



# Qualification Specification



## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Award in Working with Babies and Young Children Under 2 Years</b>
<b>Ofqual qualification number (QN)</b>	610/5193/7
<b>Guided learning hours (GLH)</b>	40
<b>Total qualification time (TQT)</b>	60
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to explore the statutory requirements of the early years framework, the early years foundation stage (EYFS) statutory framework, along with non-statutory guidance, Development Matters and Birth to 5 Matters.</p> <p>This qualification has been developed to engage practitioners in specialist training when caring for babies and young children under 2 years, as identified in the statutory requirements. An early years setting refers to any professional care provided for babies and young children under 2 years.</p> <p>This qualification is not full and relevant. It is a professional development unit of study to improve professional skills for practitioners working or volunteering with babies and young children under 2 years.</p> <p>This qualification includes both knowledge and skills.</p>
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	This qualification is internally assessed and externally quality assured via a portfolio of evidence.
<b>Work/industry placement experience</b>	<p>The learner must be either employed in an early years practitioner role or in a volunteering role in an early years setting to be able to meet the assessment requirements of this qualification.</p> <p>An early years setting refers to any professional care provided for babies and young children under 2 years.</p>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/5193/7.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



## Contents

<b>Qualification summary</b>	<b>2</b>
<b>Section 1: introduction</b>	<b>4</b>
Aims and objectives	4
Support Handbook	4
Guidance for entry and registration	4
Achieving this qualification	4
Age range covered by the qualification	5
Progression to higher-level studies	5
Resource requirements	5
Work/industry placement experience	5
How the qualification is assessed	5
Internal assessment	6
<b>Section 2: unit content and assessment guidance</b>	<b>7</b>
Unit 01 Working with babies and young children under 2 years in adherence with statutory requirements (A/651/4434)	8
NCFE assessment strategy	13
<b>Section 3: explanation of terms</b>	<b>14</b>
<b>Section 4: support</b>	<b>16</b>
Support materials	16
Useful websites	16
Additional useful resources	17
Other support materials	17
Reproduction of this document	17
<b>Contact us</b>	<b>18</b>
<b>Appendix A: units</b>	<b>19</b>
Mandatory units	19
<b>Change history record</b>	<b>20</b>



## Section 1: introduction

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

### Aims and objectives

This qualification aims to:

- focus on the study of working with babies and young children under 2 years in an early years setting
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to develop practical skills in relation to providing professional care for babies and young children under 2 years in an early years setting

The objectives of this qualification are to:

- focus on how the holistic care and educational needs of babies and young children under 2 years are met by practitioners
- improve ways of working in relation to Section 3 of the early years foundation stage (EYFS) statutory framework in relation to safeguarding and welfare requirements

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed as a continuing professional development (CPD) qualification for learners who are already working or volunteering in an early years-related role, working with babies and young children under 2 years.

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 **one** mandatory unit and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

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

### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve the **one** mandatory unit.



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

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

## **Age range covered by the qualification**

This qualification covers babies and young children between the ages of birth and 2 years.

## **Progression to higher-level studies**

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

## **Resource requirements**

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

## **Work/industry placement experience**

The learner must be employed as an early years practitioner or be a volunteer working with babies and young children under 2 years in an early years setting to be able to meet the assessment requirements of this qualification.

## **How the qualification is assessed**

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

Learners must be successful in this component to gain the NCFE CACHE Level 3 Award in Working with Babies and Young Children Under 2 Years (610/5193/7).



Unless otherwise stated 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 to demonstrate achievement of all the LOs associated with the unit. On completion of the 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 the unit are provided in section 2.

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

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

Assessment guidance is provided for the unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

This qualification is a competence-based qualification (CBQ).

A CBQ must be assessed in the workplace in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualification page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each LO.

The assessment methods for the skills-based AC could include:

- direct observation of learner in work placement/employment (it is essential to include observations)
- professional discussions
- reflective accounts
- expert witness testimony (EWT) (must be accompanied by professional discussion to triangulate the evidence)
- work products, for example, policies, reports and records that can be used to underpin or move a professional discussion forward

Skills-based LOs must be achieved in accordance with assessment principles, they are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice.

This qualification must be assessed in line with the assessment principles for early years educator (EYE) qualifications, which can be found in section 2 of this Qualification Specification.



