE CACHE Level 1 Award in Working with  
Children

QRN: 501/0417/2

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**Qualification title and reference number:**

NCFE CACHE Level 1 Award in Working with Children

QRN: 501/0417/2

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
V4.1	February 2020	<a href="#">Resources</a> section added.

## **Section 1: General introduction**

## About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Working with Children.

## Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

## Entry guidance

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 shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.



## Our Website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).



## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 1 Award in Working with Children
<b>Qualification number</b>	501/0417/2
<b>Aims and objectives</b>	This qualification aims to enable learners to develop basic knowledge and understanding of the needs of young children, aged from birth to 5 years based in a variety of settings. It also helps learners understand their role in supporting children's development. The qualification allows learners to develop the basic skills needed to support playwork, out-of-school and early years settings.
<b>Total Qualification Time (hours)</b>	110
<b>Guided Learning (hours)</b>	100
<b>Credit value</b>	11
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	14
<b>Age ranges covered by the qualification</b>	Children aged from birth to 5 years
<b>Rule of combination</b>	To be awarded the Level 1 Award in Working with Children learners are required to successfully complete the 5 mandatory units with a total credit value of 11.
<b>Entry requirements/ recommendations</b>	<p>This qualification is designed for learners aged 14 and above.</p> <p>There aren't any specific recommended prior learning requirements for this qualification, however learners might find it helpful if they've already achieved a Level 1 qualification.</p> <p>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 assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>

<b>Progression</b>	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"><li>• Level 2 Award in Child Development and Care</li></ul>
<b>Assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	This qualification is internally assessed and externally quality assured.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 501/0417/2.




## Section 3: Units

<b>Mandatory units</b>
------------------------

Unit ref (assigned bv AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
Unit 01	F/502/3376	Encouraging children to eat healthily	Knowledge/ Skills	1	4	30
Unit 02	Y/600/8540	Create a safe environment for young children	Knowledge/ Skills	1	2	20
Unit 03	F/502/4267	Working in a team	Knowledge/ Skills	Entry 3	2	20
Unit 04	T/600/8545	Contribute to equality of opportunity in support of young children's development	Knowledge	1	2	20
Unit 05	A/600/8546	Provide a range of appropriate play activities for young children	Knowledge/ Skills	1	1	10



The lightbulb icon  indicates that a unit is knowledge based.

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



<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Type of evidence	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 the Quality Assurance team.

**Glossary of terms used at Level 1:  
(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.

## Unit 01: Encouraging children to eat healthily

<b>Unit reference</b>	F/502/3376	<b>Unit level</b>	1
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit guided learning hours</b>	30		
<b>Unit summary</b>	This unit aims to help the learner to find out about healthy eating for children, and to plan and take part in activities to encourage children to eat healthily.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know about healthy eating for children.	1.1. Describe healthy eating principles for children.
	1.2. Describe healthy eating needs of children aged 0-3 years.
	1.3. Describe healthy eating needs of children aged 3-5 years.
2. Know about activities and experiences to encourage children to eat healthily.	2.1. Outline activities to encourage children to eat healthily.
3. Be able to plan and prepare activities to encourage children to eat healthily.	3.1. As a team member, plan, prepare and participate in an activity to encourage children to eat healthily and demonstrate: <ul style="list-style-type: none"> <li>a) self management skills</li> <li>b) a positive contribution as a team member</li> <li>c) meeting agreed deadlines</li> <li>d) problem-solving skills</li> <li>e) safe practice</li> <li>f) communication skills.</li> </ul>
4. Be able to assess own personal skills in supporting healthy eating activities.	4.1. Assess own personal skills in supporting healthy eating activities.

### Delivery and assessment guidance

**Type of evidence:** chart, diagram, poster, menus

**Assessment criteria:** 1.1–1.3

**Additional information:** Use of books, magazines, web based research to identify main food groups, nutrients, portion sizes appropriate to the 0-3 and 3-5 age range. To include religious and cultural needs, special dietary requirements, allergies and individual preferences.

**Type of evidence:** activity plan, game, booklet, demonstration, peer assessment, observation

**Assessment criterion:** 2.1

**Additional information:** Group/paired activities, demonstration of activity, showing how to prepare and present food attractively to children (eg, food tasting, arrangement, healthy lunch box snacks).

**Type of evidence:** role play, discussion, simulated activity

**Assessment criterion:** 3.1

**Additional information:** To show skills required for working in a team, managing self, making decisions and working safely. To include references to safe and healthy practices and positive communication skills.

