



# Qualification specification

**NCFE CACHE Level 2 Certificate in Working with  
Children in Early Years and Primary Settings  
QN: 603/5937/7**

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## Summary of changes

Version	Publication date	Summary of amendments
v1.1	January 2022	Paragraph added in regarding <a href="#">external quality assurance for graded qualifications</a> .
v1.2	June 2022	<p>Further information added to how this qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification <a href="#">must be assessed in English</a> and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
v1.3	August 2023	<p>Change of headers in LO table – Assessment criteria now reads Scope of learning.</p> <p>Updated the wording in the assessor sign off box for all units from assessment criteria to assessment grading criteria.</p> <p>Assessment grading criteria – amended column from ‘assessment of learning’ to ‘assessment of learning grading criteria’ for clarity and added ‘the learner can’ to that column.</p> <p>The following unit changes:</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 01:</a> <ul style="list-style-type: none"> <li>○ bold added to word in LO2</li> <li>○ wording change to 4.1 and related assessment grading criteria</li> <li>○ delivery and assessment table – additional sentence added relating to bold word in LO2</li> </ul> </li> <li>• <a href="#">Unit 02:</a> <ul style="list-style-type: none"> <li>○ bold added to word in 2.2</li> <li>○ delivery and assessment table – additional sentence added relating to bold word in 2.2</li> </ul> </li> <li>• <a href="#">Unit 04:</a> <ul style="list-style-type: none"> <li>○ the order of 2.1 and 2.2 has been swapped</li> </ul> </li> <li>• <a href="#">Unit 05:</a> <ul style="list-style-type: none"> <li>○ wording change to 1.3 and related assessment grading criteria</li> </ul> </li> <li>• <a href="#">Unit 06:</a> <ul style="list-style-type: none"> <li>○ wording change to 2.1 and related assessment grading criteria</li> </ul> </li> </ul>

# Section 1

## About this qualification

## Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- 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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## 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 of the qualification-specific information you will need that is not covered in the Support Handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE CACHE Level 2 Certificate in Working with Children in Early Years and Primary Settings
<b>Qualification number (QN)</b>	603/5937/7
<b>Total Qualification Time (TQT)</b>	330
<b>Guided Learning Hours (GLH)</b>	210
<b>Minimum age</b>	16
<b>Age ranges covered by the qualification</b>	This qualification will provide learners with the knowledge and skills relating to the care and education of children aged 0–11 years 11 months.
<b>Qualification purpose</b>	<p>The Level 2 Certificate in Working with Children in Early Years and Primary Settings has been designed to support learners as they develop their knowledge, understanding and skills when caring for and supporting the learning and development of children aged 0–11 years 11 months.</p> <p>The qualification is made up of 6 units and a Professional Skills Record. It is designed to support learners to progress onto Level 3 qualifications across a number of sectors, such as Early Years Education, Supporting Teaching and Learning, and Children and Young People. It includes significant transferable knowledge for the Health and Social Care sector.</p> <p>In addition, centres can deliver this qualification as part of a full study programme; for example, alongside GCSE English and Mathematics.</p> <p>This qualification does not qualify learners to work and count in the ratios at Level 2 in early years settings. The new Level 2 criteria set by the Department for Education for direct entry into employment at Level 2 came into force from 1 September 2019.</p> <p>Learners wishing to count in the ratios at Level 2 should undertake the following NCFE CACHE qualification:</p> <ul style="list-style-type: none"> <li>• NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0).</li> </ul>

