

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Certificate in
Understanding Common Childhood Illnesses
QN: 603/3115/X**

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	April 2018	First publication
v1.1	February 2020	Information regarding the safeguarding and wellbeing of learners added to Resources .
v1.2	June 2020	Learning Curve Group and Hallmark Education Ltd added to the Learning resources section.
v1.3	June 2022	Information regarding entry requirements added and progression qualifications updated in section 2. Information regarding the language of assessment evidence added to section 4. Support handbook information added to section 5.

Section 1: General introduction

About this qualification specification

This qualification specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- **guided learning (GL)** – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interests of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied; please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The public website

Our public website address is: www.ncfe.org.uk. The website contains information about all our qualifications, including:

- Key Facts
- qualification specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our own employment practices and in access to our qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding Common Childhood Illnesses
Qualification number	603/3115/X
Aim	The aim of this qualification is to increase learners' knowledge and understanding of common childhood illnesses to enable them to support the development and well-being of infants and children they support and care for.
Total Qualification Time (hours)	142
Guided Learning (hours)	120
Minimum age of learner	16
Age range covered by the qualification	In this qualification, babies and young children refers to an age range of 0-5 years old.
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification, therefore work placement is not mandatory.
Rules of combination	To achieve this qualification, learners are required to successfully pass all 3 mandatory units.
Progression	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"> • Level 2 Award in Support Work in Schools and Colleges • Level 2 Certificate Introducing Caring for Children and Young People • Level 2 and 3 qualifications in Supporting Teaching and Learning • Level 3 Award in Preparing to Work in Home Based Childcare • Level 3 Certificate in Preparing to Work in Early Years Education and Care
Recommended assessment methods	All units will be individually internally assessed using a range of methods. See Section 4 for further information.
How is the qualification graded?	Achieved/Not Yet Achieved.
Entry requirements/ recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.

	Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3115/X.

Section 3: Units

Unit achievement log – Level 2 Certificate in Understanding Common Childhood Illnesses



Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Notes
Unit 01	F/616/9514	Understand how to provide a safe and healthy environment for babies and young children	Knowledge	2	44	
Unit 02	J/616/9515	Understand common childhood illnesses	Knowledge	2	34	
Unit 03	L/616/9516	Understand health emergencies and specific health conditions in an early years setting	Knowledge	2	42	

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 01: Understand how to provide a safe and healthy environment for babies and young children



Unit reference	F/616/9514	Unit level	2
Guided learning hours	44		
Unit aim	The aim of this unit is to explore ways to minimise cross infection and maintain a safe and hygienic environment for babies and young children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand how infection is spread	1.1 Define the following types of infection: <ul style="list-style-type: none"> • bacterial • viral • fungal 		
	1.2 Describe the ideal conditions for bacterial growth		
	1.3 Explain what is meant by: <ul style="list-style-type: none"> • direct transmission of infection • indirect transmission of infection 		
2. Understand ways to minimise cross infection when working with babies and young children	2.1 Explain how the following contribute to effective hygiene practice: <ul style="list-style-type: none"> • personal hygiene • cleanliness routines in the setting • heating and ventilation 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.2 Describe how the following contribute to the prevention of infection in an early years setting: <ul style="list-style-type: none"> • hand-washing techniques • hand-washing routines • supporting young children with independent care routines 		
	2.3 Describe the stages involved in: <ul style="list-style-type: none"> • sterilising feeding equipment for babies under 12 months of age • preparing formula feed 		
	2.4 Outline how personal protective equipment (PPE) should be used to reduce the spread of infection in an early years setting		
	2.5 Describe mandatory practice for handling and disposing of waste including bodily fluids		
3. Understand the role of policies and procedures to maintain a safe and healthy environment for babies and young children	3.1 Outline the role of legislation in maintaining a healthy and safe environment for babies and young children		
	3.2 Outline policies and procedures in relation to hygienic practice in an early years setting		
4. Understand the role of healthy initiatives when working with babies, young children and families	4.1 Describe the purpose of immunisations currently available for children		
	4.2 Outline reasons why parents may not have their child/children immunised		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	4.3 Identify a range of healthy initiatives related to babies and young children		
	4.4 Identify opportunities to involve parents/carers in healthy initiatives		
	4.5 Describe how to work with others to promote and implement healthy initiatives		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	Please refer to the NCFE CACHE Assessment Strategy Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	The statutory framework for the Early Years Foundation Stage should be referred to as appropriate for guidance for this unit.
Additional guidance for this unit:	
<p>Personal hygiene: should cover both adult and child. Personal hygiene during personal care routines such as nappy changing, care of teeth, toilet training and mealtimes should be covered.</p> <p>Prevention of infection: should cover both adult and child.</p> <p>Mandatory practice: for example, organisational practice, regulations and relevant legislation.</p> <p>Healthy initiatives: could include examples such as healthy snacks, encouraging increased activity. Topics to raise awareness such as looking after our body, people who help etc.</p>	

