

Qualification specification

**NCFE CACHE Level 4 Certificate in Working with
Parents**

QN: 603/4985/2

This qualification is now withdrawn

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 October 2019).

Version	Publication Date	Summary of amendments
v1.0	October 2019	First publication
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	p.5, information updated to the support handbook section about how to access the support handbook
V1.2	June 2022	p.8, information added to entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal
V1.2	June 2022	p.10, information added to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English

Section 1

About this qualification

Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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

Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

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

Qualification summary	
Qualification title	NCFE CACHE Level 4 Certificate in Working with Parents
Qualification number (QN)	603/4985/2
Aim reference	60349852
Total Qualification Time (TQT)	180
Guided Learning Hours (GLH)	160
Minimum age	19
Qualification purpose	<p>This qualification is designed for practitioners who wish to build upon their knowledge and skills when providing support to parents/carers, and includes relevant information for all involved in working with children, young people and their families.</p> <p>It covers a range of areas including:</p> <ul style="list-style-type: none"> • the needs of parents/carers • working with parents/carers in different situations, including strategies and techniques • multi-disciplinary work • effective teamwork • engaging parents and carers.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • enhance the skills and knowledge of practitioners by providing support to parents/carers • offer breadth and depth of study • provide opportunities to enhance practical skills. <p>The objective of this qualification is:</p> <ul style="list-style-type: none"> • Continuing Professional Development (CPD).
Real work environment (RWE) requirement/ recommendation	<p>When assessing skills, direct observations are a mandatory method and therefore must be used as a preferred choice for collating evidence. All learners attempting to meet skills-based criteria must be observed within the real work environment.</p> <p>In exceptional circumstances, and where assessment criteria cannot be met through direct observation, alternative methods may be used. Please discuss this with your EQA.</p>
Rules of combination	Learners must complete all 3 mandatory units to achieve this qualification.
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence

Progression including job roles (where applicable)	Learners who achieve this qualification could progress to other relevant study at Level 4 and Level 5.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4985/2.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for practitioners who wish to build upon their knowledge and skills when providing support to parents/carers.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 19 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 3 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Achieving this qualification

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

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

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

Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	J/617/7467	Supporting families across children and young people provision	4	60	
Unit 02	L/617/7468	Multi-disciplinary work	4	40	
Unit 03	R/617/7469	Engaging parents and carers in the holistic development of children through play	4	60	

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

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Assessment enables the learner's workplace practice to provide evidence for individual units, and the whole qualification, through a portfolio of evidence. Methods of assessment could include:

- direct observation of learner by Assessor
- witness evidence when directed by the sector skills assessment strategy
- professional discussion
- reflection on own practice in real work environments
- written assignments: there are non-mandatory assessment tasks provided to meet knowledge-only outcomes
- learner's own work products

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

Internal assessment

We have created some sample tasks for the internally assessed mandatory units. 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 knowledge learning outcomes for the mandatory units and provide opportunities to meet the assessment criteria.

Each learner must create a portfolio of evidence, generated from appropriate assessment tasks or alternative methods, which demonstrates achievement of all the learning outcomes associated with each unit. Where applicable, the evidence should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

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

A centre may choose to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

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

For further information or guidance about this qualification, please contact our Customer Support team.

Unit 01 Supporting families across children and young people provision (J/617/7467)

Unit summary	The aim of this unit is to provide learners with the understanding and skills required to support families with multiple and complex needs across children and young people provision.
Guided learning hours	60
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand best practice when working with families	1.1 Describe statutory requirements and guidance for working with families		
	1.2 Summarise evidence-based practice in relation to working with families		
2. Understand the role of the practitioner when working with families	2.1 Identify knowledge, skills and behaviours required to work with children and families		
	2.2 Describe the role and responsibilities of the practitioner when working with families		
3. Understand support needed to meet the diverse needs of families	3.1 Identify pressures that families face		
	3.2 Analyse the potential impact of poverty and disadvantage to: <ul style="list-style-type: none"> the child's holistic development family life 		
	3.3 Explain strategies and techniques for working in partnership to offer required support to families		
	3.4 Evaluate different types of support available for families with multiple and complex needs		
	3.5 Explain the need to vet agencies and organisations available when signposting families to support		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to work with families	4.1 Demonstrate professional relationships with parents/carers		
	4.2 Use strategies and techniques to encourage effective partnerships with all parents/carers		
	4.3 Work in partnership with parents/carers to share information and raise their awareness concerning: <ul style="list-style-type: none"> parental influence upon child development and care safeguarding and protection and the roles and responsibilities of the parent/carer 		
	4.4 Evaluate techniques to support parents/carers in their own home		
	4.5 Explain action to take when intervention is ineffective		
	4.6 Explain recording and reporting procedures and protocol		
	4.7 Describe ways to safeguard families and self		
	4.8 Reflect on own practice when working with families in different situations		