<b>Qualification summary</b>	
<b>Aims and objectives</b>	<p>This qualification provides learners with the knowledge and understanding essential to the early years and childcare sector, and supports progression to further learning or the workplace.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>provide an introduction at Level 2 for learners into both early years and primary settings.</li> </ul> <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> <li>support learners as they develop their knowledge, understanding and skills when caring for and supporting the learning and development of children aged 0–11 years 11 months.</li> </ul>
<b>Real work environment (RWE) requirement/ recommendation</b>	<p>This qualification has a minimum requirement of 120 work placement hours. However, we recommend learners undertake at least 200 hours of work placement.</p>
<b>Rules of combination</b>	<p>To gain this qualification, learners must achieve a minimum of a Pass grade in each of the 6 internal assessments, and complete and pass the Professional Skills Record.</p>
<b>Grading</b>	<p>Pass/Merit/Distinction.</p>
<b>Assessment method</b>	<p>All units for this qualification will be internally assessed using a portfolio of evidence. Sample assessment tasks are provided in the Tutor Guidance documents on our website. Learners will also be required to complete a Professional Skills Record in both an early years and a primary school setting.</p>
<b>Additional assessment requirements</b>	<p>All units must be assessed in line with the NCFE CACHE assessment principles.</p>
<b>Progression including job roles (where applicable)</b>	<p>This qualification has been designed to allow progression to Level 3 qualifications within our Early Years, Children and Young People, Supporting Teaching and Learning, and Health and Social Care suites.</p> <p>Learners can also progress in the workplace in job roles, such as:</p> <ul style="list-style-type: none"> <li>Nursery Assistant</li> <li>Classroom Assistant</li> <li>Preschool Assistant.</li> </ul>
<b>Regulation information</b>	<p>This is a regulated qualification. The regulated number for this qualification is 603/5937/7.</p>
<b>Funding</b>	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>

## Entry guidance

This qualification is designed for learners aged 16 or over who are looking for an introduction to the early years and primary sectors before making a decision which setting to specialise in at Level 3.

They may also be useful to learners studying qualifications in the following areas:

- Early Years Educator
- Supporting Teaching and Learning.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

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## Achieving this qualification

To achieve the Level 2 Certificate in Working with Children in Early Years and Primary Settings, learners must obtain a minimum of a Pass grade in each of the 6 internal assessments, and must pass the Professional Skills Record.

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## Units

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

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



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	J/615/7560	Child development from birth to 11 years 11 months	2	60	
★	Unit 02	M/618/1545	Play and learning	2	50	
★	Unit 03	L/615/7558	Exploring legislation	2	30	
★	Unit 04	J/615/7557	The role of the childcare practitioner	2	30	
★	Unit 05	J/618/1549	Nutrition	2	20	
★	Unit 06	F/618/1551	Physical development and physical activity	2	20	

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

## **Employer involvement**

### **Placement in a Real Work Environment**

A mandatory Professional Skills Record is provided by NCFE CACHE and will need to be completed over a minimum of 120 hours of placement in a real work environment.

The Professional Skills Record considers knowledge and understanding of theoretical concepts through skills application in real work environments. The learner will be stretched and challenged through the tasks provided, supporting them to appreciate and value links between theory and practice. Activity tasks are provided within the Professional Skills Record to be a synoptic representation of the 6 mandatory knowledge units.

All criteria must be achieved in order to complete the full qualification. The learner must complete the exercises/activities for each of the 3 themes within the Professional Skills Record within both an early years setting and a primary setting. The Professional Skills Profile 1 and 2 must also be completed for both an early years setting and a primary setting. The 2 checklists within the Professional Skills Record must be signed off by the Tutor/Assessor as well as the learner. The placement Supervisor/Mentor will contribute to the monitoring and achievement of skills, while the occupationally competent Tutor/Assessor will make the final assessment decision concerning the learner's competency.

Placement experience must be undertaken in both an early years setting and a primary school. There will be set tasks to complete in each setting, and staff can allocate the number of hours in each setting at their own discretion. Work placement achievement will be graded Achieved or Not Yet Achieved. An occupationally competent Tutor/Assessor will be required to visit each setting at least once.

The minimum required placement hours are 120 hours.

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## 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 2 components:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE
- a Professional Skills Record.

Learners must be successful in **both** components to gain the Level 2 Certificate in Working with Children in Early Years and Primary Settings.

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.

### Internal assessment

We have created some sample tasks and schemes of work for the internally assessed units, found within the Tutor Guidance. 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 knowledge learning outcomes for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

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

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

### **External Quality Assurance (CACHE and NCFE graded qualifications)**

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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### **How to sign off a unit**

#### **Knowledge learning outcomes**

The evidence record in the 'Assessment grading criteria' table must be completed in order to achieve the unit. Please see example below.

<b>Grade</b>	<b>SoL</b>	<b>Assessment of learning grading criteria</b> The learner can	<b>Evidence record</b>
<b>B2</b>	2.3	Explain how to support others in promoting equality and rights.  Explanation must demonstrate a range of ways that others can be supported to promote equality and rights.	

### **Unit sign off**

The Unit Submission Form (see Section 2) must be completed for every unit achieved.

