

CACHE Qualification Specification

CACHE Level 1 Award in an Introduction to Early
Years Settings (QCF)

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CACHE Level 1 Award in an Introduction to Early Years Settings (QCF)

500/9747/7

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Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

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. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

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 (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Section 2: About this qualification

Qualification summary

Title	CACHE Level 1 Award in an Introduction to Early Years Settings (QCF)			
Type	QCF			
Qualification number	500/9747/7			
Aim	This qualification will allow learners to gain a basic knowledge of childcare in early years environments. This includes the value of play, roles and responsibilities of carers and volunteers and the importance of developing links in the local community. It covers working with children up to the age of 5 years. The qualification is aimed at parents and volunteers wishing to participate in the provision made by early years environments, such as pre-schools. In some circumstances it might also be appropriate for learners engaging in Foundation Learning.			
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
Guided learning hours	Min	51	Max	51
Credit value	6	Minimum credits at / above Level		6
Minimum age of learner	16			
Age ranges covered by the qualification	Birth – 5 years 11 months			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working but it is recommended that they should be volunteering in an early years setting.			
Progression	<p>Learners will be able to progress to a broad range of destinations as outlined in Foundation Learning including:</p> <ul style="list-style-type: none"> • 14-19 national suites • Full level 2 provision for adults • Access to employment. <p>Learners can also progress to the Level 2 Certificate for the Children and Young People's Workforce (England), the level 2 Diploma for Children's Care Learning and Development (Wales and Northern Ireland) or Level 2 Playwork.</p>			

Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.
Recommended assessment methods	All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board. * NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	N/A
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in less than 6 months.
Entry requirements / recommendations	Learners should be at least 16 years of age.

Introduction to this qualification

This qualification will allow learners to gain a basic knowledge of the provision of childcare in an early years setting.

The units encompass an understanding of regulations and best practice in the management of early years settings and the value of play in the development of babies and young children.

They also cover:

- the roles and responsibilities of carers and volunteers in early years settings
- the importance of developing links in the local community that could enhance children's learning and development.

The qualification is suitable for parents and volunteers wishing to participate in the provision made by early years settings, such as pre-schools.

In some circumstances it might be appropriate for the learners to engage in the Foundation Learning framework.

Foundation Learning

Foundation Learning is the term used to describe the range of provision and learning at Entry Level and Level 1 within the Qualifications and Credit Framework (QCF).

The aim of Foundation Learning is to offer clear progression routes from Entry Level and Level 1 to Level 2, GCSEs, apprenticeships and employment.

The Foundation Learning framework consists of a progression pathway made up of 3 distinct components:

- a vocational qualification
- Personal and Social Development (PSD) skills units
- Functional skills (via units in ICT, Maths and English).

Unit list

CACHE Level 1 Award in an Introduction to Early Years Settings

Mandatory units

Unit title	Unit number	Unit reference	Level	Credit value	GLH	Page
The value of play for babies and young children	AiEYS 1	J/601/3734	1	3	27	17
Management and organisation in an early years setting	AiEYS 2	K/601/3743	1	2	17	23

Optional units

Unit title	Unit number	Unit reference	Level	Credit value	GLH	Page
Introduction to community development in early years settings	AiEYS 3	H/601/3756	1	1	7	29
Roles and responsibilities in an early years setting	AiEYS 4	H/601/3806	1	1	7	33

Rules of combination

To complete the Award, learners must achieve 6 credits. 5 credits must be achieved from the mandatory units and a further 1 credit must be achieved from the optional units.

Progression

Learners will be able to progress to a broad range of destinations as outlined in Foundation Learning including:

- 14-19 national suites
- Full level 2 provision for adults
- Access to employment.

Learners can also progress to the Level 2 Certificate for the Children and Young People's Workforce (England), the level 2 Diploma for Children's Care Learning and Development (Wales and Northern Ireland) or Level 2 Playwork.

Section 3: Units

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
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 QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
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.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

AiEYS 1: The value of play for babies and young children

Unit reference J/601/3734

Level 1

Credit value 3

GLH 27

Unit aim This unit will enable learners to understand the value of play in the development of babies and young children in an early years setting.

Learner name:	CACHE Centre no:
CACHE 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 importance of play to a child's development.	1.1. State ways play can support young children's development.		
	1.2. Outline the value of play for young children in the following development areas: <ul style="list-style-type: none"> • physical • social • emotional • intellectual • language. 		
	1.3. Give examples of how play can be used to meet children's individual needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know different play types suitable for babies and young children from birth to 5 years 11 months.	2.1. Identify different types of play activities and the resources to support play for the following age ranges: <ul style="list-style-type: none"> • babies birth to 11 months • babies 1 year to 1 year 11 months • children aged 2 years to 2 years 11 months • children aged 3 years to 3 years 11months • children 4 years to 5 years 11months. 		
	2.2. State why it is important that all play types are available at each play session.		
3. Know the role of the adult in providing play.	3.1. Give examples of the role of the adult in supporting young children's play.		
	3.2. Outline the importance of age/stage appropriate adult and child interaction.		
	3.3. Identify ways early years staff and parent/carers need to work together to support children's learning and development.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: AiEYS 1

