



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Caring for Children		
Ofqual qualification number (QN)	500/9010/0		
Guided learning hours (GLH)	85		
Total qualification time (TQT)	100		
Credit value	10	Minimum credits at/above Level	7
Credit value	10		
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 1 Certificate in Caring for Children (500/9009/4) • NCFE CACHE Level 1 Diploma in Caring for Children (501/1015/9)		
Minimum age	14		
Qualification purpose	This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in Entry Level (3) Award/Certificate in Caring for Child/Children. In addition, the qualification allows centres flexibility in its offering with a mix of vocational and personal and social development (PSD) units. It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs and disabilities (SEND), or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a SEND unless accompanied by one).		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work placement experience	Work placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 500/9010/0.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		



Qualification title	NCFE CACHE Level 1 Certificate in Caring for Children		
Ofqual qualification number (QN)	500/9009/4		
Guided learning hours (GLH)	229		
Total qualification time (TQT)	260		
Credit value	26	Minimum credits at/above Level	20
Credit value	26		
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 1 Award in Caring for Children (500/9010/0) • NCFE CACHE Level 1 Diploma in Caring for Children (501/1015/9)		
Minimum age	14		
Qualification purpose	This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in the Award in Caring for Children. In addition, the qualification allows centres flexibility in its offering with a mix of vocational and personal and social development (PSD) units. It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs and disabilities (SEND), or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a SEND unless accompanied by one).		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work placement experience	Work placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 500/9009/4.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		



Qualification title	NCFE CACHE Level 1 Diploma in Caring for Children		
Ofqual qualification number (QN)	501/1015/9		
Guided learning hours (GLH)	320		
Total qualification time (TQT)	370		
Credit value	37	Minimum credits at/above Level	31
Credit value	37		
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 1 Award in Caring for Children (500/9010/0) • NCFE CACHE Level 1 Certificate in Caring for Children (500/9009/4)		
Minimum age	14		
Qualification purpose	This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in the Award and Certificate in Caring for Children. In addition, the qualification allows centres flexibility in its offering with a mix of vocational and personal and social development (PSD) units. It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs and disabilities (SEND), or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a SEND unless accompanied by one).		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work placement experience	Work placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 501/1015/9.		
Funding	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

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on introducing study of child development and the role of the adult
- offer breadth and depth of study, incorporating a key core of knowledge.

These qualifications are to:

- raise awareness of the needs of children at various stages in their development
- consider the role of the adult in meeting the needs of children and young people.

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

These qualifications are designed for learners who are beginning their career or simply raising their own awareness in early childhood or education.

They may also be useful to learners studying qualifications in the childcare or early years sector.

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

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

Learners registered on these qualifications 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 these qualifications

Award

Learners must achieve a minimum of 10 credits for the Award. 6 or more credits must be achieved from group A. A further 4 credits must be achieved from either group A or group B.



Certificate

Learners must achieve a minimum of 26 credits for the Certificate. 14 or more credits must be achieved from group A. A further 12 credits must be achieved from either group A or group B.

Diploma

Learners must achieve a minimum of 37 credits for the Diploma. 25 or more credits must be achieved from group A. A further 12 credits must be achieved from either group A or group B.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Age range covered by these qualifications

Birth to 5 years 11 months. (Individual units may have specific guidance for example, 'A young child is defined as birth to 5 years 11 months'. One particular unit focuses on Human Growth and Development which covers the full breadth and depth of human lifespan from birth to the elderly).

Progression

Learners who achieve these qualifications could progress to the following:

- further education:
 - Level 2 childcare qualifications
 - Level 2 apprenticeships.

Resource requirements

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

How the qualifications are assessed

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

These qualifications are 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 must still be completed by the centre as usual).

Unless otherwise stated in this Qualification Specification, all learners taking these qualifications 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 for all internally assessed units, which can be found within a separate document in the member's area of the NCFE 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 knowledge LOs for all 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. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

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.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including, level, credit and guided learning hours (GLH).

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 (EQA).