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<b>Record of grades achieved for the NCFE CACHE Level 2 Certificate in Working with Children in Early Years and Primary Settings (603/5937/7)</b>
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Grades achieved					Distinction		Merit		Pass		Points
Unit ref.	Unit no.	Description of unit	Hours per unit	No. of incs.	Grade value	Points	Grade value	Points	Grade value	Points	
J/615/7560	Unit 1	Child development from birth to 11 Years 11 months	60	4	5	20	3	12	1	4	
M/618/1545	Unit 2	Play and learning	50	3	5	15	3	9	1	3	
L/615/7558	Unit 3	Exploring legislation	30	2	5	10	3	6	1	2	
J/615/7557	Unit 4	The role of the childcare practitioner	30	2	5	10	3	6	1	2	
J/618/1549	Unit 5	Nutrition	20	1	5	5	3	3	1	1	
F/618/1551	Unit 6	Physical development and physical activity	20	1	5	5	3	3	1	1	
		<b>Professional Skills Record*</b>								1	
										<b>Total points</b>	

\*Learners must complete all exercise/activities for each of the 3 themes as well as the Professional Skills Record 1 and 2 (within an early years and primary setting) in order to achieve a Pass for the Professional Skills Record.

**No. of increments x grade value = points for unit assessment.**

To achieve the Level 2 Certificate in Working with Children in Early Years and Primary Settings, learners must obtain a minimum of a Pass grade in each of the 6 internal assessments and complete the Professional Skills Record.

The incremental weighting of each **internal** assessment is based on the average total hours to achieve the unit.

**Grade value:** Distinction – value 5    Merit – value 3    Pass – value 1.

**Points/grade calculator**

<b>Grade</b>	<b>NCFE CACHE points score</b>
Distinction	48-66
Merit	30-47
Pass	14-29

**Aggregation**

Whilst NCFE CACHE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

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# Section 2

## Unit content and assessment guidance

### **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 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 our Quality Assurance team.

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

For further information or guidance about this qualification, please contact our Customer Support team.

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**Unit 01 Child development from birth to 11 years 11 months (J/615/7560)**



<b>Unit summary</b>	<p>The aim of this unit is to explore stages and sequences of holistic development for children from birth to 11 years 11 months.</p> <p>The unit will also consider factors affecting holistic development, and the role of the childcare practitioner when supporting children through appropriate intervention strategies.</p> <p>Theoretical perspectives will be introduced and built upon to enable an understanding of natural and environmental factors that impact on children’s development.</p>
<b>Guided Learning Hours</b>	60
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand significant stages in sequential development from birth to 11 years 11 months	1.1 Main stages and sequences of development from birth to 11 years 11 months in the following areas: <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• social and emotional development</li> </ul>		
	1.2 How to provide experiences for children at different stages in each area of development: <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• social and emotional development</li> </ul>		
	1.3 The holistic interdependency of each area of development		
	1.4 The role of the childcare practitioner in meeting children’s individual and changing holistic needs		

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Understand factors that can impact on children's <b>holistic</b> development from birth to 11 years 11 months	2.1 <b>Factors</b> that impact normative sequential development		
	2.2 The impact on development of <b>factors</b> that affect normative sequential development		
	2.3 The role of the childcare practitioner when supporting development		
3. Understand care routines	3.1 The role of the childcare practitioner in meeting the care needs of babies and children		
4. Understand theoretical perspectives in relation to child development	4.1 Considering nature/nurture in relation to child development		

### Assessment guidance

<b>Delivery and assessment</b>
<p>Please see the Tutor Guidance document available in the member's area of our website for delivery and assessment support.</p> <p>LO2 <b>holistic</b> – defined as the relationship and dependency between all areas</p> <p>2.1 and 2.2 <b>Factors</b> – biological and environmental</p>

<p><b>Learner declaration of authenticity:</b>                      I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 01</b>                      I confirm that the learner has met the requirements for all the assessment grading criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Unit 01: Assessment grading criteria**

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>	<b>Centre no:</b>	<b>ULN:</b>
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<b>Grade</b>	<b>SoL</b>	<b>Assessment of learning grading criteria</b> <small>The learner can:</small>	<b>Evidence record</b>
<b>P1</b>	1.1	<p>Select one of the following age ranges:</p> <ul style="list-style-type: none"> <li>• 0–2 years 11 months</li> <li>• 3–5 years 11 months</li> <li>• 6–7 years 11 months</li> <li>• 8–11 years 11 months.</li> </ul> <p>Within the chosen age range, identify (normative pattern) main stages of significant sequential development in one of the following areas:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• social and emotional development.</li> </ul>	

