

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 4 Certificate for the
Advanced Practitioner in Schools and Colleges
QN: 603/2474/0**

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Summary of changes

This document summarises the changes to this qualification specification.

| Version | Publication Date | Summary of amendments |
|---------|------------------|--|
| v1.0 | January 2018 | First publication |
| v2.0 | May 2018 | p.15, RWE guidance changed |
| v3.0 | September 2018 | p.24 additional information for unit APSC4C1 p.33 additional information for unit APSC4C3 |
| v4.0 | January 2019 | p.24 update to wording of AC3.1 for unit APSC4C1 p.32 update to wording of AC4.1 for unit APSC4C3 |
| v4.1 | April 2019 | Safeguarding guidance added |
| v4.2 | February 2020 | Removal of UK within 'UK Home Nation' throughout the qualification. Resources section added – information regarding the wellbeing and safeguarding of learners. |
| v4.3 | June 2022 | Entry guidance added, assessment guidance updated – learners must be assessed in English. Keeping children safe in education guidance and link added. |

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 this qualification 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)

- 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 the NCFE 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 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 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

Our 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 ongoing basis to ensure you always have the most current information.

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

The Public Website

The NCFE website contains information about all our qualifications, including:

- 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 on our secure website.

To access the secure site, click 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 CACHE's Diversity and Equality policy is available on the 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 six 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 the NCFE website.

Section 2: About this qualification

| Qualification summary | |
|--|---|
| Title | NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges |
| Qualification number | 603/2474/0 |
| Aim | <p>This Level 4 qualification aims to provide professional development opportunities for practitioners working in the school and college workforce. This qualification will embrace the wealth of experience, proven knowledge and skills of the learner in a teaching and learning environment. It will challenge the learner in both daily practice and theoretical understanding.</p> <p>Learners will acquire and use skills of leadership, mentoring, coaching and reflection as they complete the qualification through work-based learning opportunities.</p> <p>Upon achievement of this qualification, the learner will be equipped as an Advanced Practitioner. The Advanced Practitioner will use crucial leadership skills to mentor others across all roles and responsibilities in the school or college workforce.</p> |
| Purpose Ofqual code and description (where applicable) | <p>E. Updating and continuing professional development (CPD).</p> <p>E2. Develop knowledge and/or skills in order to gain recognition at a higher level or in a different role.</p> |
| Total Qualification Time (hours) | 205 |
| Guided Learning (hours) | 155 |
| Credit value | 21 |
| Minimum age of learner | 18 years |
| Age range covered by the qualification | From 5 years of age. |
| Real work environment (RWE) requirement/ recommendation | Learners will need to be employed in a Level 3 role in a learning environment (school or college), as they need to show competence in both skills and knowledge in order to achieve this qualification. |

| | |
|--|---|
| Rules of combination | All units are mandatory. |
| Progression including job roles (where applicable) | Learners may progress within the workforce in the following job roles and responsibilities: <ul style="list-style-type: none"> • Higher Level Practitioner/Teaching Assistant • internal progression at a higher level, including those with management responsibilities • leadership, mentoring, supervision and management opportunities. |
| Recommended assessment methods | All units will be internally assessed using a range of methods which could include: <ul style="list-style-type: none"> • direct observation by a Tutor / Teacher / Assessor* within the workplace • written assignments and professional discussion in line with the Assessment of Learning provided for each unit. <p>*NB: for further details please see page 32</p> |
| Additional assessment requirements | All units must be assessed in line with our assessment principles. Simulation is not allowed. 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. |
| Additional information | Throughout this specification we have referenced the wording 'learning environment', which refers to the different types of schools and colleges. |
| Grading system | The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the Certificate. |
| How long will it take to complete? | The Certificate can usually be completed in a year. |
| Entry requirements/recommendations | Learners must be at least 18 years old and employed in a suitable role within a school or college. Previous Level 3 study is a clear advantage but wealth of experience, knowledge and understanding of working in schools or colleges is a requirement for this CPD qualification. A training provider will be able to offer discreet advice in relation to suitability for entry. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. |