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



CFC 13 Sharing learning experiences with children (Y/601/0109)



Unit summary				
The aim of this unit is to develop the learners' knowledge and understanding of types of learning experiences, which could be shared with children, and the importance of these experiences to promote learning.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	4 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how children learn	1.1 Identify ways that children can learn
	1.2 Outline ways that children use their senses to find out about the world
	1.3 State the importance of investigation for children's learning
2. Know how to use stories and rhymes with young children	2.1 Identify stories and rhymes for children 0-5 years 11 months
	2.2 Identify sensory aids to support children's enjoyment of stories
	2.3 State ways to encourage children to take part in stories or rhymes
3. Understand that the natural world can support children's learning	3.1 Identify objects of interest from the natural world
	3.2 List natural environments which may be used to extend children's experiences
	3.3 Give an example of how outdoor experiences can develop children's curiosity
4. Know how the local community can be used to broaden children's experiences	4.1 List local organisations, services or people that can provide experiences for children
	4.2 State the benefits of finding out about the local community for children
	4.3 Give examples of ways that local organisations, services or people working in the community can broaden children's experiences

Delivery and assessment guidance
The learner will study the different ways in which children learn and how they use all their senses in order to learn about the world in which they live. Children learn through play, through experimenting and having fun. This unit will introduce the learner to the idea that children are learning all the time. They learn at home, in a childcare setting, indoors and outdoors and when they explore their local community. The learner will explore learning opportunities for children in all of those places. The assessment for this unit covers all children but AC2.1, AC2.2 and AC2.3 specifically refers to children from birth to 5 years 11 months of age. The other AC have specific requirements and the learner must ensure that they check their answers meet all the requirements as they must satisfy all of the AC to achieve a pass grade. Guidance for developing unit assessment arrangements AC1.1 More than one.



Delivery and assessment guidance

AC1.2 Include four senses.

AC2.1 A minimum of three appropriate stories and three rhymes with specific age identified.

AC3.1 A minimum of four objects.

AC4.3. A minimum of three examples.



CFC 14 Growth and development of young children (F/601/3408)



Unit summary				
This unit focuses on the stages and influences on growth and development of children from birth to 5 years 11 months, enabling learners to develop their knowledge of the adults' role to support and promote growth and development.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about factors which influence growth and development of children from birth to 5 years 11 months	1.1 Outline the patterns and stages of growth for children from birth to 5 years 11 months
	1.2 Identify factors which influence growth and development from birth to 5 years 11 months
	1.3 Outline the importance of diet and exercise for children's growth and development
2. Know how to support growth and development of children	2.1 Identify activities which promote children's physical development
	2.2 Outline ways to help children to develop communication and language skills
	2.3 Describe ways to encourage children to play socially

Delivery and assessment guidance
The learner will learn how babies grow and mature. They will study babies and young children from birth to 5 years 11 months. They will discover that there are various factors that can have an effect on a young child's development, some of these factors we can influence (environmental factors/nurture) and some we can't (genetic factors/nature). The learner will have the opportunity to discuss and plan ways in which they can support children's development so that they have the best possible start in life. Guidance for developing unit assessment arrangements AC1.2 A minimum of four factors. AC2.1 A minimum of three activities.



CFC 15 Human growth and development (A/601/3407)



Unit summary				
This unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore factors and events in individuals' lives which may affect their growth and development.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about human growth and development	1.1 Identify the main stages of growth and development across the human lifespan
	1.2 Outline what is meant by physical, intellectual, emotional and social development
2. Know factors which affect human growth and development	2.1 Identify factors which may affect physical growth and development
	2.2 Outline circumstances or life events which may affect an individual's emotional and social wellbeing

Delivery and assessment guidance
The learner will learn that growth and development take place over a period of time from conception, then birth through life until death. They will learn about the different areas of development, and how each development area has an impact on the other. This unit introduces the learner to the various stages that a human being passes through on their journey through life. There are many different factors and events that have an impact on development; some affect physical development and the way we grow, whereas others might have more of an effect on our social and emotional development. The learner will have the opportunity to explore some of these factors. Guidance for developing unit assessment arrangements AC1.1. Identify the five main stages associated with ages/patterns of development throughout a person's lifetime. AC2.1 A minimum of three factors. AC2.2 A minimum of three circumstances or life events.



