

NCFE

CACHE

Qualification specification

DRAFT Specification – August 2024

**NCFE CACHE Level 2 Technical Specialist in
Adverse Childhood Experiences in Early Years
(Certificate)
QN: 610/4567/6**

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Section 1

About this qualification



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.

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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- 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.

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.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Technical Specialist in Adverse Childhood Experiences in Early Years (Certificate)
Qualification number (QN)	610/4567/6
Aim reference	61045676
Total Qualification Time (TQT)	145
Guided Learning Hours (GLH)	120
Minimum age	19
Qualification purpose	This qualification will provide learners with an opportunity to develop an understanding of adverse childhood experiences (ACEs) relevant to their current or future roles and will equip them with basic understanding of techniques for preventing and addressing ACEs in practice.
Age ranges covered by the qualification	The qualification focuses on the birth to 18 years age range. Learners should cover the full range of ages but focus on their own experience/age group as appropriate to their work and job roles.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of ACEs • offer breadth and depth of study, incorporating a key core of knowledge <p>The objectives of this qualification are to enable the learner to:</p> <ul style="list-style-type: none"> • explore childhood and family structures • explore ACEs and understand potential outcomes for children enduring ACEs • understand the role of the practitioner supporting children impacted by ACEs • develop strategies to improve outcomes for children affected by ACEs
Work/industry placement experience	The learner must be working within an appropriate setting to be able to meet the assessment requirements of this qualification.

<p>Occupational standards</p>	<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> <ol style="list-style-type: none"> 1. Explain the impact of adverse childhood conditions to colleagues 2. Signpost to professional support for effective intervention 3. Develop strategies for effective support when supporting trauma experienced children for improved outcomes 4. Support, coach and mentor colleagues for best practice
<p>Rules of combination</p>	<p>Learners are required to successfully achieve 3 mandatory units.</p>
<p>Assessment method</p>	<p>Internally assessed and externally quality assured portfolio of evidence.</p>
<p>Progression</p>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Diploma in Supporting Teaching and Learning • Level 3 Certificate in Understanding Mental Health • Level 3 Diploma for the Early Years Workforce (Early Years Educator) • Level 4 Certificate in Neuroscience in Early Years • Level 2 Extended Diploma in Health and Social Care • Level 3 Extended Diploma in Health and Social Care
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 610/4567/6.</p>
<p>Funding</p>	<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 wishing to increase their knowledge and understanding of adverse childhood experiences (ACEs).

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 19 or above to undertake this qualification and must be employed within an appropriate setting that allows learners to meet the assessment requirements of the qualification. It would also be advantageous for the learner to hold a relevant qualification at Level 2 or Level 3.

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.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 3 mandatory units.

Please refer to the list of units below or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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
Unit 01	A/651/2643	Exploring childhood and family structures	2	40
Unit 02	F/651/2645	Introduction to adverse childhood experiences	2	40
Unit 03	H/651/2646	Understand strategies to improve outcomes for children affected by adverse childhood experiences	2	40

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

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.

Learners must be successful in **this** component to gain the NCFE CACHE Level 2 Technical Specialist in Adverse Childhood Experiences in Early Years (Certificate).

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

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

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. 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.

The Tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. They 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.

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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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 Exploring childhood and family structures (A/651/2643)



Unit summary	In this unit learners will begin to explore the development of children and young people and different perspectives on childhood. The unit will also cover the role of the family and different family structures.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand holistic development of children and young people from 0–18 years of age	1.1 Outline key milestones in the holistic development of children 0–18 years of age		
	1.2 Outline a range of biological and external factors that may impact children’s holistic development from 0–18 years of age		
	1.3 Explain how children’s holistic development may be affected by their individual needs and circumstances		
2. Know about childhood from different perspectives	2.1 Outline indicators of positive childhood experiences		
	2.2 Outline indicators of negative childhood experiences		
	2.3 Describe the potential impact of each of the following situations on the life of a child: <ul style="list-style-type: none"> • war or conflict • natural disaster • social disadvantage 		
	2.4 Describe the contrasting perspectives introduced through nature and nurture in the context of development		
3. Understand the role of family	3.1 Identify societal expectations of the role of the family in relation to childhood		
	3.2 Describe a range of different family structures		

	3.3 Describe the potential impact of pressure faced by families on a child's wellbeing and development		
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Assessment guidance