Section 3: Units

Unit achievement log – Level 4 Certificate for the Advanced Practitioner in Schools and Colleges

| | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | Guided Learning | Page | Notes |
|---|------------|----------|--|----------------------|-------|--------|-----------------|------|-------|
| ★ | F/616/5415 | APSC4C1 | Enabling individuals to learn | Knowledge | 4 | 4 | 30 | 21 | |
| ★ | M/616/5412 | APSC4C2 | Understand how to support children and young people to improve their mental health and well-being | Knowledge | 4 | 4 | 30 | 25 | |
| ★ | M/616/5409 | APSC4C3 | Working with others to support individuals with additional needs and disability in a school or college | Knowledge | 4 | 4 | 30 | 29 | |
| | H/616/5407 | APSC4C4 | Working with families and other professionals in a school or college setting | Knowledge/ Skills | 4 | 4 | 30 | 33 | |
| | R/616/5404 | APSC4C5 | Implementing change in school or college setting | Knowledge/ Skills | 4 | 5 | 35 | 35 | |

Unit layout

For each unit the following information has been provided:

| | |
|---|---|
| Unit title | Provides a clear, concise explanation of the content of the unit. |
| Organisation 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 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. |
| Unit guided learning hours (GL) | Hours attributed to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. |

| Explanation of terms used at Level 4 | |
|---|---|
| Analyse | Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis. |
| Critically analyse | This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion. |
| Clarify | Explain the information in a clear, concise way showing depth of understanding. |
| Classify | Organise accurately according to specific criteria. |
| Collate | Collect and present information arranged in sequence or logical order which is suitable for purpose. |
| Compare | Examine the subjects in detail; consider and contrast similarities and differences. |
| Critically compare | This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject. |
| Consider | Think carefully and write about a problem, action or decision showing how views and opinions have been developed. |
| Demonstrate | Show an in-depth understanding by describing, explaining or illustrating using examples. |
| Describe | Provide a broad range of detailed information about the subject or item in a logical way. |
| Discuss | Write a detailed account which includes contrasting perspectives. |
| Draw conclusions (which....) | Make a final decision or judgment based on reasons. |
| Evaluate | Examine strengths and weaknesses, arguments for and against, and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation. |
| Critically evaluate | This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement. |

| | |
|--------------------------|---|
| Explain | Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons. |
| Identify | Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking). |
| Justify | Give a detailed explanation of the reasons for actions or decisions. |
| Review and revise | Look back over the subject and make corrections or changes based on additional knowledge or experience. |
| Reflect | Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development. |
| Summarise | Give the main ideas or facts in a concise way to develop key issues. |

APSC4C1: Enabling individuals to learn



| | | | |
|-----------------------|--|-------------------|----|
| Unit reference | F/616/5415 | Unit level | 4 |
| Credit value | 4 | GL | 30 |
| Unit aim | <p>In this unit, learners will consider diverse approaches to pedagogy that influence holistic learning in children and young people. The learner will also explore statutory planning and monitoring requirements in own Home Nation. This unit will challenge the learner to gain a greater awareness of how children, young people and adults (andragogy) learn and how to apply theory to practice. The learner will be required to evidence how to apply new learning to the day-to-day role with children, young people and/or adults, and report on subsequent changes to practice in own setting through the development of a learner portfolio. By undertaking this unit the learner will explore leadership, mentoring and management skills relevant to own role.</p> | | |

| | | | |
|----------------------|--|-------------------|--|
| 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 roles and responsibilities of the Advanced Practitioner | 1.1. Critically evaluate partnership working in own setting | | |
| | 1.2. Evaluate own role in relation to leadership, coaching and mentoring responsibilities for an enabling learning environment | | |
| 2. Understand the statutory educational frameworks in own Home Nation | 2.1. Evaluate the statutory educational frameworks in own Home Nation | | |
| | 2.2. Discuss how children, young people and/or adults are safeguarded in own school or college | | |
| 3. Understand the influence of the environment on learning in schools and colleges | 3.1. Analyse the impact of planning learning activities for children, young people and/or adults | | |

| 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. Reflect on own practice when helping to organise a suitable learning environment | | |
| | 3.3. Implement recommendations for improved practice to benefit learners in a learning environment | | |
| 4. Understand monitoring and assessment in own school or college | 4.1. Critically compare two monitoring methods used by peers in own learning environment | | |
| | 4.2. Analyse the use of monitoring and assessment in own practice | | |

| Additional information about the unit: | |
|---|---|
| Additional unit assessment guidance | 2.1 Statutory educational frameworks <ul style="list-style-type: none"> Learners must be able to analyse the requirements of statutory curriculum and guidance in relation to developing own and others' practice as an Advanced Practitioner. Understand the relationship between areas of learning and development and subsequent learning goals or curriculums. |

| | |
|--|--|
| <p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p> | |
|--|--|

Assessor sign off: completed unit APSC4C1

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.