CFC 9 Respecting and valuing children (M/601/0116)



Unit summary				
The aim of this unit is to gain an understanding of respecting and valuing children and some knowledge of the organisations that support children's rights.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to respect and value children as individuals	1.1 List ways to value children as individuals 1.2 State reasons why children need to be respected as individuals
2. Understand ways to respect and value children	2.1 Identify ways to communicate with children to ensure that they feel valued 2.2 Outline behaviour that shows respect and value of children
3. Know that children have rights	3.1 List organisations that promote the rights of children

Delivery and assessment guidance
This unit is about respecting and valuing children and recognising that they have rights. The learner will learn about the different organisations that exist to promote the rights of children and will be asked to list some of them as part of their assessment. The learner will study and learn about why it is important to value and respect children and different ways in which adults can show that they value and respect them. In this unit the learner will learn about how to communicate with children in a way that ensures they feel valued.



CFC 10 Children's play and leisure activities in the community (T/601/0117)



Unit summary				
The aim of this unit is to develop learners' knowledge of the play and leisure facilities which exist in the local community and the benefits for children's development. Learners will find out about the role of adults to support children in play and leisure opportunities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about play and leisure activities for children in the local community	1.1 List organisations which provide play and leisure activities in the local community 1.2 Give examples of leisure and play activities for children in the local community
2. Know the benefits of play and leisure activities for children	2.1 State the ways that children's development is supported by play and leisure activities in the following areas: - physical - social and emotional - speech, language and communication.
3. Know the role of adults in supporting play and leisure activities in the community	3.1 Outline ways that adults support children in play and leisure activities 3.2 Identify factors which may prevent children from taking part in play and leisure activities in the community 3.3 Outline ways that adults include children with special educational needs or disabilities (SEND) in play and leisure activities

Delivery and assessment guidance
This unit is all about play and leisure activities and how important they are for children's development. The learner will explore different types of play and leisure activities that are available in their community including those that are aimed at children between the ages of four and 16 years of age. The learner will identify at least four organisations that provide those play/leisure opportunities. Part of their learning will be studying how the various play and leisure activities that they have identified support the different areas of children's development. The learner will learn about different ways in which adults can encourage children to play/take part in leisure activities and how they can support all children including those with SEND in play. Guidance for developing unit assessment arrangements AC1.1 A minimum of four organisations. AC1.2 A minimum of four examples to include indoor and outdoor activities. AC3.2 A minimum of four factors.



Delivery and assessment guidance

Information about play and leisure activities should include those appropriate for children four to 16 years.



CFC 16 Preparing for your next steps (L/601/0110)



Unit summary				
The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	4 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about personal career goals	1.1 Investigate potential career goals
	1.2 Describe next steps to achieve personal goals
	1.3 Identify barriers to achieving personal goals
2. Understand opportunities for training and work	2.1 Identify sources of information for training or employment
	2.2 List training opportunities
	2.3 Outline employment options
3. Know how to prepare for work or training	3.1 Outline personal skills
	3.2 Identify personal information for application forms or a CV
	3.3 Describe skills and knowledge required for identified career path
4. Know about the recruitment process	4.1 Identify the steps to recruitment
	4.2 Describe the importance of personal preparation for interview

Delivery and assessment guidance
This unit provides learners with the opportunity of researching and planning for the next phase of their life. This might be accessing further training, moving on in education or into employment. The learner will be able to learn about different options suitable for their own unique talents and skills. Preparing for their next steps will enable them to gain experience and knowledge that they will be able to use when they plan for their future career. Guidance for developing unit assessment arrangements AC2.2 A minimum of two training opportunities. AC3.1 A minimum of three skills.



CFC 17 Supporting babies to play (J/601/3409)



Unit summary				
The aim of this unit is to help learners gain understanding of development areas and learn about the adult's role in supporting babies to play.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how babies' development is supported by play	1.1 State ways that babies' development is supported by play in the following areas: • physical • social and emotional • intellectual and language. 1.2 Give examples of how the individual needs of babies can be supported through play
2. Know about play activities for babies	2.1 Identify benefits of play activities for children in the following ages: • babies from birth to 3 months • babies from 4 months to 7 months • babies from 8 months to 11 months • babies from 12 months to 15 months.
3. Know the role of the adult in providing play for babies	3.1 Identify the adult's role in ensuring that babies can play safely 3.2 Give examples of how adults encourage babies to play

Delivery and assessment guidance
The learner will study the importance of play and the adult's role in play for babies between the ages of birth to 15 months. They will learn how play can support all areas of a baby's development. Babies have individual needs and their play should be tailored to their needs. The learner will learn how the individual needs of babies can be supported through play. The learner will have the opportunity to research different play activities and the various resources needed to support play for babies from birth to 15 months. It is important for the learner to choose suitable activities for the baby's age and stage of development.