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
<p>Relationship to occupational standards – provided by the sector</p>	<p>Every Child Matters outcomes i.e. for every child, whatever their background or their circumstances, to have the support they need to:</p> <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being. <p>Early Years Foundation Stage - Theme and principles:</p> <ul style="list-style-type: none"> • A unique child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. • Positive relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. • Enabling relationships - The environment plays a key role in supporting and extending children's development and learning. • Learning and Development - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.
Guidance for developing assessment arrangements for the unit:	
<p>Unit assessment guidance – provided by the sector</p>	<p>Learners should refer to the Early Years Foundation Stage.</p> <p>Age range for babies and young children is Birth to 5 yrs 11 months.</p>

Assessment task – AiEYS 1 The value of play for babies and young children

Introduction

You are interested in finding out as much as possible about what is on offer to babies and children in early years settings and have the opportunity to explore the value of play in their development. Produce information on the following:

Task 1

In chart form show the ways that play can support development and outline its value.

Development areas	Ways play can support the area of development	The value of play in the development area
Physical		
Social		
Emotional		
Intellectual		
Language		

Task 2

In chart form identify different types of play activities and the resources to support play for the following age ranges:

Age range	Activities	Resources
Babies birth to 11 months		
Babies 1 year to 1 year 11 months		
Children aged 2 years to 2 years 11 months		
Children aged 3 years to 3 years 11 months		
Children 4 years to 5 years 11 months		

Task 3

Give examples of how play can be used to meet children's individual needs.

Task 4

State why it is important that all play types are available at each play session.

Task 5

Give examples of the role of the adult in supporting young children's play.

Task 6

Outline the importance of age/stage appropriate adult and child interaction.

Task 7

Identify ways early years staff and parent/carers need to work together to support children's learning and development.

AiEYS 2: Management and organisation in an early years setting

Unit reference K/601/3743

Level 1

Credit value 2

GLH 17

Unit aim This unit will support learners to understand regulations and best practice in the management and organisation of an early years setting.

Learner name:	CACHE Centre no:
CACHE 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 what is involved in the management of an early years setting.	1.1. Identify the main responsibilities of management within an early years setting.		
	1.2. List reasons why it is important to protect the confidentiality of children and families of a setting.		
	1.3. State the relationship between regulatory/inspection body and registration.		
	1.4. State what is meant by a safe, secure and stimulating environment.		
2. Know about how regulations and legislation affect early years settings.	2.1. State the role of written policies and procedures in the management of the early years setting.		
	2.2. Identify legislation that supports children's health and safety.		
	2.3. Outline what is meant by the term 'safe guarding children'.		

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 how early years settings help children to feel secure.	3.1. Identify procedures in the early years setting that support children to settle and enjoy play and learning.		
	3.2. Define the term 'key-person'.		
	3.3. State how a 'key person' promotes a child's feeling of security and helps to build confidence.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: AiEYS 2

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	Welfare requirements, i.e: <ul style="list-style-type: none">• safeguarding and promoting children's welfare• suitable people• suitable premises, environment and equipment• organisation• documentation.
Guidance for developing assessment arrangements for the unit:	
Unit Assessment guidance – provided by the sector	Early Years Foundation Stage requirements The role of local authorities The role of Ofsted 1.1. Assessment requires a minimum of 4 responsibilities.

Assessment task – AiEYS 2 Management and organisation in an early years setting

Introduction

Regulations and best practice in the management and organisation of an early years setting form the basis of good quality care for early years children. To develop an understanding of this, produce information on the following:

Task 1

Identify the main responsibilities of management within an early years setting (a minimum of 4 responsibilities to be identified).

Task 2

In chart form list three reasons why it is important to protect the confidentiality of children and families of a setting.

Reasons why it is important to protect the confidentiality of children and families?	
Reason 1	
Reason 2	
Reason 3	

Task 3

State the relationship between regulatory/inspection body and registration.

Task 4

In chart form state what is meant by a safe, secure and stimulating environment.

Type of environment	Meaning of the type of environment
Safe environment	
Secure environment	
Stimulating Environment	

Task 5

State the role of written policies and procedures in the management of the early years setting.

Task 6

Identify legislation that supports children's health and safety.

Task 7

Outline what is meant by the term 'safe guarding children'.

Task 8

In chart form identify procedures in the setting that support children to settle and enjoy play and learning.

To support children to:	Procedures
Settle	
Enjoy play	
Enjoy learning	

Task 9

Define the term 'key-person' and state how a 'key person' promotes a child's feeling of security and helps to build confidence.

AiEYS 3: Introduction to community development in early years settings

Unit reference H/601/3756 Level 1

Credit value 1 GLH 7

Unit aim The aim of this unit is to introduce the learner to the value and benefits for the early years setting in developing links within the local community. To ensure that the learner knows the legal implications and responsibilities of the setting in recruiting, inducting and supporting volunteers.