## Section 2: unit content and assessment guidance

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

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

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





## Unit 01 Working with babies and young children under 2 years in adherence with statutory requirements (A/651/4434)

Unit summary			
Learners will focus on how the holistic care and educational needs of babies and young children under 2 years are met by practitioners. Section 3 of the early years foundation stage (EYFS) statutory framework, safeguarding and welfare requirements will be considered and own practice evaluated for improved ways of working.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>40 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand individual needs of babies and young children under 2 years	1.1 Summarise the requirements of <b>Section 3 in the early years foundation stage (EYFS)</b> statutory framework
	1.2 Summarise key milestones across <b>holistic development</b> in babies and young children under 2 years, in an early years setting
	1.3 Explain potential effects of pre-conceptual, pre-birth and birth experiences on child development and how this may impact individual needs
	1.4 Explain the importance of working in <b>partnership with others</b> to meet the individual needs of babies and young children under 2 years
	1.5 Describe the role of the early years practitioner when <b>advocating</b> for babies and young children under 2 years
2. Be able to adhere to the care requirements of the early years foundation stage (EYFS) statutory framework to meet the individual needs of babies and young children under 2 years	2.1 Provide <b>physical care</b> , valuing and respecting individual babies and young children under 2 years in an early years setting
	2.2 Provide a <b>dynamic environment</b> for quality interactions with babies and young children under 2 years in an early years setting
	2.3 Provide <b>food and drink requirements</b> to meet the needs of babies and young children under 2 years in an early years setting
	2.4 Use examples from own practice to explain the importance of physical activity for holistic development in <b>babies</b> and young children under 2 years
	2.5 Analyse attachment for babies and young children under 2 years, making reference to theory and the key person approach
3. Be able to establish and maintain warm, responsive relationships with babies and young children under 2 years	3.1 Explain how babies and young children under 2 years may express feelings, preferences and needs in an early years setting
	3.2 Provide <b>responsive care</b> for babies and young children under 2 years in an early years setting
4. Be able to support the development and learning of babies and young children under 2 years	4.1 Explain the impact of evidence-based research to own practice in supporting the development of babies and young children under 2 years in an early years setting
	4.2 Provide a responsive, enabling and inclusive environment for babies and young children under 2 years in an early years setting





Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.3 Demonstrate how individual needs of babies and young children under 2 years are met in own practice, making reference to <b>schematic development</b>
	4.4 Evaluate <b>experiences and opportunities</b> for development and learning for babies and young children under 2 years in an early years setting
	4.5 Analyse how communication and language is promoted with babies and young children under 2 years in own practice
	4.6 Share best practice when caring for babies and young children under 2 years with <b>others</b>

Range
<p><b>1. Understand individual needs of babies and young children under 2 years in an early years setting</b></p> <p><b>1.1 Section 3 in the early years foundation stage (EYFS) statutory framework</b></p> <p>Learners must consider the whole of section 3 in the early years foundation stage (EYFS) statutory framework. All subsections are relevant and must include:</p> <ul style="list-style-type: none"> <li>• safeguarding policies and procedures</li> <li>• concerns about children's safety and welfare</li> <li>• suitable people</li> <li>• disqualification</li> <li>• qualifications, training, support and skills</li> <li>• key person</li> <li>• staff: child ratios</li> <li>• health</li> <li>• food and drink</li> <li>• sleep safety</li> <li>• supervision</li> <li>• paediatric first aid</li> <li>• behaviour</li> <li>• special educational needs and disabilities (SEND)</li> <li>• safety of the physical environment</li> <li>• risk assessment</li> <li>• Ofsted notifications</li> </ul> <p><b>1.2 Holistic development</b></p> <p>The learner must know about the non-statutory guidance in relation to holistic development, including Development Matters and Birth to 5 Matters. The learner must also know about holistic development in babies and young children from birth to 2 years in the following areas:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• social and emotional</li> <li>• cognitive</li> <li>• communication and language</li> <li>• neurological</li> </ul>



