



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Entry Level Award in Caring for a Child/Children (Entry 3)		
Ofqual qualification number (QN)	500/9354/X		
Guided learning hours (GLH)	85		
Total qualification time (TQT)	90		
Credit value	9	Minimum credits at/above Level	6
Nested suite	This qualification is part of a nested suite, including the following qualification: NCFE CACHE Entry Level Certificate in Caring for a Child/Children (Entry 3) (500/9353/8)		
Minimum age	14		
Qualification purpose	This qualification is designed to stimulate interest and encourage a learner's understanding of the skills needed to care for a baby or young child. It is aimed at young people or adults needing to develop life skills. The qualification is also suitable for parents who wish to develop parenting and life skills, including those with special educational needs and disabilities (SEND) or those who have English as 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 500/9354/X		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		



Qualification title	NCFE CACHE Entry Level Certificate in Caring for a Child/Children (Entry 3)		
Ofqual qualification number (QN)	500/9353/8		
Guided learning hours (GLH)	175		
Total qualification time (TQT)	180		
Credit value	18	Minimum credits at/above Level	15
Nested suite	This qualification is part of a nested suite, including the following qualification: NCFE CACHE Entry Level Award in Caring for a Child/Children (Entry 3) 500/9354/X		
Minimum age	14		
Qualification purpose	This qualification is designed to stimulate interest and encourage a learner's understanding of the skills needed to care for a baby or young child. The Certificate builds on the knowledge gained from the Award. The qualification is also suitable for parents who wish to develop parenting skills and life skills, including those with special educational needs or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	Work/industry placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 500/9353/8		
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 the study of the underpinning knowledge required when caring for children in a range of early years settings
- offer breadth and depth of study, incorporating a key core of knowledge.

The objective of these qualifications is to:

- provide learners with the underpinning knowledge and understanding required to care for a child/children, supporting learner progression within the childcare and early years sector.

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 aged 14 and above who wish to develop basic knowledge in caring for a child/children.

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 9 credits for the Award. 5 or more credits must be achieved at Entry Level 3 or Level 1 (Group A). A further 4 credits must be achieved from Group A and/or Group B.

Certificate

Learners must achieve a minimum of 18 credits for the Certificate. 10 or more credits must be achieved at Entry Level 3 or Level 1 (Group A). A further 8 credits must be achieved from Group A and/or Group B.

Age range covered by these qualifications

These qualifications cover children from birth to 16 years (individual units may have specific guidance for example, 'young child' is defined as birth to 5 years and 11 months).

Progression

Learners who achieve these qualifications could progress to the following:

- further education:
 - Level 1 childcare and Education qualifications
 - Level 2 Early Years qualifications
 - Level 2 apprenticeship qualifications.

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 the 13 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 13 units and provide opportunities for stretch and challenge. For further information about contextualising the task/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 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 with a 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

Delivery and assessment guidance
The learner will explore a range of communication skills, 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. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months. 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 learning outcome 2 must be suitable for a two-year-old child. 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.



CFC 3: Providing a safe and hygienic environment for a young child (J/601/0123)



Unit summary				
The aim of this unit is to introduce the learner to the importance of providing a safe and hygienic environment for a young child.				
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 importance of personal hygiene	1.1 Outline daily personal hygiene activities for carer and young child 1.2 State why personal hygiene is important in the care of a young child
2. Know about signs of ill health in a young child	2.1 Identify common signs of ill health in a young child 2.2 Give examples of how to respond to signs of ill health in a young child
3. Know about keeping a young child safe in the home	3.1 Identify possible hazards to a young child in the home 3.2 Give examples of how to prevent accidents to a young child in the home

Delivery and assessment guidance
The learner will learn about why it is important to practice good personal hygiene themselves and how to teach young children hygiene activities so that they are able to develop a healthy daily routine. The learner will learn about common childhood illnesses so that they will be able to identify when a child is unwell and know how to respond and care for them. Guidance for developing unit assessment arrangements A young child is defined as from birth to the age of 5 years and 11 months.