Learner name:	CACHE Centre no:
CACHE 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 how to develop links with the local community that could enhance children's learning and development.	1.1. Identify potential links which could be made within the learner's community.		
	1.2. Outline how these links could enhance children's learning and development.		
2. Know the role of volunteers from the community.	2.1. State the value of volunteers to the early years setting.		
	2.2. Explain the benefits of involving volunteers from the community: <ul style="list-style-type: none"> • to the children • to the volunteers • to the setting. 		
3. Know the procedure for involving volunteers in the early years setting.	3.1. Outline the process of recruiting and inducting volunteers.		
	3.2. Identify the legal implications of using volunteers in early years settings.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: AiEYS 3

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

Ways in which parents, carers and volunteers can provide feedback to the setting and contribute to the development of community based services. For example, how parents and volunteers can become committee members or take part in parent forums.

Assessment task – AiEYS 3 Introduction to community development in early years settings

Introduction

Volunteers are a valuable resource to early years settings. They bring with them a wealth of experience and information that stimulates the children and supports their learning and development. When involving volunteers in activities with the children, there are significant legal implications and responsibilities that need to be considered.

The tasks below will enable you to collect information on the following:

Task 1

In chart form identify potential links which could be made within the learners community and outline how these links could enhance children’s learning and development.

Potential link within the learners community	How would each link enhance children’s learning and development
Add as many lines as required to this chart	

Task 2

State the value of volunteers to the early years setting.

Task 3

Explain the benefits of involving volunteers from the community:

- to the children
- to the volunteer(s)
- to the setting.

Groups	Benefits of being involved
To the children	
To the volunteer(s)	
To the setting	

Task 4

Outline the process of recruiting and inducting volunteers – this could be presented as a diagram.

Task 5

Identify the legal implications of using volunteers in early years settings.

Task 6

Give examples of on-going support that would be required by volunteers.

AiEYS 4: Roles and responsibilities in an early years setting

Unit reference H/601/3806 Level 1

Credit value 1 GLH 7

Unit aim The aim of this unit is to enable the learner to gain a basic understanding of the management responsibilities and team roles in an early years setting and to develop strategies to improve own practice.

Learner name:	CACHE Centre no:
CACHE 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 what is involved in the management structure of an early years setting.	1.1. Outline briefly the responsibilities of each role in the structure of the early years setting.		
2. Know the role of the team in an early years setting.	2.1. Identify the joint responsibilities of all team members (employed or volunteers) whilst in the early years setting.		
	2.2. Outline the value of team working.		
3. Know how to improve own practice in the early years setting.	3.1. Identify how to use feedback from others to improve practice.		
	3.2. Outline ways to review own practice to make improvements.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: AiEYS 4

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

Assessor name:

Signature:

Date:

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

Assessment task – AiEYS 4 Roles and responsibilities in an early years setting

Introduction

Effective early years workers carry out their daily tasks operating as a team, working to meet their own and the joint responsibilities of the setting. Understanding the structure of the organisation and the roles within the team helps individuals to gain confidence in their own role and begin to review their own practice and work towards improvements. To develop an understanding of this, produce the following information:

Task 1

In chart form outline briefly the responsibilities of each role in the structure of the early years setting.

Role in the early years setting	Responsibilities of the role
Add as many lines to this chart as you need	

Task 2

Identify the joint responsibilities of all team members (employed or volunteers) whilst in the early years setting.

Task 3

Outline the value of team working.

Task 4

Identify how to use feedback from others to improve practice.

Task 5

Outline ways to review own practice to make improvements.

Section 4: Assessment and quality assurance information for tutors and assessors

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

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

A key to the recommended assessment methods is included in *“How to ... A Guide to Assessing CACHE QCF Qualifications”* which forms part of the Resource Centre on cachezone.

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 the *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

CACHE Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 5: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on [cachezone](#).

QCF Support Materials Feedback Form

Qualification: CACHE Level 1 Award in an Introduction to Early Years Settings (QCF)

Name: **Are you:** a Tutor / a Learner

Centre name: **Centre no.:**

Contact details: * **Tel.:**

Email:

Please rate the following statements on a scale of 1-3:

1 Disagree 2 Tend to agree 3 Agree

1

2

3

1. This document is presented in a clear and accessible way and I can easily find the information I need.

2. This document contains all the information I need to teach or study this qualification.

3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification

Please use the space below to provide more detailed comments or additional feedback

*** Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: qcfsupportmaterials@cache.org.uk

Alternatively, you may post or fax your form to:

CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
 Fax: **01727 818613**



Section 6: Publication history

This section identifies important changes made to this document since its first publication in August 2010.

All page numbers refer to this version of the document.

- **p.13:** Clarification provided on mandatory and optional units; Rules of Combination and Progression sections added
- **p.23, Unit AiEYS 2:** The words “as organisations” removed from learning outcome 2

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [cachezone](#).