CFC 21 Science activities for young children (D/602/2388)



Unit summary				
The aim of this unit is to enable the learner to gain an understanding of science activities for young children.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know science activities suitable for young children	1.1 List science activities suitable for children aged: • 18 months to 2 years • 3 years to 5 years 11 months. 1.2 Describe a science activity for each age range
2. Know how to set up science activities to support the young child's learning	2.1 List the resources needed to carry out the science activity for each age range 2.2 Identify the possible health and safety risks for the listed science activities 2.3 Identify the support a child may need when carrying out the science activities previously listed
3. Know the learning which young children can gain from science activities	3.1 Identify what would be the expected learning for the child in each activity listed

Delivery and assessment guidance
From the moment a child is born they begin to learn by exploring their environment. This unit will help learners to identify naturally occurring activities which relate to aspects of science and development. Through learning about these activities, the learner will learn about the value of science activities for young children. It will help to develop their understanding that learning science can be fun. The learner will learn how to safely support children and extend their learning through exploration of science activities. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months.



CFC 22 Technology activities for young children (R/602/2386)



Unit summary				
The aim of this unit is to enable the learner to gain an understanding of technology activities for young children.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know technology toys or activities for young children	1.1 List technology toys or activities suitable for the following aged children: • babies under 12 months • young children 1 to 2 years • young children 3 to 5 years 11 months.
	1.2 Identify the benefits for the child for an activity in each age range listed
2. Know how technology toys or activities support children's learning and development	2.1 List the expected learning for the young child from technology toys or activities listed for each age range
	2.2 Identify how technology toys and activities support the following development in the young child: • physical • intellectual • language.

Delivery and assessment guidance
Technology forms a major part of life today. Children are able to benefit from technology activities from infancy. The stimulation these activities give, supports children's skills development. This unit will help learners to identify the benefits of technology activities for the young child. It will give them an understanding of these benefits in relation to the child's age and/or development stage. Through learning the learner will find out about the value of technology activities for young children. It will also help to develop their understanding of the expected learning for the child from specific activities. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months. Technology activities can be electronic toys, mechanical or computer activities.



CFC 23 Musical activities for young children (D/602/2391)



Unit summary				
The aim of this unit is to enable the learner to gain an understanding of musical activities for young children.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the benefits of musical activities for young children	1.1 List musical activities suitable for the following aged children: • babies under 6 months • young children 1 to 2 years • young children 3 to 5 years 11 months. 1.2 Identify the benefits for the child for each activity listed
2. Know how to make musical activities or musical games for young children	2.1 Describe how to make a musical activity or musical game for young children 2.2 Identify the value to young children of chosen musical activity or musical game 2.3 Identify the learning that could take place for young children taking part in chosen musical activity or musical game

Delivery and assessment guidance
Musical activities can come from a wide range of sources. It may be by using the voice, shaking or beating a whole range of different objects or using recorded music to support games and creative ways for children to express themselves. Parts of the body can also be used to create different sounds and different rhythms. This unit will help learners to learn about many fun ways of using music to stimulate a child's senses and how and what children can learn through musical activities. It will also help the learner to develop an understanding of activities that are suitable for a child's age or their stage of development. The learner will also have the opportunity to discover how to make musical games or activities which are fun for the child and valuable for their development. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months.



CFC 24 Practical health and safety when with young children (H/602/2389)



Unit summary				
The aim of this unit is to enable the learner to gain an understanding of health and safety requirements when with a young child.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about health and safety guidelines and instructions	1.1 Identify health and safety guidance, symbols or instructions on young children's equipment and toys
	1.2 Identify health and safety instructions on cleaning materials which may be found in a house
	1.3 Identify health and safety rules, guidelines or instructions when taking children out: - into the street - to the park.
2. Know about health and safety equipment which helps to keep children safe	2.1 List potential hazards to young children in the home
	2.2 Identify safety features to ensure young children stay safe in the home
	2.3 Identify safety equipment or controls which help to keep young children safe: - when going out for a walk - when in a car - when in a children's playground.
3. Know about fire safety when with young children	3.1 List fire safety equipment that is recommended to be in a house
	3.2 List possible fire hazards to young children and adults in a house
	3.3 Identify own action to maintain a young child's safety if there was a fire in the house

Delivery and assessment guidance
Ensuring that the child or children that the learner is with are kept healthy and safe is important. This unit will introduce the learner to a number of aspects of this topic. In this unit the learner will look at different aspects of daily life and gain an understanding of how to keep young children safe using the advice that is made available to us. Following simple instructions or using safety equipment can be vital in the safe care of young children. The learner will learn about both hazards and safety features and different ways to make sure that young children are safe in different situations. The learning from this unit will support the learner's own safety as well as when they are with young children.



