

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Technical Specialist in  
Early Years Nutrition (Award)  
QN: 610/4517/2**

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## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Technical Specialist in Early Years Nutrition (Award)</b>		
<b>Ofqual qualification number (QN)</b>	610/4517/2	<b>Aim reference</b>	61045172
<b>Guided learning hours (GLH)</b>	40	<b>Total qualification time (TQT)</b>	50
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<p>This qualification is designed for early years practitioners working with babies and young children. The qualification will build on existing knowledge and skills of nutrition and hydration through specialist duties for improved outcomes in an early years setting</p> <p>This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	The learner must be working in an early years setting to be able to meet the assessment requirements of this qualification.		
<b>Occupational standards</b>	<p>This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).</p> <p>The specialist duties have been written to build upon the knowledge, skills and behaviours in the Early Years Practitioner standard.</p> <p>Duty 1 Identifies the nutritional requirements of children at different ages and stages of development</p> <p>Duty 2 Explains the benefits of good nutrition and hydration in an early years setting</p> <p>Duty 3 Obtains information about children's special dietary requirements, preferences or food allergies</p> <p>Duty 4 Plans balanced menus, appropriate to children's different dietary requirements and food allergies</p> <p>Duty 5 Promotes good nutrition and hydration in an early years setting</p> <p>Duty 6 Adheres to the hygienic preparation and handling of food in an early years setting</p> <p>Duty 7 Informs parents and carers of any nutrition-related concerns</p>		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4517/2.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

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

### Aims and objectives

This qualification aims to:

- raise an awareness of the nutrition and hydration requirements of babies and young children in an early years setting

The objectives of this qualification are to:

- implement statutory guidance for nutrition and hydration
- meet the dietary requirements of individual babies and children
- plan balanced and healthy meals and snacks
- appreciate the health and safety requirements when providing nutrition and hydration for babies and children

### Support handbook

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

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

### Guidance for entry and registration

This qualification is designed for early years practitioners and early years educators. This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal. However, learners must be aged 16 or above to undertake this qualification and be working within an early years setting. It would also be advantageous for the learner to hold a relevant level 2 qualification.

We would recommend a food hygiene and paediatric first aid qualification for early years practitioners preparing and storing food for babies and children.

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

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

## Achieving this qualification

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

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

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - early years nutrition leader
  - family partner
- further education:
  - early years
  - teaching and learning
  - health and social care

## Resource requirements

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

## Real work environment (RWE) recommendation

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

## Work/industry placement experience

The learner must be working within an early years setting to be able to meet the assessment requirements of this qualification.

## Age range covered by the qualification

This qualification relates to working with children in early years settings, from birth to five years of age for early years practitioners.

## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

Learners must be successful in all components to gain the Level 2 Technical Specialist in Early Years Nutrition (Award).

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

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

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## Internal assessment

We have created some sample tasks for the internally assessed 2 units, which can be found within a separate document in the member's area of our website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some LOs for 2 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

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

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

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

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

## Section 2: unit content and assessment guidance

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

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

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

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## Unit 01 Nutrition for babies and children in an early years setting (L/651/2487)