Range
<p><b>1.4 Partnership with others</b></p> <p>The learner must explore the significance of partnership work for best outcomes for babies and young children under 2 years, including:</p> <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• other professionals and colleagues</li> <li>• effective, sensitive communication, appreciating that these may be challenging</li> <li>• accurate information sharing in line with policy</li> <li>• coherent record keeping</li> </ul> <p><b>1.5 Advocating</b></p> <p>Advocating is representing the voice of the child to ensure their needs and best outcomes are met.</p>
<p><b>2. Be able to adhere to the care requirements of the early years foundation stage (EYFS) statutory framework to meet the individual needs of babies and young children under 2 years</b></p>
<p><b>2.1 Physical care</b></p> <p>The learner will need to demonstrate the following key areas:</p> <ul style="list-style-type: none"> <li>• toileting needs: <ul style="list-style-type: none"> <li>○ nappy training</li> <li>○ potty training</li> </ul> </li> <li>• oral health</li> <li>• rest and sleep</li> <li>• physical activity</li> <li>• nutrition and hydration</li> </ul> <p><b>2.2 Dynamic environment</b></p> <p>A dynamic environment is one which evolves to meet the changing needs of babies and young children under 2 years.</p> <p><b>2.3 Food and drink requirements</b></p> <ul style="list-style-type: none"> <li>• food and drink, including how to refer to guidance for food safety (plan, preparation and supervision of children when eating), balanced meal provision guidance, including formula feed; starting solid food; cultural; medical and food preferences; allergies and intolerance</li> <li>• social opportunities at mealtimes</li> <li>• information sharing with parents and carers</li> </ul> <p><b>2.4 Babies</b></p> <ul style="list-style-type: none"> <li>• mobile babies</li> <li>• non-mobile babies</li> </ul>



Range
<p><b>3. Be able to establish and maintain warm, responsive relationships with babies and young children under 2 years in an early years setting</b></p>
<p><b>3.2 Responsive care</b></p> <p>Learners must be able to demonstrate effective and efficient responses to meet the care and developmental needs of the babies and young children under 2 years they are caring for. The learner will be able to give examples of responsive care, including verbal and non-verbal cues.</p>
<p><b>4. Be able to support the development and learning of babies and young children under 2 years</b></p>
<p><b>4.3 Schematic development</b></p> <p>Learners must be confident in their understanding, recognition and practice of schematic development in babies and young children under 2 years, including:</p> <ul style="list-style-type: none"> <li>• trajectory: <ul style="list-style-type: none"> <li>○ creating lines in space by climbing up and jumping down</li> <li>○ dropping items from up high</li> </ul> </li> <li>• positioning: <ul style="list-style-type: none"> <li>○ lining items up and putting them in groups</li> </ul> </li> <li>• enveloping: <ul style="list-style-type: none"> <li>○ covering themselves or objects completely</li> <li>○ wrapping items up or placing them in containers</li> </ul> </li> <li>• rotating: <ul style="list-style-type: none"> <li>○ enjoys spinning items around and around</li> <li>○ likes to run around in circles or being swung round</li> </ul> </li> <li>• enclosing: <ul style="list-style-type: none"> <li>○ adding boundaries to play areas – for example, fences around animals</li> <li>○ adding borders to pictures</li> </ul> </li> <li>• transporting: <ul style="list-style-type: none"> <li>○ carrying or moving items from one place to another</li> <li>○ carrying items in containers or bags</li> </ul> </li> <li>• connecting: <ul style="list-style-type: none"> <li>○ setting out and dismantling tracks</li> <li>○ constructing</li> <li>○ joining items together with tape or glue</li> </ul> </li> <li>• transforming: <ul style="list-style-type: none"> <li>○ exploring the changing states of materials; transforming them from a solid to liquid state and back again</li> </ul> </li> <li>• orienteering: <ul style="list-style-type: none"> <li>○ an interest in positioning themselves or objects in different places or positions – for example, upside down or on their side</li> </ul> </li> </ul>
<p><b>4.4 Experiences and opportunities</b></p> <ul style="list-style-type: none"> <li>• indoor experiences and opportunities</li> <li>• outdoor experiences and opportunities</li> </ul>



### Range

#### 4.6 Others

To include:

- colleagues
- volunteers
- students
- parents/carers

### Delivery and assessment guidance

All skills-based LOs evidence (LOs 2, 3 and 4) must be based on the learner's experience in the workplace, in line with the early years educator (EYE) assessment principles. Simulation is not permitted.