Delivery and assessment guidance

Guidance for developing unit assessment arrangements

A young child is defined as from birth to the age of 5 years and 11 months.



CFC 25 Finding out about Forest Schools (J/602/2384)



Unit summary				
The aim of this unit is to enable the learner to gain an understanding of how children learn in a Forest School.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about Forest Schools	1.1 Identify the main features of Forest Schools
2. Know how to choose an outdoor learning environment	2.1 List different types of outdoor environments where children can explore
	2.2 Describe one chosen outdoor environment where children could learn
	2.3 Identify safety issues for children in the chosen environment
3. Know how to use the outdoor environment to support learning	3.1 Describe a project that children can carry out in the chosen outdoor environment
	3.2 List learning that could take place in chosen outdoor environment
	3.3 List skills that children could develop in chosen outdoor environment
4. Know the benefits of outdoor learning	4.1 List benefits to children of learning in the outdoor environment

Delivery and assessment guidance
The term Forest Schools may be new to the learner. This is a type of school that supports children's learning outside of a formal classroom. This way of learning is becoming very popular when supporting children's learning in the natural environment. The learner will have the opportunity to find out about the main features of a Forest School. Also look at different types of outdoor places where children can explore and learn. Health and safety is very important and this unit will help the learner understand some of these issues. The learner will also learn about the benefits of learning in the outdoor environment and how these support children's learning.



CFC 26 Craft activities for young children (M/602/2900)



Unit summary				
The aim of this unit is to enable the learner to gain an understanding of craft activities for young children.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the benefits of craft activities for young children	1.1 List craft activities suitable for the following aged children: - babies over 6 months - young children 1 to 2 years - young children 3 to 5 years 11 months.
	1.2 Describe a craft activity for each age range
	1.3 Identify the benefits for the young child for each activity described
2. Understand health and safety when providing craft activities for young children	2.1 List aspects of health and safety risks that need to be considered when providing craft activities for young children
	2.2 Identify how to deal with the health and safety risks listed in relation to craft activities
	2.3 Identify the support a young child may need when carrying out craft activities in relation to health and safety
3. Know the learning which young children can gain from craft activities	3.1 Identify what would be the expected learning for the child in each craft activity described

Delivery and assessment guidance
Craft activities support the all-round development of individual young children. This unit will give learners an opportunity to learn about how these activities benefit the child in supporting their skills and age or stage of development. The learner will learn about the risks involved for the young child in relation to health and safety and the things that they may need to put in place to make sure that they are kept safe. This learning will help them understand the possible learning that can take place for the young child from craft activities. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months.



CFC 27 Understanding learning and development through play (A/504/0211)



Unit summary				
This unit will consider the impact of play and activities within a positive environment with regard to learning and development.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the features of a positive learning environment	1.1 Identify features of a setting that contribute to a positive learning environment 1.2 State how these features might help children to learn through the use of play activities and strategies
2. Understand how play can help children's learning and development	2.1 Outline ways in which play can help children's learning in each of the following developmental areas: • physical • intellectual • language • emotional • social.
3. Understand how play activities can avoid stereotyping and discrimination	3.1 Give an example of stereotyping in play 3.2 Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination

Delivery and assessment guidance
Play is a very important part of early development and learning. The environment and a positive atmosphere help children to learn. This unit will give learners a chance to explore play, a range of materials, resources, and activities that will show them how to value children as individuals. This knowledge will help the learner to offer each child the things that they need to support their development through play in their early years.



TDA 2.2 Safeguarding the welfare of children and young people (K/601/3323)



Unit summary				
This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.				
This unit is only available for the Diploma.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2. Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses
	2.2 Describe the actions to take when children or young people are ill or injured
	2.3 Identify circumstances when children and young people might require urgent medical attention
	2.4 Describe the actions to take in response to emergency situations including: - fires - security incidents - missing children or young people.
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse
	3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying
	3.4 Describe the actions to take in response to concerns that a colleague may be: - failing to comply with safeguarding procedures - harming, abusing or bullying a child or young person.
	3.5 Describe the principles and boundaries of confidentiality and when to share information

Delivery and assessment guidance
The learner will look at the topic of safeguarding. It will include gaining knowledge about the law in relation to safeguarding and the policies and guidelines that help to implement this law.