APSC4C2: Understand how to support children and young people to improve their mental health and well-being



| | | | |
|-----------------------|---|-------------------|----|
| Unit reference | M/616/5412 | Unit level | 4 |
| Credit value | 4 | GL | 30 |
| Unit aim | <p>In this unit, learners will consider the factors that could influence mental health and well-being in children and young people. Learners will also explore current national strategies for promoting mental health and well-being in own Home Nation. This unit will challenge the learner to gain a greater awareness of how children and young people deal with these issues and how to help and support. The learner will be required to evidence how they could apply this new learning to their day-to-day role with children and young people and report on subsequent changes to practice in own setting through the development of a learner portfolio.</p> | | |

| | | | |
|----------------------|--|-------------------|--|
| 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 mental health and well-being in children and young people | 1.1. Describe components of mental health and well-being | | |
| | 1.2. Analyse how various factors might influence health and well-being in children and young people from infancy to early adulthood | | |

| 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 the current legislation in relation to children and young people's mental health in own Home Nation | 2.1. Analyse the impact of current legislation on mental health and well-being in practice in own setting | | |
| | 2.2. Evaluate how perceptions of mental health and well-being in children and young people can be affected by: <ul style="list-style-type: none"> • media influences • varied cultural perceptions • public perception of children and young people with mental health issues | | |
| 3. Understand how to support mental health and well-being of children and young people in schools and colleges | 3.1. Describe how to support children and young people towards developing coping strategies and building resilience | | |
| | 3.2. Evaluate own role in relation to supporting mental health issues with children and young people in schools or colleges | | |
| | 3.3. Consider recommendations for improved practice in supporting mental health in children and young people in own school or college | | |

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 APSC4C2

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.

APSC4C3: Working with others to support individuals with additional needs and disability in a school or college



| | | | |
|-----------------------|--|-------------------|----|
| Unit reference | M/616/5409 | Unit level | 4 |
| Credit value | 4 | GL | 30 |
| Unit aim | In this unit, learners will look at effective inclusion of children, young people and/or adults. Through examination of national requirements and guidance, learners will consider the responsibilities of the Special Educational Needs Coordinator (SENCo) within a school or college environment to promote children's, young people's and/or adults' learning and development. By undertaking this unit, learners will develop confidence and expertise to mentor other colleagues and work in partnership with parents/carers (as applicable) and other professionals, to ensure intervention remains effective for children, young people and/or adults with special educational needs and disabilities. | | |

| | | | |
|----------------------|--|-------------------|--|
| 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 current frameworks for inclusive practice | 1.1. Evaluate policies and procedure in own setting in relation to statutory frameworks and national guidance | | |
| 2. Understand provision related to children, young people and/or adults' additional needs | 2.1. Analyse the impact on learning for a child, young person or adult with an identified additional need, special educational need or disability | | |
| | 2.2. Discuss factors influencing the level of assistance required by individuals with a special educational need, disability or additional need identified | | |
| 3. Understand the role and responsibilities of the Special Educational Needs | 3.1. Explain the role of a Special Educational Needs Coordinator (SENCo) | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| Coordinator (SENCo) | 3.2. Analyse strategies used by practitioners for intervention and support in relation to the identified additional need, special educational need or disability | | |
| 4. Understand factors which affect families who are caring for children, young people and/or adults with special educational needs or disabilities | 4.1. Evaluate partnership working with other professionals in supporting families to care for children, young people and/or adults with an identified additional need, special educational need or disability in own setting | | |
| 5. Understand own setting's policies and procedures to support children, young people and/or adults with special educational needs or disabilities | 5.1. Reflect on policies and procedures for supporting children, young people and/or adults with special educational needs or disabilities in own setting | | |

Additional information about the unit:

| | |
|-------------------------------------|---|
| Additional unit assessment guidance | <p>3.2 Intervention and support</p> <ul style="list-style-type: none"> • Integrated plans for education, health and social care in England • Special Educational Needs and Disability (SEND) pathfinder information, England • Factors affecting families, and strategies used to support them • Reflection on how policies and procedures currently in place in own setting, meet the statutory requirements and national guidance for own country. |
|-------------------------------------|---|

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 APSC4C3

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.