A range of assessment methods can be used for this unit. Skills-based LOs must be assessed using one of the following methods:

- observation
- professional discussion
- reflection
- expert witness testimony (EWT)

EWT must be accompanied by a professional discussion.



## NCFE assessment strategy

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

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

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

For adult care, early years, childcare and health qualifications, the centre must use the further information relating to assessment principles, which can be found within the mandatory Support Handbook.



## Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Analyse</b>	Break down the subject 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.
<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Create</b>	Make or produce an artefact as required.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.



<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.
<b>Test</b>	Complete a series of checks utilising a set procedure.





## Section 4: support

### Support materials

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

- Qualification Factsheet

### Useful websites

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

- [Development Matters](#)
- [Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage](#)
- [Help for early years providers](#)
- [Early years child development training](#)
- [Promoting voice and inclusion: Birth to 5 Matters](#)
- [First 1001 Days Movement](#)
- [Safer sleep for babies, Support for families: The Lullaby Trust](#)
- [Oral health](#)
- [Feeding Babies at Nursery](#)
- [How to make up baby formula](#)
- [What is weaning?](#)
- [Babies' Rights – Bristol Early Years Teaching Hub](#)
- [Webinar: Babies' Rights – In Conversation](#)
- [Food safety](#)
- [Nurturing Babies' Physical Development With the Pikler Approach](#)
- [Overview: Understand why physical development is important to early years children](#)
- [UK Physical Activity Guidelines for Early Years \(non-walkers\)](#)
- [Attachment and role of the key person](#)
- [Professional love in early years settings – A Report of the Summary of Findings](#)
- [Serve and return](#)
- [Respectful care in Early Years – Exploring the Pikler Approach to nappy changing](#)
- [A guide to neurodiversity in the early years](#)
- [What happens in the baby room? Supporting educators who work with under-twos](#)
- [Schemas: Learning through play](#)
- [Schemas](#)

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



## Additional useful resources

Centres may find the following additional resources helpful with the delivery of this qualification:

- Clark, A (2023) 'Slow Knowledge and the Unhurried Child: Time for Slow Pedagogies in Early Childhood Education'. Routledge
- Goouch, K and Powell, S (2013) 'The Baby Room'. Open University Press
- Page, J, Clare, A and Nutbrown, C (2013) 'Working with Babies and Children from Birth to Three'. Second Edition. Sage Publications Ltd
- Nutbrown, C (2011) 'Threads of Thinking: Schemas and Young Children's Learning'. Fourth Edition. Sage Publications Ltd
- Garboden Murray, C (2021) 'Illuminating Care: The Pedagogy and Practice of Care in Early Childhood Communities'. Exchange Press
- Connell, G and McCarthy, C (2013) 'A Moving Child is a Learning Child: How the Body Teaches the Brain to Think (Birth to Age 7)'. Free Spirit Professional®
- Grimmer, T (2021) 'Developing a Loving Pedagogy in the Early Years: How Love Fits with Professional Practice'. Routledge
- Dr Zeedyk, S (2020) 'Sabre Tooth Tigers and Teddy Bears: The connected baby guide to attachment'. Second Edition. Connected Baby Ltd
- Elfer, P, Goldschmied E, Selleck, D (2012) 'Key Persons in the Early Years: Building relationships for quality provision in early years settings and primary schools'. Second Edition. Routledge
- Murray, L (2014) 'The psychology of babies: How relationships support development from birth to two'. Hachette
- Gerhardt, S. (2014) 'Why love matters: How affection shapes a baby's brain'. Second Edition. Routledge
- Miller, L (2004) 'Understanding your 2-year-old', Jessica Kingsley Publishers

## Other support materials

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

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

## Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
  - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
  - this includes the use of any image or part of an image in individual or group projects and assessment materials
  - all images have a signed model release.



## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2025. All rights reserved worldwide.**

Version 1.1 March 2025

Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.


All the material in this publication is protected by copyright.

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



## Appendix A: units

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

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

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/651/4434	Working with babies and young children under 2 years in adherence with statutory requirements	3	40



## Change history record

Version	Publication date	Description of change
v1.0	January 2025	First publication
v1.1	March 2025	Minor amendments to wording/capitalisation and draft statement removed.