Delivery and assessment guidance

The learner will learn about signs and symptoms of childhood illnesses and gain an understanding of when children or young people may require medical attention.

The learner will also learn about how to respond to concerns which may arise when they are with or working with children or young people.

This unit may help the learner in making their decision about their career or your next stage of study.

Evidence or concerns that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse.

Concerns about a colleague should recognise that those making the allegations (whistleblowers) and those subject to as yet unproven allegations have rights to protection.

Relationship to Occupational Standards

- STL3: Help to keep children safe (CCLD202)
- SWiS 2.1: Explore and respond to the needs of pupils
- introductory training materials:
 - role and context
 - ICT.



CFC 18 Investigating a vocational area (T/600/3250)



Unit summary				
This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to research a vocational area	1.1 Explain own reasons for interest in a specific vocational area
	1.2 Use relevant sources of information to research a vocational area, and explain what has been learned from each
	1.3 Describe three job roles associated with the vocational area
	1.4 Describe the skills, knowledge and personal qualities required to perform the job roles identified
	1.5 Explain how an individual might show that they meet the job specification for one of the job roles identified
2. Know how to develop the skills and knowledge for a chosen job role	2.1 Assess own current skills, knowledge and personal qualities relevant to the chosen job role
	2.2 Assess and prioritise areas for own development
	2.3 Prepare an action plan for developing skills and knowledge for the chosen job role

Delivery and assessment guidance
This unit is designed to enable the learner to research different jobs that you might choose to do within your chosen vocational area, for example childcare, social care or health. You will be able to discover the skills and knowledge that you would need to have in order to apply for those jobs.
For the assessment the learner will need to complete a skills and knowledge audit to enable them to write an action plan for developing the skills and knowledge for their chosen job role.



CFC 19 Self development (A/600/3735)



Unit summary				
This unit explores personal strengths and weaknesses and learning styles and how they influence career and education choices. It covers the identification of personal achievements and strengths in relation to skills and abilities, and the identification of personal goals. All of these are then mapped to available career opportunities and an action plan produced that incorporates goals, actions and a timetable.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Recognise the significance of own achievements and interests to own development	1.1 Describe at least two: • achievements and how they were achieved • interests and how they were pursued 1.2 Describe how each of the above has contributed to own development and current situation
2. Recognise own strengths and areas for further development	2.1 Describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training 2.2 Describe own areas for further development and explain why they need to be improved and how they could be improved 2.3 Match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice
3. Understand how a person's learning style influences career and education choices	3.1 Describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style
4. Be able to set personal goals and objectives	4.1 Identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities 4.2 Describe why the goals are relevant to own current situation and to available opportunities
5. Be able to make action plans to achieve personal goals	5.1 Produce an action plan which: • identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed) • incorporates a checklist of actions to be taken towards personal goals • timetables the actions to be undertaken.

Delivery and assessment guidance
This unit is designed to enable the learner to plan for their future career or learning goals. They will reflect on their achievements, investigate their strengths and acknowledge any possible areas of development. The learner will have the opportunity to explore different learning styles to discover which style suits them best; this will be useful when they investigate different career or learning pathways that are available to them. The learner will be able to match the entry requirements with their current achievements and skills. This will enable them to produce an action plan to help them achieve their goals within a realistic time frame.



HL1 Healthy living (F/502/0476)



Unit summary				
To introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of leading a healthy lifestyle	1.1 Describe the key elements of a healthy lifestyle
	1.2 Explain why a healthy lifestyle is important
2. Demonstrate how they contribute to own healthy lifestyle	2.1 Select and carry out activities which contribute to a healthy lifestyle
3. Review the activities undertaken to maintain a healthy lifestyle	3.1 Carry out a review of their activities
	3.2 Describe what went well and areas for improvement
	3.3 Describe how the activities have improved their lifestyle
	3.4 Suggest further activities which could contribute to a healthy lifestyle

Delivery and assessment guidance
Being healthy is much more than not being ill. The learner will learn about the benefits of living a healthy lifestyle. A healthy lifestyle includes their diet, their exercise routine, the way they use their leisure time, even how much sleep they get. In short, it is the way in which they choose to live their life. The learner will be given the opportunity to explore a range of activities that will contribute to living a healthy lifestyle and will carry out some of these as part of their assessment. Unit assessment guidance – provided by the sector AC1.1 Assessment of the key elements of a healthy lifestyle should be in relation to diet, personal hygiene, fitness, relationships, alcohol and drugs.