Grade	SoL	<b>Assessment of learning grading criteria</b> <small>The learner can:</small>	Evidence record
<b>P2</b>	1.2	Select one of the following age ranges: <ul style="list-style-type: none"> <li>• 0–2 years 11 months</li> <li>• 3–5 years 11 months</li> <li>• 6–7 years 11 months</li> <li>• 8–11 years 11 months.</li> </ul> Within the chosen age range, describe 2 experiences for children for the area of development selected in P1.	
<b>P3</b>	2.1  2.3	Identify 4 biological and environmental factors that impact development.  Select one of these factors and describe 2 ways the childcare practitioner can support children’s development.	
<b>P4</b>	3.1	Select one of the following age ranges: <ul style="list-style-type: none"> <li>• 0–2 years 11 months</li> <li>• 3–5 years 11 months.</li> </ul> Within the chosen age range, explain how the childcare practitioner meets the care needs of children.	
<b>M1</b>	1.3	Describe the meaning of the term ‘holistic development’.	

Grade	SoL	<b>Assessment of learning grading criteria</b> <small>The learner can:</small>	Evidence record
<b>M2</b>	1.4	Select one of the following age ranges: <ul style="list-style-type: none"> <li>• 0–2 years 11 months</li> <li>• 3–5 years 11 months</li> <li>• 6–7 years 11 months</li> <li>• 8–11 years 11 months.</li> </ul> Within the chosen age range, explain 3 ways the childcare practitioner can meet children’s individual <b>holistic</b> needs.	
<b>M3</b>	2.2	Explain the impact on development of factors that affect (normative) main stages of sequential development.	
<b>D1</b>	4.1	Explain nature/nurture in relation to child development. An example may be used to help with your explanation.	

**Unit 02 Play and learning (M/618/1545)**



<b>Unit summary</b>	<p>The aim of this unit is to consider play, and the value of play to holistic development and learning in childhood.</p> <p>Positive environments for children will be explored, introducing different approaches that influence and impact how we care and educate children in early years settings and within primary school provision.</p> <p>Frameworks and curriculum development will be included in this unit.</p>
<b>Guided Learning Hours</b>	50
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the value of play in promoting development.	1.1 Different types of play		
	1.2 How play can promote development in the following areas from birth to 11 years 11 months: <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• social and emotional development</li> </ul>		
	1.3 The importance of play to a child's health and wellbeing.		
2. Understand characteristics of a positive environment	2.1 The role of the childcare practitioner in maintaining positive environments for play, development and learning within: <ul style="list-style-type: none"> <li>• an early years setting</li> <li>• within a primary school setting</li> </ul>		
	2.2 <b>Theoretical</b> approaches and strategies to promote a positive environment		
3. Understand frameworks and curricula related to children and early years education	3.1 The areas of learning within the Early Years Foundation Stage framework		
	3.2 The learning requirements within the National Curriculum (Key Stage 1 and 2)		

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand strategies for effective teaching and learning	4.1 Strategies to engage individuals across: <ul style="list-style-type: none"> <li>• the <b>Early Years Foundation Stage</b>.</li> <li>• the National Curriculum (Key Stage 1 and 2)</li> </ul>		

### Assessment guidance

<b>Delivery and assessment</b>
<p>Please see the Tutor Guidance document available in the member's area of our website for delivery and assessment support.</p> <p>2.2 <b>Theoretical</b>: refer to teaching and learning documentation for specific coverage.</p> <p>4.1 <b>Early Years Foundation Stage</b>: Please refer to statutory framework in own country to ensure criteria enables learning.</p>

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

<p><b>Assessor sign off of completed unit:</b> Unit 02 I confirm that the learner has met the requirements for all assessment grading criteria demonstrating knowledge and skills for this unit.</p>	
Assessor name:	
Signature:	Date:

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

### Unit 02: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>	<b>Centre no:</b>	<b>ULN:</b>
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Grade	SoL	Assessment of learning grading criteria The learner can:	Evidence record
<b>P1</b>	1.1	<p>Select one of the following:</p> <ul style="list-style-type: none"> <li>• 0–2 years 11 months in a home setting</li> <li>• 3–4 years 11 months in an early years setting</li> <li>• 5–7 years 11 months in a school setting</li> <li>• 8–11 years 11 months in a school setting.</li> </ul> <p>For children in the chosen age range and setting:</p> <ul style="list-style-type: none"> <li>• identify 3 different types of play appropriate to the children’s age range and setting</li> <li>• describe one play opportunity for <b>each</b> type of play.</li> </ul>	
<b>P2</b>	1.2	<p>Explain how play benefits children’s:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• social and emotional development.</li> </ul>	