Unit 01 Supporting families across children and young people provision (J/617/7467) (cont'd)**Assessment guidance**

Delivery and assessment
Learning outcome 4 must be assessed in a real work environment.
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • reflective account - reflections on practice, case studies and evaluation • written/pictorial • professional discussion • Expert Witness Testimony • research unit may encompass assessment criteria. <p>Agencies and organisations:</p> <ul style="list-style-type: none"> • up-to-date vetting of agencies • victims signposting to help for perpetrators. <p>Techniques:</p> <ul style="list-style-type: none"> • negotiating supportive working relationships with parents • agreeing boundaries • specific areas such as anti-social behaviours • whole-family approach • assessment strategies.
Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.
Learner signature: _____ Date: _____
Assessor sign off of completed unit: Unit 01
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name: _____
Signature: _____ Date: _____

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

Unit 01 Supporting families across children and young people provision (J/617/7467) (cont'd)**Assessment task**

This non-mandatory task has been provided to meet the knowledge learning outcomes.

Task 1

Prepare a presentation with accompanying handout to be shared during a team meeting. The presentation must:

- identify knowledge, skills and behaviours required to work with children and families
- understand support required to meet the diverse needs of families
- describe the role and responsibilities of the practitioner when working with families
- describe statutory requirements and guidance for working with families.

The handout should:

- explain strategies and techniques for working in partnership to offer required support to families
- explain recording and reporting procedures and protocol
- describe ways to safeguard families and self.

Task 2

Lead a discussion with the team to critically analyse pressures that families face and record your findings.

Based on the findings, compile a report to:

- explain the need to vet agencies and organisations available when signposting families to support
- evaluate different types of support available for families with multiple and complex needs.

Task 3

Carry out own research around poverty and disadvantage in relation to children and their families. Use your findings to:

- analyse the potential impact of poverty and disadvantage to:
 - the child's holistic development
 - family life
- summarise your findings and share with team.

Unit 02 Multi-disciplinary work (L/617/7468)

Unit summary	The aim of this unit is to provide learners with the understanding and skills required to work effectively as a team member within a multi-disciplinary team.
Guided learning hours	40
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand multi-agency work	1.1 Outline the roles of professionals who may be involved in work with children and their families		
	1.2 Explain the benefits of multi-disciplinary work for children and their families		
	1.3 Describe barriers and challenges to multi-disciplinary work		
	1.4 Summarise reporting and recording procedures and protocol for sharing information as part of multi-agency work		
2. Understand effective teamwork	2.1 Describe characteristics of effective teamwork		
	2.2 Analyse theoretical models for teamwork		
3. Be able to work as an effective team member	3.1 Identify own needs in relation to effective teamwork practice		
	3.2 Collate feedback from a range of sources to support own skills development for effective teamwork practice		
	3.3 Plan next steps to improve own skills development for effective teamwork practice		
4. Be able to work in a multi-disciplinary team	4.1 Follow procedures and protocol to safeguard children, families and self when working with external professionals/agencies		
	4.2 Reflect upon best practice in multi-disciplinary work		

	4.3 Evaluate own contribution to multi-disciplinary work		
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WITHDRAWN

Unit 02 Multi-disciplinary work (L/617/7468) (cont'd)**Assessment guidance**

Delivery and assessment
Learning outcomes 3 and 4 must be assessed in a real work environment.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• work product• reflective account• professional discussion.

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.

Unit 02 Multi-disciplinary work (L/617/7468) (cont'd)**Assessment task**

This non-mandatory task has been provided to meet the knowledge learning outcomes.

Task 1

Reflect on own knowledge, understanding and experience of working with other professionals. Use an example to:

- outline the roles of professionals who may be involved in work with children and their families
- describe characteristics of effective teamwork
- explain the benefits of multi-disciplinary work for children and their families
- describe barriers and challenges to multi-disciplinary work
- analyse theoretical models for teamwork.

Task 2

Summarise, in a simple and straightforward manner, reporting and recording procedures and protocol for sharing information as part of multi-agency work.

