

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Award in Support Work in
Schools and Colleges
QN: 603/2478/8**

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v1.0	January 2018	First publication
v2.0	September 2018	Added 'Additional information about the unit' to all 6 units.
v2.1	March 2019	Safeguarding guidance added
v2.2	February 2020	Removal of UK within 'UK Home Nation' throughout the qualification. Added Resources section – information regarding the wellbeing and safeguarding of learners
v2.3	June 2022	Entry guidance updated and assessment guidance updated – assessment must be in English. Added link to Keeping children safe in education . Added guidance to cover school lockdown as part of security incidents in unit 5.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain this qualification. It should be used alongside the Tutor Guidance for these qualifications which contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence).

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided 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 Assurer.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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 Recommended Assessment Methods 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 star in both the Unit Achievement Log and at the top of the units.

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

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications 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, 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 on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose 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. We aim 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 Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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.ncfe.org.uk.







Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Award in Support Work in Schools and Colleges
Qualification number	603/2478/8
Aim	<p>This qualification is an introduction to the knowledge and understanding needed to work in a school or college environment. It can apply to the many varied roles that full and part time support staff may fulfil including administrative roles, site support roles, technical roles, volunteers, and roles that work directly with children and young people in the learning environment.</p> <p>The qualification is aimed at a range of learners who are thinking of working in a school or college setting, including young people, mature learners, learners with special educational needs, or where English is an additional language.</p>
Purpose Ofqual code and description (where applicable)	<p>C. Prepare for employment</p> <p>C1. Prepare for employment in a broad occupational area</p>
Total Qualification Time (hours)	120
Guided Learning (hours)	90
Credit value	12
Minimum age of learner	16 years
Age ranges covered by the qualification	From 5 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners understanding.
Real work environment (RWE) requirement/ recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.
Rules of combination	All units are mandatory.
Progression including job roles (where applicable)	The award shares mandatory units with the Level 2 Certificate in Supporting Teaching and Learning qualification, providing a direct progression route.
Recommended	All units will be internally assessed using a range of methods which

Assessment methods	<p>could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams, or setting up an information board.</p> <p>* NB: assessment tasks are provided for Tutors' convenience in the Tutor Guidance. They are not mandatory.</p>
Additional assessment requirements	<p>All units must be assessed in line with our assessment principles.</p> <p>Throughout this Specification we have referenced the wording 'learning environment', which refers to the different types of schools and colleges.</p>
Grading system	<p>The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the Award.</p>
How long will it take to complete?	<p>The Award can usually be completed in 6 months.</p>
Entry requirements/ recommendations	<p>Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 603/2478/8.</p>

Section 3: Units

Unit achievement log – Level 2 Award in Support Work in Schools and Colleges

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning	Page	Notes
 H/616/5424	SWSC1	Understand Schools and Colleges as Organisations	Knowledge	2	2	15	18	
 K/616/5425	SWSC2	Understand Children and Young People's Development	Knowledge	2	3	20	21	
 T/616/5427	SWSC3	Understand Communication and Professional Relationships with Children, Young People and Adults	Knowledge	2	1	10	23	
 A/616/5428	SWSC4	Understand Children and Young People's Health and Safety	Knowledge	2	2	15	26	
 F/616/5429	SWSC5	Safeguarding Children and Young People	Knowledge	2	3	20	29	
 T/616/5430	SWSC6	Understand Equality, Diversity and Inclusion in Work with Children and Young People	Knowledge	2	1	10	32	

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference number	The unique number assigned by the owner 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 credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit guided learning hours (GL)	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcomes	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.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

SWSC1: Understand Schools and Colleges as Organisations

Unit reference	H/616/5424	Unit level	2
Credit value	2	GL	15
Unit aim	This unit aims to prepare the learner for working in a school or college. It covers knowledge and understanding of the school and college organisational structure and function.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the different types of schools and colleges in the education sector.	1.1 Identify the main types of: <ul style="list-style-type: none"> state schools independent schools colleges. 		
	1.2 Describe the characteristics of the different types of schools and colleges in relation to educational opportunities.		
2. Understand the organisation of schools and colleges in terms of roles and responsibilities.	2.1 Describe roles and responsibilities of: <ul style="list-style-type: none"> governors senior management team teachers and tutors support staff. 		
	2.2 Describe the roles of external professionals who may work with a school or college.		
3. Understand how schools and colleges uphold their aims and values.	3.1 Explain why schools and colleges have aims and values .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2 Describe how schools and colleges maintain their aims and values.		
4. Know about the range and purpose of school and college policies and procedures.	4.1 Explain why schools and colleges have policies and procedures.		
	4.2 Identify the policies and procedures schools and colleges have for: <ul style="list-style-type: none"> • staff • student welfare • teaching and learning. 		
	4.3 Outline one policy and the associated procedures from either a school or a college.		