CFC 4: Routines for a young child (Y/601/0126)



Unit summary				
The aim of this unit is to make the learner aware of the value of a routine for a young child and provides an opportunity for the learner to explore aspects of daily activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 3	4 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of a routine in the care of a young child	1.1 Outline a daily routine for a young child aged one to two years 1.2 State the benefits to the young child in having a routine
2. Know about the need for a healthy diet for the young child	2.1 Give an example of a healthy diet for a young child aged two years
3. Know how to dress a young child for different weather	3.1 Give examples of different clothing and protection for a young child, aged one to two years, who is outside in the following types of weather: - a hot sunny day - a rainy day - a cold day - a windy day.
4. Know how to support a young child to restful sleep	4.1 Identify the requirements for the sleeping area for a young child aged two years 4.2 Describe how the following helps to prepare a young child aged one to two for bedtime: - bath time - personal hygiene - clothing and bedding - calming down activities.

Delivery and assessment guidance
The learner will learn about routines that make up a young child's day. They will explore the reasons why it is important for babies and young children to have routines and they will have the opportunity to plan a daily routine for a young child aged one to two years old. This unit teaches the learner the importance of providing a healthy balanced diet for young children. Young children rely on adults for all their care needs, to make sure they are clean, loved, well fed, get sufficient rest and sleep and are clothed appropriately for the weather. The task for this unit is to make sure that the learner has understood that they are able to plan for the child's needs.



CFC 5: Play and learning in the home (K/601/0129)



Unit summary				
The aim of this unit is to enable the learner to provide play activities in the home and understand the adult's role and responsibilities in supporting children's play.				
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 ways to provide play in the home for a young child	1.1 Identify home-based play opportunities that are appropriate for the following age ranges: • baby birth to six months • baby six months to one year • young child age one to two years • young child age two to three years • young child age four to five years.
2. Understand the role of the adult during play in the home	2.1 List ways the adult can support a young child's play in the home 2.2 Identify the responsibilities of the adult during a young child's play in the home

Delivery and assessment guidance
The learner will learn how babies and young children develop. At birth a baby is able to make movements with their arms and legs, cry and make noises, suck a bottle or breast, at this time they sleep for a lot of the time. Five-year-olds are able to move with control and coordination, run around, talk, brush their teeth, wash and eat by themselves. It is important for the learner to learn about the different stages of development so that they can understand why they need to provide different play opportunities for different ages. This will also help them to understand how the adult's role differs depending on the age of the child. This unit is about play in the home so the learner will learn about the roles and responsibilities of the adult before, during and after play in the home. This will include knowledge about how adults can support babies and young children while they play.



CFC 6: Responsibilities of new parents (F/601/3456)



Unit summary				
The aim of this unit is to help the learner understand some of the responsibilities of parenting. It will also highlight the care and support that is needed and available during pregnancy and the first weeks of a baby's life.				
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 about a baby's growth and development during pregnancy	1.1 State the stages from conception to birth
2. Understand the care required for a mum during pregnancy	2.1 Identify how a mum-to-be should care for herself before the birth of her baby
	2.2 List factors which could harm an unborn baby
3. Know the support available to new parents	3.1 List support that new parents may need during the first 12 weeks of a baby's life
	3.2 Identify where to obtain support for: - the new baby - the new mum - the new parents.

Delivery and assessment guidance
The learner will learn how a baby grows and develops in the mother's uterus, from the time she conceives to the time the baby is born, which is usually 40 weeks. A mother-to-be should take special care of herself during her pregnancy so that the baby can develop normally. The learner will learn about how she should care for herself during this time. There are several factors that can harm a baby while it is growing and developing inside the mother. The learner will learn about those factors and what harm can occur. Giving birth and having a new baby can be a stressful time for the new parents and some do not have relatives nearby to support them. The learner will learn what support a new parent may need during the first 12 weeks of the baby's life and what support is available in the community.



