

**NCFE**

**CACHE**

# **Sample Assessment Materials (SAMs)**

**NCFE CACHE Level 2 Technical Specialist for  
Designated Safeguarding Officers in Early Years  
(Award)**

**QN: 610/4504/4**

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## Introduction

These tasks are in the main unitary, but there are examples of a holistic approach (see tasks 3 and 6) given as well.

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.

## Tasks

### Task 1

Create a website for the general public to raise awareness of abuse. Use the template provided and create a page for each of the four areas of abuse. The website must also include a page to describe the signs and indicators of potential abuse for people to look out for (there should be a total of five pages of content for your website).

Title
<b>Content</b> 1. - 2. - 3. - 4. - 5. -

(Links to Unit 01 LO1 AC1.1 and 1.2)

## Task 2

Use the chart below to identify at least five safeguarding risks in an early years setting. Explain the processes to follow if you are concerned about the welfare of a baby or child given the risk identified.

Safeguarding risk	Processes to follow if concerned
<b>Risk 1:</b>	-
<b>Risk 2:</b>	-
<b>Risk 3:</b>	-
<b>Risk 4:</b>	-
<b>Risk 5:</b>	-

(Links to Unit 01 LO1 AC1.3 and 1.4)

## Task 3

You have been asked, through a professional discussion, to show your understanding of safeguarding policy in an early years setting with regard to safeguarding and welfare requirements, and discuss the ways an early years practitioner keeps themselves safe in relation to safeguarding and protection.

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
Discuss ways the early years practitioner keeps self safe in relation to safeguarding and protection (Unit 01: AC1.5)	
Outline the safeguarding policy in an early years setting with regard to safeguarding and welfare requirements (Unit 02: AC2.1)	

(Links to Unit 01 LO1 AC1.5 and Unit 02 LO2 AC2.1)

#### **Task 4**

Create a list of professionals that may be involved in collaborative partnerships for child protection. Next to each professional, explain the importance of working with them to ensure the best possible outcomes for children.

(Links to Unit 01 LO2 AC2.1 and 2.2)

#### **Task 5**

Produce a poster that lists the safeguarding and welfare requirements that are in place to protect babies, children and others in early years settings, which are to be used for new practitioners (for example, ensure practitioners are suitable) in one of the following environments:

- indoors and outdoors at the setting
- when going on an offsite visit
- when giving medication including: administration, storage and notification responsibilities where a staff member is taking specific medication to administer.

You must:

- read through the statutory guidance and state a minimum of four relevant areas of safeguarding and welfare for babies and children within early years settings
- using the statutory guidance, outline what needs to be in place for the safeguarding and welfare of children and babies in early years settings
- explain how the early years setting you have chosen meets the statutory guidance to keep babies and children safe.

(Links to Unit 02 LO1 AC1.1 to 1.3)

#### **Task 6**

Using a safeguarding policy from an early years setting, produce a fact sheet to identify the underpinning requirements of the protocol for the setting that the policy has come from.

Your fact sheet must include:

- an outline of a minimum of six of the safeguarding and welfare requirements
- an explanation of how regular meetings with your line manager to talk through any challenges you may be facing can improve outcomes
- an explanation of how sharing experiences and planning with the staff member can improve outcomes
- the importance of these meetings, and the impact they have on the setting linked to the safeguarding and welfare of children.

(Links to Unit 02 LO2 AC2.1 and 2.2 and Unit 03 LO2 AC2.1)

### **Task 7**

Produce a handout to show the welfare requirements for holistic health, development and wellbeing within early years settings, referring to section three of the statutory framework.

In your handout, you must:

- state what the role of the key person is when supporting emotional health and wellbeing in babies and young children; within your summary, include what the key person does and why
- explain the importance of having qualified members of staff for a high-quality setting
- describe how early years settings meet the food and drinks requirements of individual children
- give examples to support your answer, including different ages and stages of development.

(Links to Unit 02 LO3 AC3.1 to 3.3)

### **Task 8**

Explain the key responsibilities of the designated safeguarding officer and describe how they work with others.

(Links to Unit 03 LO1 AC1.1 and 1.2)

### **Task 9**

Using your journal, compile at least 10 diary entries and record at least 5 professional discussions undertaken with various members of staff within an early years setting. Your journal must:

- demonstrate collaboration with others to review policy and processes
- make recommendations for improved practice
- showcase the use of role modelling
- demonstrate collaboration with others to achieve a safe, healthy and inclusive environment
- explain the significance of coherent reports and record keeping.

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced during the discussion. This will not be checked prior to the discussion but can be used by your assessor to inform their assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

(Links to Unit 03 LO2 AC2.1 to 2.4)

### **Task 10**

Create a poster advertising food and drink provision in an early years setting. This must promote holistic health and show an understanding of dietary requirements.

(Links to Unit 03 LO2 AC2.5)

### **Task 11 (a)**

Produce two floor plans, one for an indoor and one for an outdoor early years setting. On your floor plans, you must:

- label areas and identify resources that create an enabling inclusive environment
- identify what is in place to keep the children safe
- select six of the areas/resources that you have identified and outline how the early years practitioner uses these to create a safe and enabling inclusive environment.

(Links to Unit 03 LO3 AC3.1 to 3.3)

### **Task 11 (b)**

You will be observed by and/or have a professional discussion with your setting mentor in relation to the following areas:

- meeting the individual needs of young children in relation to safeguarding and welfare requirements
- how to advocate for a child in relation to safeguarding for child protection.

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced during the discussion. This will not be checked prior to the discussion but can be used by your assessor to inform their assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

(Links to Unit 03 LO4 AC4.1)



### Change history record

Version	Description of change	Approval	Date of Issue
v1.0	First draft		November 2023
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