Grade	SoL	<b>Assessment of learning grading criteria</b> The learner can:	Evidence record
<b>P3</b>	3.1  3.2	Describe how play can support learning for one area within: <ul style="list-style-type: none"> <li>• the Early Years Foundation Stage framework</li> <li>• the National Curriculum at Key Stage 1 and 2.</li> </ul>	
<b>M1</b>	2.1	Explain the role of the childcare practitioner in maintaining a positive environment for children which supports development and learning through play.	
<b>M2</b>	1.3	Explain how play promotes the health and wellbeing of children.	
<b>D1</b>	4.1	Describe one way that the childcare practitioner can support effective play-based teaching and learning strategies in a school setting for: <ul style="list-style-type: none"> <li>• English</li> <li>• mathematics.</li> </ul>	
<b>D2</b>	2.2	Describe 2 theoretical approaches that influence how the childcare practitioner supports children to learn.	

**Unit 03 Exploring legislation (L/615/7558)**



<b>Unit summary</b>	<p>The aim of this unit is to explore legislation relevant to the care and welfare of young children.</p> <p>Within this unit learners will be able to consider how legislation impacts policy and procedures within childcare environments.</p> <p>The role of the childcare practitioner when meeting the requirements of policies and procedures will also be included.</p>
<b>Guided Learning Hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand legislation, policies and procedures in relation to the care and welfare of children	1.1 Legislation influencing work with children		
	1.2 Policies and procedures that impact the role of the childcare practitioner		
2. Understand policy in practice in relation to safeguarding and protecting children	2.1 Ways to keep children safe		
	2.2 Ways to value diversity		
	2.3 How to protect children		
3. Understand how safeguarding policies and procedures influence the role of the childcare practitioner in relation to child protection	3.1 Ways a childcare practitioner can help children to keep themselves safe		
	3.2 Ways childcare practitioners can keep themselves safe		
	3.3 How to recognise abuse and know actions to take		

## Assessment guidance

### Delivery and assessment

Please see the Tutor Guidance document available in the member's area of our website for delivery and assessment support.

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

[www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations).

### 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: Unit 03

I confirm that the learner has met the requirements for all assessment grading 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.

**Unit 03: Assessment grading criteria**

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>	<b>Centre no:</b>	<b>ULN:</b>
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<b>Grade</b>	<b>SoL</b>	<b>Assessment of learning grading criteria</b> The learner can:	<b>Evidence record</b>
<b>P1</b>	1.1	Identify key legislation that relates to work with children.	
<b>P2</b>	1.2	Describe 3 policies in place in childcare settings.	
<b>P3</b>	2.1	Describe 5 ways the childcare practitioner keeps children safe in childcare settings.	
<b>P4</b>	2.3	Identify signs and behaviours in a child that a childcare practitioner would recognise as a concern.	
<b>M1</b>	2.2	Describe 3 ways the childcare practitioner values diversity.  Use examples within the description.	
<b>M2</b>	3.3	Explain why the childcare practitioner must share information with the designated staff member if a child discloses abuse or abuse is suspected.	

Grade	SoL	<b>Assessment of learning grading criteria</b> The learner can:	Evidence record
<b>D1</b>	3.1	For each of the points listed below, describe 2 ways a childcare practitioner can:	
	3.2	<ul style="list-style-type: none"> <li>• empower children to keep themselves safe</li> <li>• protect self from allegations of abuse.</li> </ul>	