**Type of evidence:** checklist, report, assignment

**Assessment criterion:** 4.1

**Additional information:** To describe and identify own personal skills and knowledge of the principles of healthy eating and how to encourage children to make healthy choices.

### Types of evidence

Evidence could include:

- chart
- diagram
- poster
- menus
- activity plan
- game
- booklet
- demonstration
- peer assessment
- observation
- role play
- discussion
- simulated activity
- checklist
- report
- assignment.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul> <p><b>Links to NOS</b></p> <p>Children's Workforce Development Council Level 2 Standards for Children's Care Learning &amp; Development (CCLD):</p> <ul style="list-style-type: none"> <li>• 201.1 – Interact with and respond to children</li> <li>• 201.2 – Interact with and respond to adults</li> <li>• 202.1 – Prepare and maintain a safe environment</li> <li>• 204.1 – Make use of support to develop your practice</li> <li>• 204.2 – Use new knowledge and skills to improve your practice</li> <li>• 205.1 - Prepare and maintain the physical environment</li> <li>• 207.1 – Agree and carry out your role and responsibilities within the team</li> <li>• 207.2 – Participate effectively as a team member</li> <li>• 208.2 – Provide safe physical care for babies and children under 3 years</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 02: Create a safe environment for young children



<b>Unit reference</b>	Y/600/8540	<b>Unit level</b>	1
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	20		
<b>Unit summary</b>	This unit will help learners to understand their role in supporting the provision of a safe learning environment for young children. Learners will develop a basic understanding of health and safety requirements and the importance of keeping all children safe from harm.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Carry out a safety check on the environment.	1.1. Identify potential hazards in the environment.
	1.2. Describe the safe and appropriate storage of play materials/resources.
	1.3. Identify the number of adults required for specific activities.
	1.4. Support the maintenance of appropriate health and safety procedures in the environment.
2. Respond to potentially hazardous or emergency situations.	2.1. State emergency arrangements for a range of hazardous and emergency situations.
	2.2. Inform appropriate personnel in emergency situations.
	2.3. Identify emergency exits in the setting.
	2.4. Record action taken when required.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Respond to common childhood illnesses and situations which may affect a child's well-being.	3.1. Recognise signs and symptoms which may indicate illness.
	3.2. Practise appropriate standards of hygiene where a child may be ill.
	3.3. Pass on information as appropriate when illness is suspected.
	3.4. Recognise signs and symptoms which may indicate neglect or abuse.
	3.5. Demonstrate basic understanding of appropriate reporting procedures where neglect or abuse is suspected.



### Delivery and assessment guidance

**Type of evidence:** worksheet, quiz, checklist

**Assessment criteria:** 1.1, 2.1, 2.3

**Additional information:** To include all areas, both indoor and outdoor, to which children have access, identifying hazards and emergency procedures.

**Type of evidence:** activity task sheet, quiz, assignment

**Assessment criterion:** 1.2

**Additional information:** Identify appropriate storage areas or containers. To include age and stage appropriate toys, equipment and materials which stimulate interest.

**Type of evidence:** case studies, scenarios, written questions

**Assessment criterion:** 1.3

**Additional information:** Using local authority guidelines for different age groups, activities, trips and excursions and children with individual/specific needs.

**Type of evidence:** report, checklist, assignment, completed records

**Assessment criteria:** 1.1, 2.2, 2.4

**Additional information:** Identifying relevant policies and procedures to prevent accidents, illness and injury, both indoors and outdoors, for all children, staff and visitors. Describing procedures for evacuation in emergencies and recording of information.

**Type of evidence:** assignment, chart, list, diagrams

**Assessment criteria:** 3.1, 3.4

**Additional information:** To identify common childhood illnesses and their symptoms and identify possible signs of accidental injury, abuse or neglect.

**Type of evidence:** leaflet, booklet, case study, scenario

**Assessment criterion:** 3.2

**Additional information:** Including general hygiene, control of infectious diseases, barrier care, isolation and quarantine.

**Type of evidence:** case studies, role play, simulated activity, report

**Assessment criteria:** 1.4, 3.3, 3.5

**Additional information:** Including reporting of information to appropriate people, confidentiality, own roles and responsibilities and that of others.

### Types of evidence

Evidence could include:

- worksheet
- quiz
- checklist
- activity task sheet
- assignment
- case studies
- scenarios
- written questions
- report
- completed records
- chart
- list
- diagrams
- leaflet
- booklet
- role play
- simulated activity.