CFC 7: Eating healthily (T/601/0120)



Unit summary				
The aim of this unit is to enable the learner to gain knowledge of the main food groups and an understanding of how they make up a balanced diet.				
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 importance of eating healthily	1.1 List the main food groups
	1.2 Outline why it is important to eat food from each of the main food groups
2. Know about combining food to make up a balanced diet	2.1 List the foods which form a balanced diet for the following meals: • morning – breakfast • midday – main meal • evening – tea.

Delivery and assessment guidance
Learners will study and learn about the various nutrients that are found in the food we eat. The learner will learn what sort of foods make up the different food groups, and how many from each group we should eat during the day in order to have a balanced diet.
A balanced healthy diet is part of living a healthy lifestyle and there are aspects of this unit that will help the learning for the unit Healthy lifestyle (A/601/3455).



CFC 8: Contraception information (R/601/3459)



Unit summary				
The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses as well as any possible risks. It will also provide information on where to go for contraception advice and support.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 3	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about contraception	1.1 List methods of contraception
	1.2 Outline the strengths and weaknesses of each method of contraception listed
2. Know where to seek advice in relation to contraception	2.1 Identify where support on contraception can be obtained
	2.2 Give examples of professionals available to talk to individuals about contraception

Delivery and assessment guidance
The learner will learn about the various methods of contraception that people use today, how they work and the strengths and weaknesses of each method. This information will form part of their assessment for the unit. The learner should research where in their community they can go for advice and support about sexual issues and queries, which include questions about contraception. Health clinics and surgeries are staffed by various health care professionals, and they will learn about what they do and who can give the most appropriate advice about contraception.



IRRE 3: Individual rights and responsibilities (A/502/0458)



Unit summary				
To raise the learner's awareness of their rights and responsibilities as an individual.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 3	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand own individual rights and responsibilities	1.1 Describe an individual human right
	1.2 Identify sources of support or information about rights and responsibilities
	1.3 Describe a responsibility held by self
	1.4 Describe a responsibility to others

Delivery and assessment guidance
The learner will develop their understanding about human rights and the responsibilities that they as a citizen have in respect of those rights. One example might be that they have the right to an education, but then they have the responsibility of making the most of that education and working hard to achieve their potential. AC1.1 Learners to explore human rights and have an awareness of their own rights in different situations. AC1.3 Learners to list responsibilities that they hold in different situations by exploring expectations in school, college, at home and with peers/family. AC1.4 Learners should be able to consider the rights of others in each of the different situations.



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 sixteen 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. 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 4 to 16 years.



CFC 11: Healthy lifestyle (A/601/3455)



Unit summary				
This unit introduces the concept of lifestyle and its possible effects on health. Learners will reflect on their own or another's lifestyle, then consider the lifestyle choices available and plan for improvements to health.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 2	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the effects of lifestyle on health	1.1 Give examples of lifestyle choices 1.2 State ways that lifestyle can affect health
2. Be able to contribute to healthy lifestyle choices	2.1 Describe what an individual can do to contribute to a healthy lifestyle 2.2 List activities which will make an improvement to an individual's lifestyle

Delivery and assessment guidance
The learner will learn that good health is more than just not being ill, and that the way they choose to live their life will have an impact on their health. This unit is all about providing them with information relating to the different choices that people make in respect of how they choose to live their lives. The learner will learn about the good and bad effects that following a particular type of lifestyle can have on health. They will learn how to improve the state of a person's health by making sometimes quite minor changes to a daily or weekly routine. AC1.1. A minimum of two lifestyle choices for example, diet, drug use, sexual activity etc. AC1.2. A minimum of three ways, to include positive and/or negative effects. AC2.1. A minimum of three aspects of an individual's lifestyle. AC2.2. A minimum of three activities.



