

**NCFE**

**CACHE**

# **Sample Assessment Materials (SAMs) (holistic)**

**NCFE CACHE Level 3 Technical Occupational  
Entry in Youth Support Work (Diploma)  
QN: X/XXX/XXX**

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## Introduction

This qualification will be internally assessed via a portfolio of evidence. Centres should clearly timetable a representative number of assessment hours within their Scheme of Work. Internal assessments must be conducted outside of regular teaching and learning sessions, although they may be distributed throughout the duration of the unit.

Where possible, assessment evidence must be holistic. This means that rather than collecting individual pieces of evidence for each assessment criterion, learners must gather evidence to illustrate knowledge, understanding and competence across units that naturally link together. Sample assessment materials have been provided for assessment criterion in units 1, 3, 6, 7,8, and 9. Those assessment criterion which do not feature in the sample assessment materials, will be assessed as part of a portfolio of evidence for learners to achieve the qualification. A centre may choose to create their own internal assessment tasks. NCFE advise that Centres use the sample assessment material templates provided for setting their own contextualised assessments. There are five 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)
- ensuring that safeguarding, equality, diversity and inclusion are considered in their task design
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Further information around controls can be found in the internal assessment section in the qualification specification.

# Assessment 1

## Task 1 – Factsheet

Produce a factsheet to demonstrate your understanding of group membership and theoretical perspectives for group work in youth work practice.

You need to include the following:

- Identify different groups that young people are a part of or join and the reasons young people join groups. (AC1.1, AC1.2)
- Review the benefits for young people joining groups. (AC1.3)
- Using at least two models of group work theory:
  - critically compare at least **two** different roles within a group (AC2.1)
  - explain the stages of group development based on one theory and relate it to your own youth work practice (AC2.2)
  - describe the factors that increase group effectiveness (AC2.3)
  - evaluate how to maintain groups (AC2.4)
  - explain the reasons for group breakdown. (AC2.5)

**Submission:** Factsheet

Unit 7: Group work within a youth work setting	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of group membership	1.1 Identify the types of groups young people are part of or join
	1.2 Describe the reasons why young people join groups
	1.3 Review the benefits for young people of joining groups
2. Understand group work theory	2.1 Critically compare the different roles in a group
	2.2 Explain the stages of group development
	2.3 Describe the factors that increase group effectiveness
	2.4 Evaluate how to maintain groups
	2.5 Explain the reasons for group breakdown

## Task 2 – Short report

Produce a short report that explains young people’s participation and empowerment in youth work programmes and include **four** methods of methods of empowering young people to participate in planning a youth work programme. (AC1.1, AC1.2)

**Submission:** Short report

Unit 8: Work-based practice in youth work	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young	1.1 Explain what is meant by young people’s <b>participation</b> and empowerment
	1.2 Review a range of methods of empowering young people to participate in planning a youth work programme

<b>Unit 8: Work-based practice in youth work</b>	
<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
people in a work-based setting.	

### Task 3 – Presentation

Create a presentation that summarises the following three areas:

- Characteristics of a specific group including:
  - identifying the different roles in the group (Unit 7: AC3.1)
  - describing own roles within the group referring to group work theory (Unit 7: AC3.2)
  - identifying the role of the group leader (Unit 7: AC3.3)
  - describing the importance of different roles within the group (Unit 7: AC3.4)
- Leadership styles within groups including:
  - explaining three leadership styles appropriate to different group stages and situations (Unit 7: AC4.1)
  - analysis of own leadership styles when working with groups of young people (Unit 7: AC4.2)
- How to manage conflict in a group work setting including:
  - explaining how conflict may arise in a group work setting (Unit 7: AC5.1)
  - explaining ways of managing personal feelings in a potential conflict situation (Unit 7: AC5.2)
  - explaining ways of defusing conflict in a group work setting. (Unit 6: AC2.1, Unit 7: AC5.3)