CFC 20 Healthy eating for families (R/601/0108)



Unit summary				
The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	4 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of a balanced diet	1.1 List the main food groups
	1.2 State what is meant by a balanced diet
	1.3 State the effects of a balanced diet on health
2. Know about good eating habits for families	2.1 Outline the importance of family mealtimes
	2.2 Describe ways to encourage children to eat healthily
	2.3 Identify a healthy meal for children
3. Know special food requirements for groups and individuals	3.1 Identify food restrictions for religious groups
	3.2 Outline special dietary requirements
	3.3 Identify food allergies
4. Know how to handle and store food safely	4.1 Give reasons for hand washing before food preparation
	4.2 State hazards of poor food storage and preparation
	4.3 Identify ways to prevent cross contamination of food

Delivery and assessment guidance
The learner will learn that all food is placed into groups which enable us to plan meals that, over a day, provide the correct amount of nutrients to meet our daily needs. This will provide us with a balanced diet. The learner will learn why it is so important to have a balanced diet and how eating healthily can help to prevent ill health. Not all people are able to eat the same foods; some are restricted by their faith, belief or customs and others by food allergies or disability. It is important for the learner to be aware of these restrictions so that they will know how to plan a balanced diet for people whatever their dietary restrictions are. Good hygiene is very important when working with, preparing, serving or eating food. The learner will learn about the various hazards relating to working with food and how to safeguard against them. Guidance for developing unit assessment arrangements AC1.1 Include the five main food groups. AC3.1 Include four religions. AC3.3 Minimum of three food allergies. AC4.2 Minimum of two hazards. AC4.3 Minimum of three ways to prevent cross contamination of food.



CFC 1 Confidence building for the young child through play (T/601/3406)



Unit summary				
The aim of this unit is to enable the learner to understand how play can build a child's confidence, self-esteem and communication skills.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 3	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the support a young child needs to gain confidence through play	1.1 List play activities that would help build a child's confidence 1.2 Outline the support that the child may need whilst gaining confidence in an activity
2. Know how to encourage a young child to express their feelings through play	2.1 Give an example of an activity that will support a child to express their feelings 2.2 Identify how interaction can help to build a child's self-esteem

Delivery and assessment guidance
This unit focuses on how play can help build children's confidence so that they feel valued and develop positive self-esteem. The learner will learn how becoming confident helps a young child to develop a positive self-esteem. The learner will explore ways in which adults can support young children in their play without dictating how the young child should play. Young children can participate in different activities and the learner will see how activities can be carried out to help them to express their feelings freely. The activities described for the assessment must be suitable for young children up to the age of 5 years 11 months. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months.



CFC 2 Listening to and talking with a young child (F/601/0119)



Unit summary				
The aim of this unit is to help the learner understand the importance of listening to and talking with a young child. It will also explore activities that will help develop a child's communication skills.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 3	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know skills for communicating with a young child	1.1 List ways an adult can be responsive when listening to a young child 1.2 Give an example of active listening
2. Understand activities that will develop a child's talking and listening skills	2.1 List activities for listening to and talking with a two-year-old child 2.2 Identify the role of the adult in these activities 2.3 Describe ways the child may join in with each activity listed in AC2.1

Delivery and assessment guidance
The learner will explore a range of communication skills by looking at verbal and non-verbal communication. This unit is all about communicating with young children under the age of five years 11 months so once the learner has demonstrated that they understand the importance of listening actively and talking clearly, they will begin to study how babies and young children communicate in different ways. The learner must be able to show how a child knows that an adult is listening to them. What does the adult need to do and say? There are lots of ways that they can help babies and young children develop effective communication skills. Part of this unit is exploring the activities that they could use with babies and with older children up to the age of 5 years 11 months. The activities they choose to list for their assessment must be suitable for a two-year-old child. Part of this unit is exploring the activities that could be used with babies and with older children up to the age of five years 11 months. The activities chosen for the assessment for LO2 must be suitable for a two-year-old child. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months.