**Unit 04 The role of the childcare practitioner (J/615/7557)**



<b>Unit summary</b>	<p>The aim of this unit is to introduce what is meant by professional practice.</p> <p>The unit will explore the role and responsibilities of the childcare practitioner by considering:</p> <ul style="list-style-type: none"> <li>• the range of provision available for children</li> <li>• professional skills, roles and responsibilities of the childcare practitioner</li> <li>• expectations, boundaries and limits of the childcare practitioner.</li> </ul> <p>This unit will also investigate professional development and personal development plans.</p>
<b>Guided Learning Hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> <small>The learner will:</small>	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> <small>eg page number &amp; method</small>	<b>Assessor</b> <small>Initial and date</small>
1. Understand the professional skills, roles and responsibilities of the childcare practitioner	1.1 Professional skills of the childcare practitioner		
	1.2 Working in a professional team		
	1.3 How to work within the boundaries of own role		
2. Understand the range of services available for children and families	2.1 Types of childcare provision for children and families		
	2.2 The role of the childcare practitioner in statutory, private and voluntary services		
3. Understand the role of professional development for childcare practitioners	3.1 Continuous professional development		
	3.2 The benefits of reflective practice for: <ul style="list-style-type: none"> <li>• the childcare practitioner's own personal development</li> <li>• a childcare setting</li> <li>• children in a childcare setting</li> </ul>		

### Assessment guidance

#### Delivery and assessment

Please see the Tutor Guidance document available in the member's area of our website for delivery and assessment support.

#### 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: Unit 04

I confirm that the learner has met the requirements for all assessment grading 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.

### Unit 04: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>	<b>Centre no:</b>	<b>ULN:</b>
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<b>Grade</b>	<b>SoL</b>	<b>Assessment of learning grading criteria</b> The learner can:	<b>Evidence record</b>
<b>P1</b>	2.1	Give examples of 2 different types of childcare provision for each of the following services:	
	2.2	<ul style="list-style-type: none"> <li>• statutory services</li> <li>• private services</li> <li>• voluntary services.</li> </ul>	
<b>P2</b>	1.1	Describe 5 professional skills or attributes required by the childcare practitioner.	
<b>P3</b>	3.1	Explain the meaning of the term 'continuing professional development'.	
<b>M1</b>	1.2	Describe 4 ways that the childcare practitioner contributes to teamwork in the childcare setting.	
<b>M2</b>	3.2	Describe the benefits of reflective practice for: <ul style="list-style-type: none"> <li>• the childcare practitioner's own personal development</li> <li>• a childcare setting</li> <li>• children in a childcare setting.</li> </ul>	



Grade	SoL	<b>Assessment of learning grading criteria</b> <small>The learner can:</small>	Evidence record
D1	1.3	Explain 4 reasons why it is important to work within the boundaries and limits of own job role.	

**Unit 05 Nutrition (J/618/1549)**



<b>Unit summary</b>	<p>The aim of this unit is to consider the role of nutrition in relation to children’s health and wellbeing.</p> <p>Within this unit you will be able to explore special dietary requirements as well as develop an understanding of ways in which the childcare practitioner can support healthy eating.</p> <p>The unit will include learning about the impact of nutrition on development.</p>
<b>Guided Learning Hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand healthy eating	1.1 The nutritional value of the main food groups		
	1.2 The term ‘healthy eating’		
	1.3 Supporting opportunities for social and language development during mealtimes to promote healthy eating		
2. Understand nutritional needs at significant stages of development	2.1 Nutritional needs during significant stages of development		
	2.2 Ways in which the childcare practitioner can support healthy eating		
3. Understand the impact of nutrition on children’s health and wellbeing	3.1 The impact of poor diet on children’s health and wellbeing in the short-term and the long-term		
	3.2 Special dietary requirements		

### Assessment guidance

#### Delivery and assessment

Please see the Tutor Guidance document available in the member's area of our website for delivery and assessment support.

#### 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: Unit 05

I confirm that the learner has met the requirements for all assessment grading 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.

### Unit 05: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>	<b>Centre no:</b>	<b>ULN:</b>
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<b>Grade</b>	<b>SoL</b>	<b>Assessment of learning grading criteria</b> The learner can:	<b>Evidence record</b>
<b>P1</b>	1.1	Describe the nutritional value of the main food groups.	
<b>P2</b>	1.2	Explain the meaning of the term 'healthy eating'.	
<b>P3</b>	1.3	Explain 2 ways mealtimes can support social and language development as well as promoting healthy eating.	
<b>P4</b>	2.1	Select one of the following age ranges: <ul style="list-style-type: none"> <li>• 0–2 years</li> <li>• 3–5 years</li> <li>• 6–7 years</li> <li>• 8–11 years.</li> </ul> Within the chosen age range, explain the role of nutrition for healthy development.	
<b>M1</b>	2.2	Describe 4 ways the childcare practitioner can support healthy eating.	
<b>M2</b>	3.2	Describe reasons for special dietary requirements.	