**Submission:** Presentation

<b>Unit 6: Working with behaviour that challenges in a youth work setting</b>	
<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
2. Be able to de-escalate conflict and behaviour that challenges in youth work settings	2.1 Explain de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting

<b>Unit 7: Group work within a youth work setting</b>	
<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
3. Understand the characteristics of a specific group	3.1 Identify the different roles in the group
	3.2 Describe own roles within the group
	3.3 Identify the role of the group leader
	3.4 Describe the importance of different roles within the group
4. Understand the appropriate use of leadership styles within groups	4.1 Explain three leadership styles appropriate to different group stages and situations
	4.2 Analyse own leadership styles when working with groups of young people
5. Understand how to manage conflict in a group work setting	5.1 Explain how conflict may arise in a group work setting
	5.2 Explain ways of managing personal feelings in a potential conflict situation
	5.3 Explain ways of defusing conflict in a group work setting

## Assessment 2

### Task 1 – Professional discussion

Take part in a professional discussion with your line manager, mentor or assessor about a youth work programme you have implemented in your setting that includes a group activity. You must be able to explain the following:

- Use of a planning model to create session plans for a youth work programme (Unit 8 AC1.3)
- The rationale for developing the youth work programme (Unit 8 AC1.4)
- Summary of the main stages of programme and activity planning (Unit 8 AC1.5)
- Use of activities using participation and empowerment principles to support young people's own development (Unit 8 AC1.6)
- How the youth work programme complied with organisational policies, procedures and safeguarding requirements (Unit 3 AC1.3, Unit 8 AC1.7)
- How you developed and managed budgets and resources in a format appropriate to the needs and capabilities of young people (Unit 8 AC1.8)
- How the group activity took into account internal and external factors that influence effective groups (Unit 8 AC3.1)
- The methods of evaluating and recording the effectiveness of activities in youth work programme (Unit 8 AC4.1)
- An evaluation and recording methods of the youth work programme (Unit 3 AC 6.1, Unit 7 AC6.1, Unit 8 AC4.2)

Your line manager, mentor or assessor should assess your competence in each area and give written confirmation to add to your portfolio of evidence.

**Submission:** Written evidence of competence from the professional discussion

<b>Unit 3: Safeguarding in a youth work setting</b>	
<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults	1.3 Outline how own organisation's child protection policies and procedures create a safe environment that benefits young people and vulnerable adults
6 Be able to evaluate a programme of group work activities	6.1 Reflect on methods used to evaluate and record youth work sessions

<b>Unit 7: Group work within a youth work setting</b>	
<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
6. Be able to evaluate a programme of group work activities	6.1 Reflect on methods used to evaluate and record youth work sessions

<b>Unit 8: Work-based practice in youth work</b>	
<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting.	1.3 Use a planning model to create session plans for a youth work programme
	1.4 Analyse the rationale for developing the youth work programme
	1.5 Summarise the main stages of programme and activity planning
	1.6 Plan youth work activities using participation and empowerment principles to support young people's own development
	1.7 Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme
	1.8 Develop and manage budgets and resources in a format appropriate to the needs and capabilities of young people
3. Be able to work effectively within a group activity	3.1 Plan a group youth work activity which takes into account internal and external factors that influence effective groups
4. Be able to evaluate practice following the delivery of youth work programmes.	4.1 Explain methods of evaluating and recording the effectiveness of activities in youth work programme
	4.2 Plan evaluation and recording methods for the youth work programme

## Task 2 – Observation, evaluation of own practice and professional discussion

### Part 2 (a) Observation

Provide a copy of this sheet to your assessor / line manager / other professional who has observed you within your workplace. This could be carried out in a simulated environment.

