

**Internal assessment**

**tasks**

**NCFE CACHE Level 5 Diploma in Leadership and Management for Adult Care**

**QN: 610/0673/7**



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### Introduction

We have created sample tasks for an internally assessed unit which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. These tasks have been designed to cover some knowledge learning outcomes for one unit and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge learning outcomes 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.

A centre may choose to create their own internal assessment tasks. There are 4 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, learning outcomes, or assessment criteria
* having a valid and engaging context or scenario
* including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in section 2 of the qualification specification.

### Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

* monitor their progress
* prevent plagiarism
* ensure that any practical work is undertaken safely and in accordance with health and safety requirements
* ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner’s own and the learner must declare that the work is their own.

### Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

* help the learner to understand the concept of work-related work, applied learning, and vocational qualifications
* help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
* motivate the learner to work consistently through the qualification, including helping them work to deadlines
* encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
* provide reference material; however, model or worked answers should not be copied by the learner

### LMAC 2B: Regulatory processes for adult care (F/650/1926)

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| **Assessment tasks – LMAC 2B: Regulatory processes for adult care** |
| **Task 1****Task 1** links to Learning Outcome (LO) 1, Assessment Criteria (AC) 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and LO 2, AC 2.1, 2.2, 2.3**For your staff team to be able to fully understand systems and requirements for the regulation and inspection of adult care services as well as key roles, remits, and responsibilities in registered services create an information resource (this can be digital) which:*** describes specific legislation and regulations that underpin the inspection system
* describes the range of legislation and statutory guidance that supports and relates to the inspection process
* summarises the different types of service provision which are subject to registration and inspection
* summarises the different types of inspection and key themes of the inspection process
* describes the purpose and process of the inspection system
* summarises sources of information and support in relation to the regulation of adult care services
* explains how the ratings system is applied and the implications of this
* describes when and how enforcement action can be used
* analyses the role, remit, and responsibilities of the registered manager in relation to compliance with regulations
* explains the key roles, remit, and responsibilities of the:
* nominated individual
* ‘fit and proper person’
* explains the role of the regulator
 |
| **Task 2****Task 2** links to LO 3, AC 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and LO 4, AC 4.1 and 4.2**Reflecting on regulation and the inspection process, prepare a presentation (this can be digital) to deliver at your next team meeting to clarify your staff teams understanding of:*** how the inspection process is applied in your own service
* the wider range of regulatory requirements that apply to the service

**Within your presentation:*** identify those who need to be aware of, and involved in, the inspection process
* describe the ways in which information is collected about the service and used to inform inspection activities
* summarise how the requirements of regulation are met within own service
* analyse the range and types of evidence which can be used to demonstrate the service is meeting requirements
* review ways to address the outcome and impact of an inspection in own service
* describe collaborative strategies to address the outcome and impact of an inspection
* review how outcomes of inspection can be used to drive service improvements
* summarise wider regulation processes that apply to specific aspects of the service
* summarise types of information and reporting requirements for regulation processes
 |
| **Tutor guidance:** The assessments above are for guidance only and can be adjusted to meet learner needs and requirements. All criteria must be covered but may be managed in small sections with subheadings that are given discreet submission timeframes. Throughout, evidence may be supported by work products related to previous service inspections. |

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