Delivery and assessment guidance

Additional guidance

This unit is concerned with effective communication and learners should explore:

- language development and the role of the adult
- activities to stimulate language development
- verbal and non-verbal communication
- effective communication with young children-strategies to promote communication.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications 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.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which 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.



Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Set out the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



Section 4: support

Support materials

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

- Qualification Factsheet
- Internal Assessment Sample Tasks.

Other support materials

The resources and materials used in the delivery of these qualifications 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.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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: [Safeguarding children and protecting professionals in early years settings: online safety considerations \(Gov.uk\)](#).

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Appendix A: units

 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.

Group A optional units

	Unit number	Regulated unit number	Unit title	Unit type	Level	Credit	GLH
	CFC 13	Y/601/0109	Sharing learning experiences with children	VOC	1	4	36
	CFC 14	F/601/3408	Growth and development of young children	VOC	1	2	18
	CFC 15	A/601/3407	Human growth and development	VOC	1	2	18
	CFC 9	M/601/0116	Respecting and valuing children	VOC	1	2	18
	CFC 10	T/601/0117	Children's play and leisure activities in the community	VOC	1	3	27
	CFC 16	L/601/0110	Preparing for your next steps	VOC/PSD	1	4	36
	CFC 17	J/601/3409	Supporting babies to play	VOC/PSD	1	3	27
	CFC 21	D/602/2388	Science activities for young children	VOC	1	3	27
	CFC 22	R/602/2386	Technology activities for young children	VOC	1	2	18



	Unit number	Regulated unit number	Unit title	Unit type	Level	Credit	GLH
★	CFC 23	D/602/2391	Musical activities for young children	VOC	1	2	18
★	CFC 24	H/602/2389	Practical health and safety when with young children	VOC	1	3	27
★	CFC 25	J/602/2384	Finding out about Forest Schools	VOC	1	3	27
★	CFC 26	M/602/2900	Craft activities for young children	VOC	1	3	27
★	CFC 27	A/504/0211	Understanding learning and development through play	VOC	1	3	27
★	* TDA 2.2	K/601/3323	Safeguarding the welfare of children and young people	VOC	2	3	20
★	CFC 18	T/600/3250	Investigating a vocational area	PSD	2	2	16
★	CFC 19	A/600/3735	Self-development	PSD	2	3	24

* This unit is only available for the Diploma



Group B optional units

	Unit number	Regulated unit number	Unit title	Unit type	Level	Credit	GLH
★	HL 1	F/502/0476	Healthy living	PSD	1	2	20
★	CFC 20	R/601/0108	Healthy eating for families	PSD	1	4	36
★	CFC 1	T/601/3406	Confidence building for the young child through play	VOC	EL3	3	30
★	CFC 2	F/601/0119	Listening to and talking with a young child	VOC	EL3	3	30

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



Change history record

Version	Publication date	Description of change
v13.1	April 2019	Safeguarding guidance added.
v13.2	May 2019	Removed statement about equivalent unit R/500/5531 - Understanding play for learning. This unit was removed in 2012 and was replaced by the equivalent unit A/504/0211 – Understanding learning and development through play.
v14.0	August 2019	Amends throughout document in Sections 1, 2 and 3. Key changes: • updating any reference of children aged up to 5 years to 5 years 11 months • adding a note to reference to EAL: English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one • amendments to legislation references and guidance, including progression, in order to provide up to date information. Included with these updates are minor grammatical amends to the LO/ACs of units: CFC 1, CFC 13, CFC 14, CFC 18, CFC 21, CFC 22, CFC23 AND CFC 26. And to the 'Your learning' section for units: CFC 2, CFC 9, CFC 10, CFC 14, CFC 15, CFC 21, CFC 24, CFC 26 AND CFC 27.
v14.1	February 2020	Resources section added.
v14.2	October 2026	CFC 2: Listening to and talking with a young child (F/601/0119) – wording of AC2.3 has been amended. CFC 9: Respecting and valuing children (M/601/0116) – the verb descriptor for AC1.1 has been updated to 'list'. CFC 10: Children's play and leisure activities in the community (T/601/0117) – terminology has been updated in the third bullet point of AC2.1, and in AC3.3. CFC 17: Supporting babies to play (J/601/3409) – wording of AC2.1 has been amended and AC2.2 has been removed. These qualifications have been updated into our most up to date template.