### Additional information

Relationship to occupational standards/NOS mapping

#### Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English
- Maths

#### Links to NOS

Children's Workforce Development Council Level 2 Standards for Children's Care Learning & Development (CCLD):

- 201.1 – Interact with and respond to children
- 201.2 – Interact with and respond to adults
- 202.1 – Prepare and maintain a safe environment

	<ul style="list-style-type: none"><li>• 202.2 – Deal with accidents, emergencies and illness</li><li>• 202.3 – Support the safeguarding of children from abuse</li><li>• 204.1 – Make use of support to develop your practice</li><li>• 204.2 – Use new knowledge and skills to improve your practice</li><li>• 205.1 - Prepare and maintain the physical environment</li><li>• 205.2 – Prepare and maintain a stimulating environment</li><li>• 206.2 – Provide opportunities for children's drama and imaginative play</li><li>• 206.4 – Support physical play</li><li>• 206.5 – Encourage children to explore and investigate</li><li>• 207.2 – Participate effectively as a team member</li></ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 03: Working in a team

<b>Unit reference</b>	F/502/4267	<b>Unit level</b>	Entry 3
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	20		
<b>Unit summary</b>	In this unit, learners will be introduced to some of the basic skills needed to work with others in a practical way and develop good working relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the features of good team working.	1.1. Identify the features of a good team.
	1.2. Identify the ground rules that are needed for good team working.
2. Be able to work co-operatively with others in a team.	2.1. Identify their role in a team.
	2.2. Demonstrate how they work co-operatively with other team members, showing that: <ul style="list-style-type: none"> <li>a) they accept and respect that other team members may be different and have different views and ways of working</li> <li>b) they accept and respect other team members' contributions and opinions.</li> </ul>
3. Know how team members value each others' contributions.	3.1. Give feedback to others in a supportive way.
	3.2. Take on board feedback from others in the team.
	3.3. Listen to others' suggestions and comments.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Be able to carry out a review of their team work.	4.1. Identify what went well.
	4.2. Identify what they could improve on.

### Delivery and assessment guidance

**Type of evidence:** checklist, poster, assignment, task, hierarchy chart, bullet points

**Assessment criteria:** 1.1, 1.2

**Additional information:** Identify the features of a good team including multi-professional teams. To include roles and responsibilities, monitoring practices, attitude, co-operation and respect.

**Type of evidence:** hierarchy chart, report, role play, activity, observation by Tutor

**Assessment criteria:** 2.1, 2.2

**Additional information:** Identify own role and position, who you report to, who you are responsible for and that of the role of others. How to express views and opinions, reach agreements, negotiate, taking into consideration other cultural, religious and personal views.

**Type of evidence:** peer report, feedback sheet, role play, simulated activity, observation by Tutor

**Assessment criteria:** 3.1–3.3

**Additional information:** Accept and provide feedback to others in a positive and constructive manner, demonstrating how you have listened to suggestions and comments.

**Type of evidence:** report, checklist, questions (written and oral), discussion (observation by Tutor), witness testimony

**Assessment criteria:** 3.2, 3.3, 4.1, 4.2

**Additional information:** Discuss, evaluate and review own strengths and weaknesses and make suggestions for improvement.

### **Types of evidence**

Evidence could include:

- checklist
- poster
- assignment
- task
- hierarchy chart
- bullet points
- report
- role play
- activity and simulated activity
- observation by tutor
- peer report
- feedback sheet
- questions (written and oral)
- discussion (observation by tutor)
- witness testimony.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul> <p><b>Links to NOS</b></p> <p>Children's Workforce Development Council Level 2 Standards for Children's Care Learning &amp; Development (CCLD):</p> <ul style="list-style-type: none"> <li>• 201.1 – Interact with and respond to children</li> <li>• 201.2 – Interact with and respond to adults</li> <li>• 204.1 – Make use of support to develop your practice</li> <li>• 204.2 – Use new knowledge and skills to improve your practice</li> <li>• 207.1 – Agree and carry out your role and responsibilities within the team</li> <li>• 207.2 – Participate effectively as a team member</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 04: Contribute to equality of opportunity in support of young children's development



<b>Unit reference</b>	T/600/8545	<b>Unit level</b>	1
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	20		
<b>Unit summary</b>	This unit will develop learners' basic understanding of the values and principles which underpin all work with children and will focus on the importance of treating all children with equal concern and according to their stage of development.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand own role in promoting children's rights.	1.1. Name the basic rights which children have according to the 1989 United Nation's Convention on Children's Rights.
	1.2. List the importance of equality of opportunity and inclusive practice.
	1.3. List procedures which support equality of opportunity and inclusion.
	1.4. List resources and materials which support equality of opportunity and inclusion.
	1.5. List activities which support equality of opportunity and inclusion.
	1.6. Support a child's or children's rights within the setting.
	1.7. Identify the needs of children at key times of transition.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2. Respond appropriately to the additional needs of individual children.	2.1. Identify a range of additional needs which children may have.
	2.2. Produce a list of potential barriers which may be faced by children with additional needs.
	2.3. Adapt activities to enable the participation of individual children.