Unit summary			
In this unit the learner will explain what constitutes a healthy balanced diet, describe the benefits of healthy nutrition and hydration and outline the potential impact of poor nutrition in the short- and long-term for babies and young children. Learners will also know the importance of food labelling, how a healthy balanced diet may support cognitive skills in children and outline special dietary requirements, including allergies and intolerance, in babies and children. They will also explain ways early years practitioners could promote the benefits of health nutrition in an inclusive and sensitive way and demonstrate sustainable practices when promoting nutrition and hydration.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand healthy balanced diets for babies and children from birth to five years of age	1.1 Explain what constitutes a healthy balanced diet
	1.2 Describe the benefits of healthy <b>nutrition and hydration for babies and children</b> in an early years setting
	1.3 Outline the potential impact of poor nutrition in the short- and long-term development for babies and young children
	1.4 State the relevant areas of statutory guidance that informs food and drink nutrition and <b>oral health</b> for babies and children
	1.5 Explain the importance of <b>food labelling</b>
	1.6 Describe how a healthy balanced diet may support <b>cognitive skills</b> in children
2. Know about healthy eating and hydration to meet the dietary needs of individual babies and children in an early years setting	2.1 Refer to statutory guidance to explain food and drink nutrition for babies and children from birth to five years of age
	2.2 Outline <b>special dietary requirements</b> , including common allergies and intolerances in babies and children
	2.3 Identify signs and symptoms of an allergic reaction to food and drink
	2.4 Explain how to respond to allergic reactions to food and drink, including record keeping
3. Be able to promote healthy nutrition and hydration in an early years setting	3.1 Explain ways an early years practitioner could promote the benefits of good nutrition and hydration in an <b>inclusive and sensitive way</b> with parents/carers
	3.2 Demonstrate <b>sustainable practices</b> when promoting nutrition and hydration

**Range**

**1. Understand healthy balanced diets for babies and children from birth to five years of age**

**1.2 Nutrition and hydration for babies and children:**

The learner must consider:

- breast/bottle
- establishing solid food
- giving attention to portion size
- birth to 6 months
- 6 to 12 months
- 1 to 5 years

**1.4 Oral health:**

The learner must consider:

- sugar as a factor in oral health
- drinks in non-spill trainer cups
- feeding from a pouch
- brushing teeth

**1.5 Food labelling:**

The learner must consider:

- ingredients list
- nutritional information
- food and drink warning
- best before/use by date
- storage information
- cooking instructions
- age-appropriate food

**1.6 Cognitive skills:**

The learner must consider:

- attentiveness
- concentration
- behaviour
- motivation
- contribution
- participation and cognitive skills impacted by physical health and wellbeing

Range
<p><b>2.</b> Know about healthy eating and hydration to meet the individual needs of babies and children in an early years setting</p>
<p><b>2.2 Special dietary requirements:</b></p> <p>The learner must consider:</p> <ul style="list-style-type: none"> <li>• medical restrictions</li> <li>• religious restrictions</li> <li>• cultural traditions</li> <li>• allergies and intolerances</li> <li>• preference</li> <li>• support and guidance of a dietician as appropriate</li> <li>• special educational needs and disabilities (SEND)</li> </ul>
<p><b>3.</b> Be able to promote healthy nutrition and hydration in an early years setting</p>
<p><b>3.1 Inclusive and sensitive way:</b></p> <p>The learner must consider:</p> <ul style="list-style-type: none"> <li>• SEND and dietary requirements</li> <li>• financial pressure</li> <li>• parent's/carer's understanding of nutrition and hydration</li> </ul>
<p><b>3.2 Sustainable practices:</b></p> <p>The learner must consider:</p> <ul style="list-style-type: none"> <li>• sourcing food</li> <li>• discussing healthy food choices</li> <li>• portion size</li> <li>• food waste</li> <li>• composting</li> </ul>

Delivery and assessment guidance
<p><b>AC1.1</b> Learners must consider what constitutes a healthy balanced diet and how that would be adapted for an early years setting. Learners could refer to the following websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">eat well (NHS)</a></li> <li>• <a href="#">healthier families (NHS)</a></li> <li>• <a href="#">what to feed young children (NHS)</a></li> <li>• <a href="#">breastfeeding: the first few days (NHS)</a></li> <li>• <a href="#">healthy eating: applying All our Health (gov.uk)</a></li> </ul> <p><b>AC1.2</b> Early years setting refers to children from birth to five years. Teaching and learning must make reference to breast and bottle feeding. Learners must know about the benefits of breastfeeding whilst appreciating parental circumstance and choice. Discussion with learners around breast and bottle feeding should consider these features. Learners must know about approaches for babies when moving on to solid foods. Learners must be aware of the changing nutritional requirements of babies and young children as well as considering sensory experiences during weaning. Discussions around homemade and bought foods and the importance of developing weaning with savoury foods must take place.</p>