CFC 12: Peer mentoring (K/601/3452)



Unit summary				
This unit is an introduction to the role and skills required by a peer mentor. It provides a stepping stone for those who wish to find out more about mentoring or befriending.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 2	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to contribute to a peer mentoring session	1.1 Help to plan a peer mentoring session
	1.2 List the expected outcomes of the prepared peer mentoring plan
	1.3 Contribute to the mentoring session following the prepared mentoring plan
	1.4 Review the outcome of the peer mentoring session, stating what went well and what could have been improved

Delivery and assessment guidance
The learner will learn about the role of a peer mentor in their own educational setting. They will explore the qualities that a mentor needs in order to befriend or mentor their peers. The learner will be able to help plan and then contribute to a peer mentoring session. Following that session the learner must think about it and be able to state what they think went well during the session and what the session achieved. Following completion of this unit the learner might wish to find out more about mentoring and possibly becoming a mentor themselves. The tutor may be able to assist the learner with this.



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 **entry level** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Contribute to	Give ideas or opinions about the subject.
Demonstrate	Show an understanding of the subject.
Describe	Provide some details about the subject or item.
Explain	Provide some details about the subject with simple reasons showing how or why.
Give (an example of)	Provide a relevant example to support the subject.
Identify	List or name some of the main points.
Indicate	Point out or show.
Label	Give the correct name to identify the subject.
List	Make a list of words, sentences or comments.
Name	Give the correct words that identify the subject.
Order	Arrange in a logical way.
Plan	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
Respond to	Reply or answer in words.
Show	Produce evidence to demonstrate an understanding.
State	Give some of the main points in brief, clear sentences.



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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**** 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 each unit.

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

Group A optional units

	Unit number	Regulated unit number	Unit title	Unit type	Level	Credit	GLH
	CFC 1	T/601/3406	Confidence building for the young child through play	Vocational (VOC)	EL3	3	30
	CFC 2	F/601/0119	Listening to and talking with a young child	VOC	EL3	3	30
	CFC 3	J/601/0123	Providing a safe and hygienic environment for a young child	VOC	EL3	3	30
	CFC 4	Y/601/0126	Routines for a young child	VOC	EL3	4	40
	CFC 5	K/601/0129	Play and learning in the home	VOC	EL3	3	30
	CFC 6	F/601/3456	Responsibilities of new parents	VOC	EL3	3	30
	CFC 7	T/601/0120	Eating healthily	VOC/personal and social development (PSD)	EL3	3	30



Unit number	Regulated unit number	Unit title	Unit type	Level	Credit	GLH
CFC 8	R/601/3459	Contraception information	VOC/PSD	EL3	1	10
IRRE 3	A/502/0458	Individual rights and responsibilities	PSD	EL3	1	10
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

Group B optional units



Unit number	Regulated unit number	Unit title	Unit type	Level	Credit	GLH
CFC 11	A/601/3455	Healthy lifestyle	PSD	EL2	2	20
CFC 12	K/601/3452	Peer mentoring	PSD	EL2	1	10

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
v10.1	April 2019	Error! Reference source not found. added
v11.0	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 • addition of note for 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 reference 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 7, CFC 8, CFC 11 and IRRE 3. To the 'Your learning' section for units: CFC 2, CFC 9, CFC 10, CFC 11, CFC 12 and IRRE 3. To the Guidance for units: CFC 1 and CFC 2. And to the Unit aim for: CFC 8.
v11.1	November 2019	Update to Rules of Combination for the Award to include Level 1 units. Removal of section - Rules of progression from Entry 3 Award to Certificate. Resources section added – information regarding the wellbeing and safeguarding of learners.
v11.2	June 2022	Further information added to the qualification summary tables in the additional assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section of the qualification summary tables to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.
V11.3	October 2026	CFC 2: Listening to and talking with a young child (F/601/0119) – wording of AC2.3 has been amended. CFC 5: Play and learning in the home (K/601/0129) – additional bullet points have been added to AC1.1 to include the age ranges 2 to 3 years and 4 to 5 years.



Version	Publication date	Description of change
		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 12: Peer mentoring (K/601/3452) – AC1.4 has been reworded. These qualifications have been updated into our most up to date template.