<b>Delivery and assessment guidance</b>
<p><b>Type of evidence:</b> chart, poster, leaflet  <b>Assessment criterion:</b> 1.1  <b>Additional information:</b> List basic rights using information from books, web search and hand outs.</p>
<p><b>Type of evidence:</b> assignment, report, policy, project, poster, leaflet  <b>Assessment criteria:</b> 1.2-1.4  <b>Additional information:</b> To include examples of inclusive practice, types of discrimination, legislation, policies and procedures. Using books, web-search materials review, toy catalogues and adverts.</p>
<p><b>Type of evidence:</b> group/paired activity, activity plan, bullet points, equal opportunities checklist with the setting  <b>Assessment guidance:</b> 1.5, 2.3  <b>Additional information:</b> To include games, books, toys, equipment resources for children with physical disabilities, learning development needs and cultural needs.</p>
<p><b>Type of evidence:</b> case study (from newspaper report or tutor designed) / child observation report / witness testimony / tutor observation  <b>Assessment criterion:</b> 1.6  <b>Additional information:</b> To identify the child's specific individual needs, gender, identity, culture, abilities, rights and real or perceived discrimination. Confidence building.</p>
<p><b>Type of evidence:</b> target child observation, case study, list, report  <b>Assessment criteria:</b> 1.7, 2.2  <b>Additional information:</b> Reorganising the different types of transition which children may experience, which may include moving (house/nursery/school/country), birth of sibling, separation from parents (divorce, death, fostering, adoption).</p>
<p><b>Type of evidence:</b> diversity poster, list, assignment  <b>Assessment criterion:</b> 2.1  <b>Additional information:</b> To include physical, emotional, social, religious, cultural, intellectual, personal choice.</p>

<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• chart</li> <li>• poster</li> <li>• leaflet</li> <li>• assignment</li> <li>• report</li> <li>• policy</li> <li>• project</li> <li>• group/paired activity</li> <li>• activity plan</li> <li>• bullet points</li> <li>• equal opportunities checklist with the setting</li> <li>• target child observation</li> <li>• case study</li> <li>• list</li> <li>• diversity poster</li> </ul>

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've also highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul> <p><b>Links to NOS</b></p> <p>Children's Workforce Development Council Level 2 Standards for Children's Care Learning &amp; Development (CCLD):</p> <ul style="list-style-type: none"> <li>• 202.1 – Prepare and maintain a safe environment</li> <li>• 203.1 – Contribute to supporting children's physical development and skills</li> <li>• 203.2 – Contribute to supporting children's emotional and social</li> </ul>

	<p>development</p> <ul style="list-style-type: none"> <li>• 203.3 – Contribute to supporting children's communication and intellectual development</li> <li>• 203.4 – Contribute to planning to meet children's development needs</li> <li>• 205.3 – Maintain an environment that builds children's confidence and resilience</li> <li>• 206.1 – Participate in activities to encourage communication and language</li> <li>• 206.2 – Provide opportunities for children's drama and imaginative play</li> <li>• 206.3 – Encourage children to be creative</li> <li>• 206.4 – Support physical play</li> <li>• 206.5 – Encourage children to explore and investigate</li> <li>• 208.3 – Encourage children to be creative</li> <li>• 209.1 – Support a child with disabilities or special educational needs by providing care and encouragement</li> <li>• 209.2 – Provide support to help the child to participate in activities and experiences</li> <li>• 209.3 – Support the child and family according to the procedures of the setting</li> <li>• 210.2 – Offer a range of play opportunities to children and young people</li> <li>• 210.3 – Support children and young people's rights and choices in play</li> <li>• 210.4 – End play sessions</li> </ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