APSC4C4: Working with families and other professionals in a school or college setting

| | | | |
|-----------------------|---|-------------------|-----------|
| Unit reference | H/616/5407 | Unit level | 4 |
| Credit value | 4 | GL | 30 |
| Unit aim | <p>In this unit, the learner will examine statutory requirements for working in partnership with families, and learn how effective partnership working with other professionals can improve the education of children, young people and/or adults (as applicable).</p> <p>Through this unit, the learner will explore some of the diverse needs of families, and reflect on how best to overcome barriers to partnership working with families.</p> <p>In undertaking this unit, the learner will apply coaching, leadership and mentoring skills to educate and motivate staff to work effectively in partnership with others.</p> | | |

| | | | |
|----------------------|--|-------------------|--|
| 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 requirements for partnership working in schools or colleges | 1.1. Evaluate different strategies for engaging in partnership working between families and schools and/or colleges | | |
| | 1.2. Describe ways of overcoming potential barriers to partnership working between families and schools and/or colleges | | |
| | 1.3. Reflect on how own setting establishes and maintains partnership working with: <ul style="list-style-type: none"> • families • other professionals | | |

| 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 the diverse needs of families and how these are addressed | 2.1. Summarise statutory framework requirements designed to support families with children at school or college | | |
| 3. Be able to lead, coach, or mentor staff in own setting in relation to partnership working | 3.1. Use strategies for overcoming challenges of partnership working in own setting | | |
| | 3.2. Lead, coach or mentor staff on partnership working methods | | |

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 APSC4C4
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name: _____

Signature: _____ Date: _____

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

APSC4C5: Implementing change in school or college setting

| | | | |
|-----------------------|--|-------------------|-----------|
| Unit reference | R/616/5404 | Unit level | 4 |
| Credit value | 5 | GL | 35 |
| Unit aim | <p>In this unit, the learner will be required to plan, implement and evaluate change in relation to an identified theme. This will be achieved through a small-scale research project. The learner will be introduced to research, and the role of ethics when undertaking research.</p> <p>The theme selected will allow the learner to reflect on practice, use current research to produce recommendations for improvements to their own setting, implement these recommendations and summarise findings.</p> | | |

| | | | |
|----------------------|--|-------------------|--|
| 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. Be able to plan a research project | 1.1. Select a topic for the research project | | |
| | 1.2. Use established methods and techniques to design the research project | | |
| | 1.3. Consider ethical implications of the research project | | |
| 2. Be able to undertake a review of practice in own setting | 2.1. Perform a literature review of academic research papers exploring ideas for change in own setting | | |
| | 2.2. Use research methods to review an established research paper | | |
| | 2.3. Summarise the main findings of the research paper | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| | 2.4. Provide recommendations for change | | |
| | 2.5. Implement change in own setting | | |
| | 2.6. Evaluate changes in own setting | | |
| 3. Be able to understand how to present findings to others | 3.1. Explain a variety of ways to present research task findings to others | | |
| | 3.2. Use a suitable method to share the findings of the research project in own setting | | |

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 APSC4C5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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** which follow this table.

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|----------|--|-------------------------------|-------------------------------------|
| A | Direct observation of learner by 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 *NB: for further details please see page 34. | 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 |
| H | Portfolio of evidence | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |
| J | Reflection on own practice in real work environment | Yes | Yes |

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|----------|---|-------------------------------|-------------------------------------|
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by 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.

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 on the NCFE 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** 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 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.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

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

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

The forms and guidance documents are included within **Delivering Our Qualification – Guidance**, available 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:

<https://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:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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