<b>Competencies</b>	<b>Refer to the learner by name and state what tasks they have carried out to meet the competencies</b>
Deliver a youth programme upholding the principles and values of youth work including anti-oppressive practice (AC8.1, Unit 8 AC2.1)	
Apply group work theory with a group of young people in a youth work setting, critically comparing at least <b>two</b> models of roles in groups (Unit 7 AC2.1, AC2.2 AC2.3, AC2.4 AC2.5 Unit 8 AC3.2)	
Negotiate with group appropriate ground rules (which promote acceptance and understanding of others), for use in youth work activity (Unit 8 AC3.3)	
Manage individuals in line with organisational procedures (Unit 7, AC5.1, AC5.2, AC5.3 Unit 8 AC2.2)	
Undertake and adjust session plans to deliver a youth work programme (Unit 7 AC7.1, AC7.2, AC8.2, Unit 8 AC2.3)	

Demonstrate celebrating the success of young people individually and collectively (Unit 7 AC6.4)	
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**Submission:** Observation

**Delivery and assessment guidance:**

**Note to Assessor / Expert Witness**

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

If any of these have not been observed, it is good practice to state 'not observed'.

Unit 7: group work within a youth work setting	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6 Be able to evaluate a programme of group work activities	6.4 Demonstrate celebrating the success of young people

Unit 8: Work-based practice in youth work	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to deliver a youth work programme.	2.1 Deliver a youth programme upholding the principles and values of youth work including anti-oppressive practice
	2.2 Manage individuals in line with organisational procedures
	2.3 Undertake and adjust session plans to deliver a youth work programme
3. Be able to work effectively within a group activity	3.2 Apply group work theory with a group of young people in a youth work setting
	3.3 Negotiate with group appropriate ground rules (which promote acceptance and understanding of others), for use in youth work activity

## Part 2 (b) Evaluation of own practice and professional discussion

Complete evaluation records for the programme delivered and consider your experience of planning and delivering a youth programme in your setting and write an evaluation of the programme. (Unit 8 AC4.3, AC4.5)

This should include:

- evaluation of how effectively the youth work programme met participation principles and inclusive practice when working with young people, including **two** methods used to encourage the participation of young people (Unit 8 AC4.4)
- evaluation of the achievement of group goals (Unit 7 AC6.2)
- evaluation of group strengths and weaknesses (Unit 7 AC6.3)
- evaluation of own group work skills and leadership style (Unit 7 AC7.1)
- a summary of development actions for improving own group work skills. (Unit 7 AC7.2)

After completing your reflection take part in a professional discussion where you review your activity with your observer.

This should include a reflection on the positives and negatives of the following: (Unit 8 AC3.4, AC3.5)

- Group effectiveness.
- Roles in group.
- Own contribution to group.
- Methods used to evaluate and record youth work sessions. (Unit 7 AC6.1)

You should then write a summary of the discussion including targets to improve.

**Submission:** Evaluation of own practice, professional discussion summary

<b>Unit 7: Group work within a youth work setting</b>	
<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
6 Be able to evaluate a programme of group work activities	6.1 Reflect on methods used to evaluate and record youth work sessions
	6.2 Evaluate achievement of group goals
	6.3 Evaluate group strengths and weaknesses
7. Be able to evaluate own role in the delivery of a programme of group work activities	7.1 Evaluate own group work skills and leadership style
	7.2 Summarise development actions for improving own group work skills

<b>Unit 8: Work-based practice in youth work</b>	
<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
3. Be able to work effectively within a group activity	3.4 Review activity with an appropriate observer
	3.5 Reflect with an appropriate observer, the positives and negatives of the following: <ul style="list-style-type: none"> <li>• group effectiveness</li> <li>• roles in group</li> <li>• own contribution to group</li> </ul>
4. Be able to evaluate practice following the delivery of youth work programmes.	4.3 Evaluate and record the youth work programme
	4.4 Evaluate and record youth work programme requirements with young people using participation principles and inclusive practice
	4.5 Complete evaluation records for the programme delivered

## Change history record

Version	Description of change	Approval	Date of issue
V1.0	Draft published		March 2026

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