Delivery and assessment
<p>1.1 Holistic areas of development to include:</p> <ul style="list-style-type: none"> • physical • cognitive • neurological • speech, language and communication • social • emotional <p>2.3 Social disadvantage to include deprivation and opportunity, social class, socio economic and health.</p> <p>3.1 Family to include the significance of working with the child's family to support the child.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • reflective account • professional discussion

AC	Delivery and Assessment guidance	Suggested assessment method
1.1	Learners could research the key milestones in the development of children from birth to 18 years of age. This could also be encouraged through scenario and role play. For example, the Tutor could consider the stages of expected and of atypical development and consider the needs of children and young people through these stages and in specific circumstances. Learners must have an awareness of the role and responsibilities of the practitioner in supporting holistic needs. For assessment: this should include holistic aspects including physical, cognitive, neurological, social, emotional, speech, language and communication. This could be presented as a timeline to include text boxes with an outline of key milestones.	Timeline role play/case study or scenario with reflective narrative.
1.2, 1.3, 2.4	Tutors could lead a group discussion during which learners are encouraged to contrast nature and nurture perspectives. There should be opportunity for learners to research and to reflect on the impact of nature/nurture of children's experiences/outcomes. For assessment, learners	Assignment, Group Discussion

	could complete a series of Tutor-devised assessment tasks to investigate a range of potential biological and external factors impacting children's development from birth to 18 years ears. Learners could then provide an explanation of how individual needs and circumstances may affect holistic development. This can be further developed to include a description of the contrasting perspectives between nature and nurture within the context of children's holistic development.	
2.1, 2.2, 2.3	Tutors could design a series of case studies to illustrate the potential impact of a range of childhood experiences. Situations should include social disadvantage, natural disaster and war or conflict. For assessment: learners could answer questions relating to the potential impact of each of these situations and indicators of both positive and negative childhood experiences.	Tutor-devised case studies
3.1, 3.2, 3.3	For assessment: learners could produce a guide for practitioners working with children and families. This should include a range of different family structures, society's expectations and the impact on children's wellbeing and development.	Leaflet or guide

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 01

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

Assessor name:

Signature:

Date:

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

Unit 02 Introduction to adverse childhood experiences (F/651/2645)

Unit summary	This unit introduces learners to Adverse Childhood Experiences (ACEs) and potential outcomes for children impacted by ACEs. The unit also covers the role of the practitioner in supporting children.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Know about ACEs	1.1 Describe a range of direct and indirect ACEs		
	1.2 Describe how the human brain typically reacts in stressful situations		
	1.3 Explain how ACEs may impact brain functioning and response systems		
2. Understand potential outcomes for children enduring ACEs	2.1 Analyse the impact of ACEs on a child's future holistic health, development, education and wellbeing		
	2.2 Explain the potential connection between adverse childhood experiences and an individual's mental health		
	2.3 Identify sources of support for children impacted by ACEs		
	2.4 Describe action to take to safeguard children who are impacted by ACEs		
3. Understand the role of the practitioner supporting children impacted by ACEs	3.1 Describe the role of the practitioner when supporting the holistic needs of children impacted by ACEs		
	3.2 Explain the significance of attachment, relationships and connections for children's holistic health, development and wellbeing		
	3.3 Describe the role of the Resilience Framework as a tool for intervention		

4. Be able to share best practice to promote self-esteem in babies and children	4.1 Interact with babies and children in ways that promote self-esteem		
	4.2 Support, coach and mentor colleagues in an early year setting to ensure best practice		
	4.3 Work with others to share an understanding of ACEs with colleagues, signposting to professional support for effective intervention		

Assessment guidance

Delivery and assessment
<p>1.1 The original ACE study looked at the following adverse experiences:</p> <ul style="list-style-type: none"> • parents divorcing or separating • living with a parent who is depressed or suffers mental illness • living with a parent who is an addict (alcohol, drugs, or otherwise) • witnessing a member of the household being abused or mistreated • verbal abuse/emotional abuse and humiliation • emotional neglect <p>3.1 Holistic needs to include the importance of recognising that the impact of ACEs will be different to each individual child.</p> <p>3.3 Resilience Framework - based on the work of Hart and Blincow.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • reflective account • professional discussion

AC	Delivery and Assessment guidance	Suggested assessment method
1.1, 1.3 2.2	Following a group discussion and exploration of research learners can begin to develop an appreciation of the underlying causes, significance of the impact of ACEs, use notes from research and also encourage student led research. For assessment: working in small groups learners could compile a factsheet presenting a series of frequently asked questions with answers addressing the assessment criteria. This could be used to lead a discussion or as part of a presentation. Learners must produce evidence for all assessment criteria independently.	FAQs factsheet