Grade	SoL	<b>Assessment of learning grading criteria</b> The learner can:	Evidence record
D1	3.1	Explain the impact that not eating a healthy diet has on children's health and wellbeing: <ul style="list-style-type: none"> <li>• in the short-term</li> <li>• in the long-term.</li> </ul> Give examples to support the explanation.	

**Unit 06 Physical development and physical activity (F/618/1551)**



The aim of this unit is to consider the role of physical activity in children's physical development and in relation to holistic health and wellbeing.

Within this unit you will be able to explore health guidelines as well as educational requirements for physical activity.

You will also explore the role of the childcare practitioner when supporting confidence in relation to physical activity through own role modelling and planning skills to encourage and motivate.

<b>Guided Learning Hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Scope of learning (SoL)</b>	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand physical development in children	1.1 The role of the childcare practitioner in promoting physical development through movement		
	1.2 Short and long-term benefits of physical activity to holistic health and wellbeing		
2. Understand health guidelines and educational requirements for physical activity	2.1 Recommended guidelines for physical activity		
	2.2 Physical development as a 'prime area' in the early years educational framework		
	2.3 Physical activity requirements for children at Key Stage 1 and 2		
3. Understand how the childcare practitioner can promote physical activity for children indoors and outdoors	3.1 How the childcare practitioner can be a positive role model for children's physical activity		
	3.2 The role of the childcare practitioner in creating and maintaining a positive approach to physical activity		

## Assessment guidance

### Delivery and assessment

Please see the Tutor Guidance document available in the member's area of our website for delivery and assessment support.

### 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: Unit 06

I confirm that the learner has met the requirements for all assessment grading 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

### Unit 06: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>	<b>Centre no:</b>	<b>ULN:</b>
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<b>Grade</b>	<b>SoL</b>	<b>Assessment of learning grading criteria</b> <small>The learner can:</small>	<b>Evidence record</b>
<b>P1</b>	1.1	Describe one example of indoor physical play for children in an early years setting.  Describe one example of outdoor physical play for children in a primary school setting.  For each example, explain the role of the childcare practitioner in promoting physical development through physical play.	
<b>M1</b>	2.1	Explain the recommended Physical Activity Guidelines.	
<b>M2</b>	2.2  2.3	Explain how the examples of physical activity selected in P1 1.1 support physical development:  <ul style="list-style-type: none"> <li>• as a 'prime area' in the early years educational framework</li> <li>• for children studying the National Curriculum at Key Stage 1 and 2.</li> </ul>	



Grade	SoL	<b>Assessment of learning grading criteria</b> The learner can:	Evidence record
<b>M3</b>	1.2	Explain the benefits of physical activity for holistic health and wellbeing. Please include: <ul style="list-style-type: none"> <li>• 3 short-term benefits <b>and</b></li> <li>• 3 long-term benefits.</li> </ul>	
<b>D1</b>	3.1	Describe how the childcare practitioner can be a positive role model for children to promote physical health and wellbeing.	
<b>D2</b>	3.2	Explain the importance of creating and maintaining a positive approach to physical activity for children’s health and wellbeing.	

### 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.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which 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 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 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
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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
<p>* <b>Expert witness testimony</b> 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:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.</li> </ul> <p>** <b>Simulation.</b> A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

## **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.

The centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

### **Assessment strategy**

#### **Knowledge learning outcomes**

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

#### **Competence/Skills learning outcomes**

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

**Unit Submission Form**

**NCFE CACHE Level 2 Certificate in Working with Children in Early Years and Primary Settings (603/5937/7)**

This form must be completed and attached to the assessment on submission. The unit assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/Centre no.

Learner declaration
<p><b>Unit number and title:</b>                      I declare that this is my own work and I understand that any grades are provisional until internal quality assurance has taken place.</p> <p>Learner signature: _____ Date: _____</p>

Comments: refer to assessment of learning
Empty space for comments

Signatures	
Tutor:	Date:
Internal Quality Assurer: <i>(if chosen for sample)</i>	Date:

# Section 3

## Explanation of terms

## 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>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>Perform</b>	Do something (take an action/follow an instruction) which 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.



# Section 4

## Additional information

## **Additional information**

### **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 learning outcomes.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Tutor Guidance
  - Placement Handbook Guide for Mentors.
- 

### **Support for centres**

#### **Key Facts**

This document outlines the key information of this qualification for the centre, learner and employer.

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#### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

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## Contact us

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