



Sample Assessment Materials (SAMs)

**NCFE CACHE Level 2 Technical Specialist in Adverse
Childhood Experiences in Early Years (Certificate)
QN: 610/4567/6**

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Introduction

These tasks are a holistic exemplification of the assessment approach. Centres may write their own tasks according to the guidance in the qualification specification to suit individual learner needs, or contextualise the tasks given here to their learner's context.

Within these tasks, the following assessment methods are used:

- research task
- professional discussion
- presentation
- digital leaflet
- work product
- oral question and answer
- direct observation
- reflective account / log.

Tasks

Task 1

Carry out research into key milestones in the development of babies and children from birth to 5 years of age.

You should present your findings in a timeline format, outlining the key milestones in a baby and child's development, that can be displayed for staff in the setting to refer to.

(Links to Unit 01. AC1.1)

Task 2 (a)

You have been asked through a professional discussion to show your understanding of the contrasting perspectives of the nature vs. nurture debate and the potential impact on babies and children's experiences.

Provide a copy of this sheet to your assessor / line manager or other professional who you have had the professional discussion with.

Note to assessor / expert witness

State in detail what you have observed the learner complete from the following competencies. Include in detail what was said by the learner and avoid a rewrite of the criterion itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Describe the contrasting perspectives introduced through nature and nurture in the context of development (Unit 01: AC2.4)	

(Links to Unit 01 AC2.4)

Task 2 (b)

Following your professional discussion, you should complete an individual written assignment. Your assignment should include:

- an outline of the biological and external factors that may impact a baby's and child's development

- an explanation of how individual needs and circumstances affect holistic development from birth to 5 years of age.

(Links to Unit 01 AC1.2, 1.3)

Task 3

Working individually, prepare a slide presentation to deliver to your peer group. Your presentation should include an outline of the indicators of positive and negative childhood experiences. You should demonstrate how both may impact childhood.

Following on from your presentation, complete a written assignment that describes the potential impact on the life of a child each of the following may have:

- war or conflict
- natural disaster
- social disadvantage.

(Links Unit 01. AC2.1, 2.2 and 2.3 and Unit 02. AC2.1)

Task 4

You have been asked to produce an information leaflet for practitioners working with babies, children and families. In your leaflet, you should include a range of family structures, a description of societal expectations and pressures on the role of the family, and the potential impact of this on a child's wellbeing and development.

(Links to Unit 01. AC3.1, 3.2 and 3.3)

Task 5

In a small group, conduct and discuss research into different types of Adverse Childhood Experiences (ACE) and the impact of stress on brain development. You can make notes to use as prompts to ensure the assessment criteria are fully evidenced during the discussion. Using your research, now work independently to create a fact sheet which describes and explains the direct and indirect ACEs and the potential impact on a child's brain development and functioning.

(Links to Unit 02. AC1.1, 1.2 and 1.3)

Task 6

Using your previous research from Task 5, write an analysis of the potential outcomes for babies and children who are affected by ACEs. This should include consideration of their future health, development, education and wellbeing. You should also explain the potential connection to and impact on an individual's mental health. Following your analysis, you should write a guide for practitioners and parents / carers that identifies sources of support for babies and children affected by ACEs.

(Links to Unit 02. AC2.1, 2.2 and 2.3)

Task 7 (a)

Produce an information leaflet for practitioners working with babies and children. Your leaflet should describe the role of the practitioner (AC3.1), including a description of the action to take to safeguard babies and children who are impacted by ACEs (AC2.4).

(Links to Unit 02. AC2.4 and 3.1)

Task 7 (b)

Produce a written assignment that explores the significance of attachment, relationships and connections for babies and children's holistic development.

(Links to Unit 02. AC3.2)

Task 8 (a)

Conduct research into the Resilience Framework as an intervention tool. Using your research, prepare a 10-minute presentation of your findings.

Following your presentation, you should be prepared to answer questions from your tutor / peer group.

Provide a copy of this sheet to your assessor / line manager or other professional who has observed your presentation and question and answer session.

Note to assessor / expert witness

State in detail what you have observed the learner complete from the following competencies. Include in detail what was said by the learner and avoid a rewrite of the criterion itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Describe the role of the Resilience Framework as a tool for intervention (Unit 02: AC3.3)	

(Links to Unit 02. AC3.3)

Task 8 (b)

Following your presentation and question and answer session, you should now produce a written reflective account of how you have shared your knowledge and best practice of ACEs with colleagues in your setting.

Included in your reflection, you should refer to the type of approach you have used to support colleagues through coaching and mentoring as well as signposting to professional support for intervention.

(Links to Unit 02. AC4.2 and 4.3)

Task 9

Plan and lead an experience for a child or baby to promote their self-esteem. You should provide a written rationale, including the impact it may have, for each aspect of your plan.

Provide a copy of this sheet to your assessor / line manager or other professional who has observed your experience.

Note to assessor / expert witness

State in detail what you have observed the learner complete from the following competencies. Include in detail what was said by the learner and avoid a rewrite of the criterion itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Interact with babies and children in ways that promote self-esteem (Unit 02: AC4.1)	

(Links to Unit 02. AC4.1)

Task 10

Produce a 'reflective practice and professional development' toolkit for your own and other practitioners' use. In your toolkit, you will need to explain what reflective practice is and describe different theoretical models of reflection. You may wish to do these as infographics or flowcharts depending on the models that you select for your toolkit.

Your toolkit needs to include information on how to reflect on your own practice, specifically with regard to supporting babies and children impacted by ACEs.

At the end of your toolkit, design a form that can be used for setting specific, measurable, achievable, relevant and time-bound (SMART) targets in relation to professional development. You are required to complete this form, in relation to your own practice, to include in your toolkit as an example for other practitioners.

(Links to Unit 03. AC1.1, 1.2, 2.1 and 2.2)

Task 11

You are required to design an outline policy for effective resilience building when working with babies and children. Your outline policy must include the sections that would be included with a brief description for each. You may include links to the guidance and legislation that it relates to.

Once you have designed your outline policy, write an introduction to it that summarises the benefits of having, and following, a policy for resilience building.

(Links to Unit 03. AC3.1 and 3.2)

Task 12

Your manager has asked you to provide an 'Ideas Portfolio' for your own and other practitioners' use. Your portfolio should contain ideas for activities and experiences that value, respect and empower babies and children (AC3.3). You may wish to use the planning documentation with which you are already familiar, or to create your own design for presenting your ideas.

(Links to Unit 03. AC3.3)

Task 13 (a)

You must produce a written assignment that describes trauma in childhood and its impact on holistic development in childhood. You must also provide a list of services that offer intervention services for babies, children and families that experience trauma, suggesting how they may offer support.

(Links to Unit 03. AC4.1, and 4.3)

Task 13 (b)

Complete a reflective log of how you have implemented trauma-informed strategies to support babies and children in your daily practice in an early years setting.

(Links to Unit 03. AC4.2)

Change history record

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V1.0	First publication	August 2025