**Delivery and assessment guidance**

Learners could refer to the following websites:

- [what to feed young children \(NHS\)](#)
- [breastfeeding: the first few days \(NHS\)](#)
- [The Processed Cereal-based Foods for Baby Foods for Infants and Young Children \(England\) Regulations 2003](#)
- [UK Health Security Agency \(gov.uk\)](#)
- [Office for Health Improvement and Disparities \(gov.uk\)](#)
- [Scientific Advisory Committee on nutrition \(SACN\) \(gov.uk\)](#)

**AC1.3** Learners must give a minimum of four examples: two relating to the short-term impact of poor nutrition and two relating to the long-term impact of poor nutrition.

**AC1.4** Learners must use reliable sources of online information. Learners could refer to the following websites:

- [early years foundation stage \(EYFS\) statutory framework \(gov.uk\)](#)
- [school food standards practical guide \(gov.uk\)](#)
- [what to feed young children \(NHS\)](#)

**AC 1.5** Learners must consider nutritional information on food labels including hidden sugar, high salt content and additives in savoury foods.

**AC2.2** Learners could refer to the following website:

- [food allergies in babies and young children \(NHS\)](#)

**AC2.3** Learners could refer to the following website:

- [anaphylaxis \(NHS\)](#)

**AC2.4** Early years professionals should maintain accurate records of babies' and children's known allergies through communication with parents and families. All records must be stored securely but be accessible to all staff to ensure individual needs are met. Not all allergies are known, so early years staff must remain vigilant at snack and mealtimes as this is a potential high risk. Early years professionals need to know the signs and symptoms of allergic reactions.

**AC3.1** Learners could consider the concerns that an early years practitioner may have about a child who is not being supported to maintain a healthy diet.

**AC3.2** Learners could refer to the following websites:

- [Sustainable Development Goals \(UNICEF\)](#)
- [tackling obesity: government strategy \(gov.uk\)](#)
- [advice for parents of healthy-weight children \(NHS\)](#)

## Unit 02 Promoting food and drink nutrition in an early years setting (M/651/2488)

Unit summary			
<p>In this unit the learner will be able to plan snacks and meals to meet food and drink requirements for babies and children from birth to five years. They will be able to share snack and meal plans with others and evaluate their effectiveness. Learners will also know policies and procedures to follow to meet the individual dietary needs of babies and children and be able to outline health and safety measures to follow when preparing and storing food. Learners will also be able to demonstrate correct handwashing techniques and outline the role of an early years practitioner to keep babies and children safe when eating and drinking. They will also be able to plan, prepare and provide healthy meals and snacks for children, explain the reasons for food choices and combinations and reflect on their own role and make recommendations for improved practices.</p>			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to plan nutritious snacks and meals for babies and children	1.1 Plan snacks and meals to meet food and drink requirements for babies and children from birth to five years, taking into account any <b>special dietary requirements</b>
	1.2 Share daily snack and meal plans with <b>others</b>
	1.3 Evaluate the effectiveness of daily snack and meal plans to meet the food and drink requirements of babies and children
2. Know about policies and procedures to follow when preparing food and drink in an early years setting	2.1 Describe policies and procedures followed to meet the individual dietary needs of babies and children in line with statutory requirements
	2.2 Outline <b>health and safety measures</b> followed when preparing and storing food
	2.3 Explain the importance of hygienic practice during food preparation
3. Be able to prepare and provide healthy snacks and meals in an early years setting	3.1 Demonstrate correct handwashing techniques
	3.2 Outline the role of an early years practitioner to keep babies and young children safe when eating and drinking
	3.3 Plan, prepare and provide a healthy meal or snack for children
	3.4 Explain reasons for food choices and combinations for a healthy meal or snack for children
	3.5 Reflect on own role and make recommendations for improved practice

Range
1. Be able to plan nutritious snacks and meals for babies and children
<b>1.1 Special dietary requirements:</b>
The learner must consider:

<b>Range</b>
<ul style="list-style-type: none"><li>• medical restrictions</li><li>• religious restrictions</li><li>• cultural traditions</li><li>• allergies and intolerances</li><li>• preference</li><li>• support and guidance of a dietician as appropriate</li><li>• special educational needs and disabilities (SEND)</li></ul>
<b>1.2 Others:</b>  The learner must consider: <ul style="list-style-type: none"><li>• parent/carer</li><li>• tutor/assessor</li><li>• other professionals</li></ul>
<b>2.</b> Know about policies and procedures to follow when preparing food and drink in an early years setting
<b>2.2 Health and safety measures:</b>  The learner must consider: <ul style="list-style-type: none"><li>• food handling</li><li>• food storage</li><li>• storage temperatures</li><li>• hygiene practices</li></ul>

**Delivery and assessment guidance**

**AC2.1** Learners must refer to an organisational policy.

**AC2.2** Learners must refer to their organisation's policies and procedures for managing special diets.

**AC3.2** Learners must know the signs and action to take when a child is choking. Learners could refer to the following website:

- [how to stop a child from choking \(NHS\)](#)

**AC3.3** Learners must encourage healthy eating for all children, considering the eating environment, portion sizes and those that may be fussy eaters.

**AC3.4** Learners must provide a rationale to explain their choices. Learners could refer to the following websites:

- [early years foundation stage \(EYFS\) statutory framework \(gov.uk\)](#)
- [school food standards practical guide \(gov.uk\)](#)
- [eat well \(NHS\)](#)
- [Better Health: healthier families \(NHS\)](#)
- [what to feed young children \(NHS\)](#)
- [childhood obesity: applying All our Health \(gov.uk\)](#)

**AC3.5** Learners must reflect upon their own practice and how it could be improved.

## Recommended assessment methods

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

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

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

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

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



Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	Yes	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

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

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

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

## Assessment strategies and principles relevant to this qualification

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

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

## **NCFE assessment principles for adult care, childcare and health qualifications**

### **1. Introduction**

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment that require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

### **Assessing knowledge, skills and competence**

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

### **Practical skills competence**

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

### **2. Assessment principles**

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work

unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance (IQA) strategies to ensure that assessor judgements based on expert witness testimonies are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a RWE.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

### **Remote technology**

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing expert witness testimony.

## **3. Internal quality assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

#### **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

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, 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. They should 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. They should be 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)
- Diploma in Teaching in the Lifelong Learning Sector (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.

#### 4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

#### 4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role, which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Outline</b>	Identify or describe the main points.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.

<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

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## Section 4: support

### Support materials

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

- sample assessment tasks
- Qualification Factsheet

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [early years foundation stage \(EYFS\) statutory framework \(gov.uk\)](#)
- [school food standards practical guide \(gov.uk\)](#)
- [what to feed young children \(NHS\)](#)
- [food allergies in babies and young children \(NHS\)](#)
- [sustainable development goals \(UNICEF\)](#)
- [tackling obesity: government strategy \(gov.uk\)](#)
- [advice for parents of healthy-weight children \(NHS\)](#)
- [eating well in the early years \(First Steps Nutrition Trust\)](#)
- [eat well \(NHS\)](#)
- [Better Health: healthier families \(NHS\)](#)
- [how to stop a child from choking \(NHS\)](#)
- [British Nutrition foundation](#)
- [First Steps Nutrition Trust](#)
- [anaphylaxis UK](#)
- [Allergy UK](#)
- [Foundation Years: Eat Better, Start Better](#)
- [example menus for early years settings in England \(gov.uk\)](#)
- [The Voluntary Food and Drink Guidelines for Early Years Settings](#)
- [food safety labelling and nutrition: food for infants and young children \(European Commission\)](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

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



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DRAFT/Version 1.0 August 2024

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## Appendix A: units

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

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

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	L/651/2487	Nutrition for babies and children in an early years setting	2	20	
Unit 02	M/651/2488	Promoting food and drink nutrition in an early years setting	2	20	