Unit 02: Understand common childhood illnesses



Unit reference	J/616/9515	Unit level	2
Guided learning hours	34		
Unit aim	The aim of this unit is to support learners to recognise when a child is unwell, and common childhood illnesses that may occur. Learners will also consider the policies and procedures relating to unwell children in an early years setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand how to recognise when a baby or young child is unwell	1.1 Explain how to recognise when a baby or young child is unwell		
	1.2 Outline the specific signs and symptoms of common childhood illnesses		
	1.3 Identify the causes of common childhood illnesses		
	1.4 Describe when medical assistance may be needed		
2. Understand how to support and care for a baby or young child who is unwell in the early years setting	2.1 Outline the treatments for common childhood illnesses		
	2.2 Outline causes and treatment for nappy rash		
	2.3 Explain the needs of children when they are feeling unwell in an early years setting		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.4 Describe the role of the practitioner in meeting the needs of a baby or young child who is unwell in an early years setting		
	2.5 Identify sources of information and support in relation to common childhood illnesses		
3. Understand the policies and procedures relating to the care of babies and young children who are unwell in an early years setting	3.1 Explain policies and procedures for administration of medication in an early years setting		
	3.2 Describe record-keeping procedures involved in caring for an unwell child at an early years setting		
	3.3 Explain the procedure for exclusion periods in an early years setting in line with current statutory guidance		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards	Please refer to the NCFE CACHE Assessment Strategy Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	The statutory framework for the Early Years Foundation Stage should be referred to as appropriate for guidance for this unit.
Additional guidance for this unit:	
<p>Recognise: Learners should state signs as age-appropriate; for example, sunken or swollen fontanelle in babies, children being more lethargic than normal etc.</p> <p>Common childhood illnesses: Learners must cover the following as a minimum: coughs and colds; head lice; conjunctivitis; cradle cap; rubella; chickenpox; vomiting and diarrhoea; ear infection; threadworms; ringworm; hand, foot and mouth; tonsillitis; scabies; measles; whooping cough; skin conditions such as impetigo and parvovirus.</p> <p>Medical assistance: Learners should distinguish when signs and symptoms of illness start to indicate further problems or emergency situations.</p>	

Unit 03: Understand health emergencies and specific health conditions in an early years setting



Unit reference	L/616/9516	Unit level	2
Guided learning	42 hours		
Unit aim	The aim of this unit is to consider the role of the practitioner in relation to common accidents and basic first aid as well as serious illness requiring emergency support. Acute and chronic health conditions including how to manage allergies in the setting will also be covered.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand accidents that may occur in an early years setting	1.1 Identify common accidents that may occur in an early years setting		
	1.2 Describe the role of the practitioner when dealing with: <ul style="list-style-type: none"> a bump to the head a minor burn or scald choking 		
	1.3 Explain the procedures for reporting and recording accidents in an early years setting in line with statutory guidance		
2. Understand serious illness in babies and young children	2.1 Describe causes, signs and symptoms of the following health-related conditions: <ul style="list-style-type: none"> meningitis septicaemia seizures 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.2 Describe action to take if the following health-related conditions are suspected: <ul style="list-style-type: none"> • meningitis • septicaemia • seizures 		
	2.3 Outline statutory guidance for notifiable diseases and serious accidents		
3. Understand the management of acute and chronic health conditions in an early years setting	3.1 Define: <ul style="list-style-type: none"> • acute health conditions • chronic health conditions 		
	3.2 Describe the role of the practitioner when caring for babies and young children with: <ul style="list-style-type: none"> • asthma • diabetes • eczema • epilepsy 		
	3.3 Outline symptoms and treatment for: <ul style="list-style-type: none"> • an asthma attack • hypoglycaemia 		
	3.4 Describe policy and procedures for recording healthcare treatment in an early years setting		
	3.5 Explain how practitioners can support independent healthcare in young children with acute or chronic health conditions		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	3.6 Explain the significance of working in partnership with parents/carers and other professionals when caring for babies and young children with chronic health conditions		
4. Understand allergies and food intolerance	4.1 Identify common allergies and food intolerances in babies and young children		
	4.2 Outline symptoms and treatment of allergic reactions		
	4.3 Describe policies and procedures including recording-keeping in an early years setting when caring for babies and young children with known allergies		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards	Please refer to the NCFE CACHE Assessment Strategy Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p>This unit does not confer competence in first aid. A full Level 3 Award in Paediatric First Aid, such as the NCFE CACHE Level 3 Award in Paediatric First Aid (603/0752/3) is recommended for early years staff in line with statutory guidance for the Early Years Workforce.</p> <p>The statutory framework for The Early Years Foundation Stage should be referred to as appropriate for guidance for this unit.</p>
Additional guidance for this unit:	
<p>Role of the practitioner: Learners should have an awareness of limits of authority when dealing with babies and young children. They should also have an awareness of the chain of command for escalation. For example, if the practitioner is not first aid trained there will be a limit on what they can treat before needing to refer to a qualified first aider.</p> <p>Notifiable diseases and the advice of the Early Years Foundation Stage informing the regulator (Ofsted).</p> <p>Allergies and food: The Food Standards Agency website is a useful reference source for up-to-date information on allergens</p>	

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the NCFE website.

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Assessment Strategy

Knowledge learning outcomes:

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

Competence/skills learning outcomes:

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

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance.

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

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.

Resources

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.

Resource requirements

There are no specific resource requirements for these qualifications, but Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

You may find the following websites helpful to assist you with the delivery of this qualification:

- www.nhs.uk/Tools/Pages/Childhoodillness.aspx
- www.nhs.uk/conditions/pregnancy-and-baby/infectious-illnesses-children/
- www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities
- www.pacey.org.uk/working-in-childcare/spotlight-on/illness-and-infection-control/

Learning resources

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

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education Ltd.

For more information about these resources and how to access them please visit our website.

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

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

Qualification title and reference number:

NCFE CACHE Level 2 Certificate in Understanding Common Childhood Illnesses

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