## Unit 05: Provide a range of appropriate play activities for young children

<b>Unit reference</b>	A/600/8546	<b>Unit level</b>	1
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	This unit will develop learners' basic understanding of a range of play activities for young children and how these link to the age and stage of development. Learners will identify and plan a range of suitable activities as part of this unit.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Plan a range of appropriate play activities for young children.	1.1. Produce a list of activities to support the main aspects of young children's development, linked to stages.
	1.2. Plan appropriate activities for specific individual or groups of young children.
	1.3. List the resources/equipment needed for each activity.
	1.4. Plan an appropriate time and place to carry out each activity.
2. Carry out a range of appropriate play activities for young children.	2.1. Encourage child/children to take part in each activity.
	2.2. Ensure safe practices throughout each activity.
	2.3. Demonstrate positive interaction with the children during each activity, using both verbal and non-verbal communication.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Clear away after activities with a group of young children.	3.1. Ensure all equipment and materials are cleared away after each activity, according to the setting's procedures.
	3.2. Involve the children in clearing away after each activity.
	3.3. Check equipment/materials for damage or breakages.
	3.4. Inform appropriate team member of actions and discuss the outcome of each activity.

### Delivery and assessment guidance

**Type of evidence:** chart, list, poster

**Assessment criterion:** 1.1

**Additional information:** construction, games, songs/rhymes, imaginative and creative play, art and crafts (indoor and outdoor) age and stage relevant.

**Type of evidence:** activity plans (for individual and group activities), booklet, leaflet, list of resources, time plan

**Assessment criteria:** 1.1-1.4, 2.2, 3.3

**Additional information:** To show links to development (social, physical, intellectual, cultural, language and emotional) and identifying materials and equipment needed for each activity aid, identifying the health and safety aspects, appropriate environment and timescales.

**Type of evidence:** observation by tutor, witness testimony, written report, diary, scenarios, role play, simulations

**Assessment Criteria:** 2.1-2.3

**Additional information:** Direct observation by Tutor or placement supervisor. May capture several learning outcomes. A checklist could be used for simulated activities. Verbal and non verbal communication should be identified.

**Type of evidence:** observation, witness testimony, diary/report, completed policy document, checklist

**Assessment criteria:** 3.1, 3.2

**Additional information:** Reference to the settings policy and procedures should be made and appropriate record of materials completed.

**Type of evidence:** written report, discussion, witness testimony

**Assessment criterion:** 3.4

**Additional information:** A review of each activity should be completed.

### Types of evidence

Evidence could include:

- chart
- list
- poster
- activity plans (for individual and group activities)
- booklet
- leaflet
- list of resources
- time plan
- observation by Tutor
- witness testimony
- written report
- diary/report
- scenarios
- role play
- simulations
- observation
- completed policy document
- checklist
- discussion.

### Additional information

Relationship to occupational standards/NOS mapping

#### Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English
- Maths



	<p><b>Links to NOS</b></p> <p>Children's Workforce Development Council Level 2 Standards for Children's Care Learning &amp; Development (CCLD):</p> <ul style="list-style-type: none"><li>• 201.3 – Interact with and respond to children</li><li>• 202.1 – Prepare and maintain a safe environment</li><li>• 202.4 - Encourage children's positive behaviour</li><li>• 203.1 – Contribute to supporting children's physical development and skills</li><li>• 203.2 – Contribute to supporting children's emotional and social development</li><li>• 203.3 – Contribute to supporting children's communication and intellectual development</li><li>• 203.4 – Contribute to planning to meet children's development needs</li><li>• 205.1 – Prepare and maintain the physical environment</li><li>• 206.1 – Participate in activities to encourage communication and language</li><li>• 206.2 – Provide opportunities for children's drama and imaginative play</li><li>• 206.3 – Encourage children to be creative</li><li>• 206.4 – Support physical play</li><li>• 206.5 – Encourage children to explore and investigate</li><li>• 208.3 – Encourage children to be creative</li><li>• 208.4 – Communicate with babies and children under 3 years, interpret their needs and respond to them</li><li>• 209.1 – Support a child with disabilities or special educational needs by providing care and encouragement</li><li>• 209.2 – Provide support to help the child to participate in activities and experiences</li><li>• 210.1 – Create a range of environments for children and young people's play</li><li>• 210.2 – Offer a range of play opportunities to children and young</li></ul>
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	<p>people</p> <ul style="list-style-type: none"><li>• 210.3 – Support children and young people's rights and choices in play</li><li>• 210.4 – End play sessions</li></ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

## **Section 4: Assessment and quality assurance information**

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

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 and the learner must declare that the work is their 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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- 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 the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're 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 learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.





## Section 5: Documents

### Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

#### Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk). You don't have to use the LETL – you can devise your own evidence-tracking document instead.

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

### Resources

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.

## **Section 6: General Information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).