Additional information about the unit:	
Additional unit assessment guidance	<p>External professionals Professionals who work in other organisations that support the children and young people in the school.</p> <p>Aims and values Mission statements and ethos of the learning environment such as:</p> <ul style="list-style-type: none"> • keeping children safe • providing a stable environment • fostering independence • promoting positive relationships with parents.

Learner declaration of authenticity:	
I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

Assessor sign off: completed unit SWSC1	
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.	
Assessor name:	
Signature:	Date:

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

SWSC2: Understand Children and Young People's Development

Unit reference	K/616/5425	Unit level	2
Credit value	3	GL	20
Unit aim	The aim of this unit is to explore holistic development. The unit will also consider effects on development and the role of the support worker to support the child and young person when concerns are raised about an individual's development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand significant stages of development for children and young people from birth to 19 years of age.	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> • physical development • speech, language and communication development • cognitive development • personal, social and emotional development. 		
	1.2 Explain how different aspects of development can affect one another.		
2. Understand the kinds of influences that affect children and young people's development.	2.1 Describe the potential impact on children and young people's development from: <ul style="list-style-type: none"> • health • background • environment. 		
	2.2 Explain how to recognise and respond to developmental concerns .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the potential effects of transitions on children and young people's development.	3.1 Identify transitions experienced by children and young people.		
	3.2 Describe how transitions may affect children and young people's holistic development .		

Additional information about the unit:	
Additional unit assessment guidance	<p>Developmental concerns When a child is not following expected patterns or rate of development.</p> <p>Transitions Change from stage or state to another.</p> <p>Holistic development (3.2) Paying attention to children's cognitive and physical development as well as social, emotional and spiritual wellbeing.</p>

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

Assessor sign off: completed unit: SWSC2 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.	
Assessor name:	
Signature:	Date:

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

SWSC3: Understand Communication and Professional Relationships with Children, Young People and Adults


Unit reference	T/616/5427	Unit level	2
Credit value	1	GL	10
Unit aim	This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to develop professional relationships with children and young people.	1.1 Explain why effective communication is important in developing positive relationships with children and young people.		
	1.2 Describe how to establish rapport and build respectful, trusting relationships with children and young people.		
	1.3 Explain how being an effective role model can contribute to the development of professional relationships with children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to communicate with children and young people.	2.1 Identify different methods of communication to meet the needs of children and young people.		
	2.2 Explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> • the age and stage of development of the child or young person • the context of the communication • communication needs. 		
3. Understand how to develop professional relationships with adults.	3.1 Describe how to establish rapport and professional relationships with adults.		
	3.2 Explain strategies and techniques to promote understanding and trust in communication with adults.		

Additional information about the unit:	
Additional unit assessment guidance	Communication needs Additional resources that some children or young people may require in order to communicate.

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off: completed unit: SWSC3

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

Assessor name:

Signature:

Date:

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

SWSC4: Understand Children and Young People's Health and Safety

Unit reference	A/616/5428	Unit level	2
Credit value	2	GL	15
Unit aim	The aim of this unit is to raise an awareness of health and safety through knowledge and understanding of policies and procedures in a learning environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the legislative and policy framework for health and safety within a learning environment.	1.1 Identify current health and safety legislation, policies and procedures that apply to a learning environment.		
	1.2 Outline ways that health and safety can be monitored and maintained in a learning environment.		
	1.3 Describe how individuals using the learning environment are made aware of risks and hazards and encouraged to work safely.		
	1.4 Identify the lines of responsibility and reporting for health and safety in a learning environment.		
2. Recognise and understand how to manage risks to children and young people's health, safety and security.	2.1 Explain how to identify potential hazards to the health, safety and security of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2 Describe how to minimise risks to the health, safety and security of children and young people.		
	2.3 Identify ways of supporting children and young people to take responsibility for their own health, safety and security.		
3. Know how to support children and young people in relation to risk management.	3.1 Explain the benefits of taking a balanced approach to risk management .		
	3.2 Describe ways of supporting children and young people to assess and manage risk for themselves.		

Additional information about the unit:	
Additional unit assessment guidance	<p>Potential hazards</p> <ul style="list-style-type: none"> • physical • security • fire • food safety • personal safety. <p>Balanced approach to risk management Considering the benefits of the activity and recognising the importance of risk and challenge to children and young people's development.</p>

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off: completed unit: SWSC4

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

Assessor name:

Signature:

Date:

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

SWSC5: Safeguarding Children and Young People



Unit reference	F/616/5429	Unit level	2
Credit value	3	GL	20
Unit aim	This unit provides the knowledge and understanding required for safeguarding children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about safeguarding the welfare of children and young people.	1.1 Identify current legislation and guidelines for safeguarding the welfare of children and young people, within Home Nation .		
	1.2 Describe how safeguarding and welfare requirements can be met through policies and procedures.		
2. Understand action to take when children and young people are ill or injured, including emergency procedures.	2.1 Identify signs of ill health in children and young people.		
	2.2 Describe the actions to take when children and young people are ill or suffer a minor injury .		
	2.3 Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> • fires • security incidents • missing children and young people • medical emergency. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand child protection procedures.	3.1 Identify different types of child abuse.		
	3.2 Describe the actions to take if a child or young person discloses harm or abuse.		
	3.3 Describe the actions to take in response to concerns that a colleague may be: <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person. 		
	3.4 Define e-safety.		
	3.5 Outline how e-safety can be implemented in a school or college.		
4. Know about current policies and procedures for confidentiality and sharing information, including data protection.	4.1 Identify relevant Home Nation policies and procedures covering: <ul style="list-style-type: none"> • confidentiality • data protection • disclosure of information. 		
	4.2 Identify situations when confidentiality protocols must be breached.		

Additional information about the unit:

Additional unit assessment guidance

Home Nation

For international centres - compare current UK legislation and guidelines with that of own country.

Minor injury

A first aid incident that can be dealt with within the learning environment.

	<p>Medical emergency Requiring medical treatment or the emergency services.</p> <p>Security incidents Should include coverage of lockdown of the school due to a security breach.</p>
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Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off: completed unit: SWSC5

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

Assessor name:

Signature:

Date:

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

SWSC6: Understand Equality, Diversity and Inclusion in Work with Children and Young People

Unit reference	T/616/5430	Unit level	2
Credit value	1	GL	10
Unit aim	The aim of this unit is to explore equality, diversity and inclusion. The unit will consider legislation, policy and procedure in schools and colleges to protect children and young people in a learning environment from the effects of discrimination.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the importance of promoting equality and diversity in a learning environment.	1.1 Identify current legislation and guidance relevant to equality, diversity and inclusion.		
	1.2 Describe how policies in schools and colleges support the rights of all children and young people to participation and equality of access .		
	1.3 Identify benefits of valuing and promoting diversity in a learning environment.		
2. Understand how to promote anti-discriminatory practice with children and young people.	2.1 Give examples of ways in which children and young people can experience prejudice and discrimination.		
	2.2 Outline the impact of prejudice and discrimination on children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3 Describe how to promote anti-discriminatory practice in work with children and young people.		
3. Understand how to use inclusive practices in work with children and young people.	3.1 Describe what is meant by inclusion and inclusive practices.		
	3.2 Explain how inclusion works in a learning environment.		
	3.3 Describe how a support worker can ensure the inclusion of children and young people with special educational needs and/or disabilities in a learning environment.		
	3.4 Explain the benefits of working with parents/carers and other professionals to support children and young people with disabilities and special educational needs.		

Additional information about the unit:	
Additional unit assessment guidance	<p>Equality of access Ensuring that discriminatory barriers are removed to allow participation for all children.</p> <p>Anti-discriminatory practice Taking positive action to counter discrimination.</p>

Learner declaration of authenticity:	
I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

Assessor sign off: completed unit: SWSC6	
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.	
Assessor name:	
Signature:	Date:

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

Section 4: Assessment and quality assurance information

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.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

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.

Ref	Assessment Method	Assessing Competence /Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by a Tutor/Teacher/Assessor* <ul style="list-style-type: none"> • by a Tutor/Teacher/Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles *for further details please see page 47	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> • when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes

Ref	Assessment Method	Assessing Competence /Skills	Assessing Knowledge/ Understanding
H	Portfolio of evidence <ul style="list-style-type: none"> • may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles where direct observation is not practicable. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence.

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

Assessment strategies and principles relevant to this qualification

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

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualification – Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the 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.

Requirements for Assessors and Internal Quality Assurers

Centres delivering this qualification 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 expected 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 that 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

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

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

In order to assess competence-based units, the Assessor should be occupationally competent, i.e. able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

The following are examples of qualifications/roles that Tutors/Teachers/Assessors may hold to be able to make decisions involving the assessment of learners:

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

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

Internal Quality Assurance

All staff involved in the internal quality assurance of this qualification should be appropriately qualified to make quality assurance decisions. Although it is not a specific requirement of this qualification, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification is not held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, i.e. have relevant knowledge across units they will be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers. The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Level 5 Diploma in Education and Training (DET)
- Postgraduate Certificate in Education (PGCE)

Examples of occupational experience

- Teacher, lecturer, proven record of experience in a learning environment where supervision of delivery and assessment can be evidenced.

We are not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of Centres. Centres should be aware of their obligations under their Agreement with us to ensure that all staff involved in the delivery, assessment and internal quality assurance of our qualifications are suitably qualified/experienced.

Section 5: Documents

Useful documents

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

- Delivering Our Qualification –Guidance.

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 –Guidance** on the secure 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.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

In addition, there is further guidance specific to schools in the Keeping children safe in education document. To access the documents please visit:

www.gov.uk/government/publications/keeping-children-safe-in-education--2

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

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