Unit 03 Engaging parents and carers in the holistic development of children through play (R/617/7469)

Unit summary	The aim of this unit is to provide learners with the understanding and skills required to encourage parents to engage with their child/children's holistic development through play.		
Guided learning hours	60		
Level	4		
Mandatory/optional	Mandatory		
Learner name:			
Centre no:			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the holistic needs of children from birth to 12 years of age	1.1 Describe key milestones in children's holistic development from birth to 12 years		
	1.2 Explain the role of the practitioner when meeting the holistic needs of children at key milestones in their development from birth to 12 years of age		
	1.3 Analyse factors impacting holistic development in children		
	1.4 Describe support available for parents/carers to promote children's speech, language and communication development		
2. Understand types of play	2.1 Evaluate types of play experiences for children, including: <ul style="list-style-type: none"> • heuristic • discovery • creative/imaginative • physical 		
	2.2 Analyse the role of play for children's holistic development		
3. Be able to reflect on experiences for children's holistic development	3.1 Observe parent/child interactions		
	3.2 Make recommendations for improved play opportunities for children's holistic development based on observations of parent/child interactions		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Understand ways to engage parents/carers in play opportunities with their children	4.1 Explain how positive and negative experiences may affect children's holistic development		
	4.2 Describe strategies to encourage parental involvement in their child's learning and development		
	4.3 Analyse the significance of home learning in relation to children's development		
5. Be able to engage parents/carers in play experiences with their children	5.1 Work in ways that value the contributions parents/carers make to their child's development		
	5.2 Encourage parents/carers to be actively involved in play experiences with their children		
	5.3 Actively support home/family learning experiences		
	5.4 Critically evaluate parental involvement in own setting and as part of home learning		

Unit 03 Engaging parents and carers in the holistic development of children through play (R/617/7469) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3 and 5 must be assessed in a real work environment.
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • peer observation • feedback/evaluation • reflective account • work product • professional discussion <p>Types of play</p> <ul style="list-style-type: none"> • heuristic: <ul style="list-style-type: none"> - sensory play with natural objects such as treasure baskets • discovery: <ul style="list-style-type: none"> - exploratory play - trial and error - early mathematical and scientific concepts are often enjoyed quite incidentally through discovery play such as play with water or sand for example • creative/imaginative: <ul style="list-style-type: none"> - role play - story-telling - modelling and music - song/rhyme and dance • physical: <ul style="list-style-type: none"> - block/construction - modelling, as well as more rigorous physical activities such as bikes, trikes and climbing.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>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.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

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

WITHDRAWN

Unit 03 Engaging parents and carers in the holistic development of children through play (R/617/7469) (cont'd)

Assessment task

This non-mandatory task has been provided to meet the knowledge learning outcomes.

Task 1
<p>Produce an information resource for parents/carers and volunteers in the setting. The resource will be arranged into sections:</p> <ul style="list-style-type: none"> • Section 1: Holistic development. An introduction which describes key milestones in children's holistic development from birth to 12 years • Section 2: The role of the practitioner. Explain the role of the practitioner when meeting the holistic needs of children at key milestones in their development from birth to 12 years of age • Section 3: Factors impacting development. Analyse factors impacting holistic development in children • Section 4: Sources of support. Describe support available for parents/carers to promote children's speech, language and communication development
Task 2
<p>Produce an portfolio of play opportunities arranged as photocopiable factsheets that can be shared and added to by team members, parents/carers, learners and volunteers.</p> <p>Begin the portfolio by analysing the role of play for children's holistic development.</p> <p>The portfolio of play must include examples of the following types of play:</p> <ul style="list-style-type: none"> • heuristic • discovery • creative/imaginative • physical. <p>The examples must include information that evaluates each type of play experience for children.</p>
Task 3
<p>Reflect collaboratively with colleagues, parents and other professionals to describe strategies to encourage parental involvement in their child's learning and development, producing a report with action plans. The report must begin by analysing the significance of home learning in relation to children's development.</p> <p>Action plans must include recommendations for improved play opportunities for children's holistic development based on observations of parent/child interactions.</p> <p>Use the report and action plans to improve strategies and techniques within the setting when working alongside parents/carers.</p>

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification/these qualifications. 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 Assurer 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.

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

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

Assessment strategy

Knowledge learning outcomes

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

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 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Evaluate	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 judgment. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking.)
Justify	Give a detailed explanation of the reasons for actions or decisions.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4

Additional information

Additional information

Resource requirements

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

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Tutor Guidance 'Be able to' assessment criteria.

Support for centres

Key Facts

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

Learning resources

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

Contact us

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