2.1, 2.2, 3.2	<p>Before learners attempt the assessment they should explore case studies and begin to examine ACEs and use this knowledge as a platform from which to explore the role of the practitioner as well as discussing the impact for a child's future. For assessment: learners could complete a series of assessment tasks exploring the potential outcomes for children who are affected by ACEs. This should include their impact on a child's future health, development, education and wellbeing and the significance of attachment, relationships and connection. Learners should also explain potential links between ACEs and mental health.</p>	Assignment
2.3, 2.4, 3.1	<p>Reflect on the potential outcome for children and young people and introduce the role of the practitioner through case studies, reflection and research studies For assessment: learners could produce a guide for those working with children to include the role of the practitioner, sources of support and actions to be taken to safeguard children within the context of ACEs. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.</p>	Assignment
3.3	<p>Delivery and assessment: learners should research the Resilience Framework as an intervention tool (based on the work of Hart and Blincow). They could prepare a presentation of their findings, for example as a series of slides. This could be supported by further research and discussion, considering how this framework may be applied.</p>	Research and presentation
4.2, 4.3	<p>Delivery and assessment: learners must provide a reflective account of how they have shared their knowledge of ACEs with peers and colleagues within an early years setting. This could refer to the approach they used to promote the understanding of their peer through coaching and mentoring. Coaching and mentoring could include modelling, leading by example, supporting, sharing and guiding. The reflection may also include reference to the interpersonal skills that are important when coaching, guiding, supporting for effective intervention and mentoring others in the workplace.</p>	Presentation and reflection

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 02

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

Assessor name:

Signature:

Date:

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

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Unit 03 Understand strategies to improve outcomes for children affected by adverse childhood experiences (H/651/2646)

Unit summary	In this unit learners will consider the role of the practitioner in supporting children impacted by adverse childhood experiences (ACEs) using strategies to develop resilience and improve outcomes.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of reflection for professional development	1.1 Explain the term 'reflective practitioner'		
	1.2 Describe different theoretical models of reflection		
2. Know how to reflect on own practice when supporting children impacted by ACEs	2.1 Describe how to reflect on own practice to identify development needs in relation to caring for children's holistic health, development and wellbeing		
	2.2 Set clear and SMART actions for own practice		
3. Understand policy for resilience building in children and young people	3.1 Explain policy content for effective resilience building when working with children and young people		
	3.2 Summarise the benefits of a policy for resilience building when working with children and young people		
	3.3 Outline activities/experiences which value, respect and empower children and young people		
4. Be able to support trauma experienced children through effective strategies in an early years setting	4.1 Describe trauma-informed practice		
	4.2 Describe strategies to support trauma-informed practice		
	4.3 List professional services for effective intervention		

Assessment guidance

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • reflective account • professional discussion

AC	Assessment guidance	Suggested assessment method
1.1, 1.2	Following research and discussion around reflective cycles and theoretical models used in context learners could produce an infographic to inform others about different theoretical models of reflective practice as part of assessment.	Infographic
2.1, 2.2	Tutors could design a template for learners to identify their skills, knowledge, attitudes, and behaviour and plan their development in relation to supporting children's health, development and wellbeing.	Self-analysis and development plan
3.1, 3.2, 3.3	<p>Delivery and assessment: learners should be able to summarise the benefits of following a policy for resilience building and explain content that would be used in such a policy.</p> <p>Building from this knowledge learners must outline at least 3 activities/experiences which value, respect and empower children and young people.</p>	Assignment
4.1, 4.2, 4.3	<p>Learners should be able to describe trauma in childhood and its impact on holistic development. Learners will also provide details of strategies as to how practitioners work in a trauma-informed way within their daily practice in an early years setting. Learners will also be able to provide a list of services that provide intervention services for children and families that experience trauma, and how they may be able to support.</p> <p>Students must know about a range of professional services that can be accessed to support children and their families and consider how they would share such information.</p>	Assignment

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 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

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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 Advisor 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"> 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	N/A	Yes
I	Recognition of prior learning	N/A	Yes

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	No	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 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.

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).

Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.

Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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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.

Support for centres

There are number of documents available on the NCFE website that centres might find useful.

Key Facts

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

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.

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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