

NCFE

CACHE

Sample Assessment Materials (SAMs) (holistic)

**NCFE CACHE Level 2 Technical Specialist in Mental
Health in the Early Years (Certificate)**

QN: 610/4509/3

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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:

- written reflection
- research task
- report
- information booklet
- timeline
- toolkit
- presentation
- professional discussion
- work product
- observation.

Tasks

Task 1

Working in a small group, you are required to produce a peer group display board to explain and raise awareness of the importance of supporting physical and mental health in the early years. Individually, you must reflect on your group display and consider how physical and mental health in early years link with child development, wellbeing, future life chances and outcomes. Within your reflection, you should also consider a range of factors contributing to mental health and outline strategies for intervention.

(Links to Unit 01 LO1 AC1.1 to 1.3 and 4.2 and Unit 02 LO2 AC2.4)

Task 2

You must carry out research into the statutory requirements and guidance relating to mental health and wellbeing in an early years setting.

Once you have conducted your research, you must present your findings in an A3-sized poster. Your poster will be used as guidance for early years practitioners. It should:

- include how statutory guidance promotes children's welfare, mental health and wellbeing
- consider the role of the key person and the teaching and learning environment.

(Links to Unit 01 LO2 AC2.1 to 2.3, 3.1 and 4.2)

Task 3

You are in the role of key person to a three-year-old child who is transitioning to the pre-school room of an early years setting. You are planning for their transition and have some potential concerns about their mental health.

Compile a report that includes:

- a range of indicators and signs of mental health concerns during the early years
- the steps you would take following concerns about a child's mental health
- the role of the key person in supporting holistic health, wellbeing and transition
- an explanation of the role of a mental health champion, including examples.

(Links to Unit 01 LO3 AC3.2, 3.3, 4.1 and 4.3)

Task 4

Your manager has asked you to create a booklet for the staff in the setting to use as part of their continuing professional development (CPD) that will support their understanding of attachment theory, impact and support. You will need to include an outline of attachment theory and explain its impact on early years practice. You should also include information on the impact on children's mental health in the absence of healthy attachments and the strategies that can be used in an early years setting to support attachments and positive mental health.

Your booklet needs to include an explanation of how attachment develops in the early years (AC2.1), factors that can impact attachment and the significance of the primary carer. Include a glossary of key terms, to include 'attachment' and 'primary carer'.

(Links to Unit 02 LO1 AC1.1 to 1.4, LO2 AC2.1 to 2.3 and 2.5)

Task 5

Create a timeline that identifies the expected milestones for brain development from conception to birth. Referring to your timeline, as well as considering early childhood, explain the impact of toxic stress on brain development and describe the significance of adverse childhood experiences for children's future mental health.

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

Task 6

Produce a toolkit that includes a description of co-regulation and self-regulation. You should provide evidence of your toolkit being used in your daily practice, including an outline of strategies you have implemented that demonstrate how you have championed positive mental health in the early years setting. You may present your toolkit in a format of your choice.

(Links to Unit 02 LO4 AC4.1 and 4.2 and Unit 03 LO4 AC4.2)

Task 7

You must design a series of activities, strategies and resources that will be used to support positive mental health in an early years setting for holistic health and wellbeing. You must consider a range of different strategies, activities and experiences that would support communication, resilience building and self-regulation in early years practice. Examples of this could include games, stories, props, etc. You must provide evidence of how each activity, strategy or resource would develop relationships and support communication, resilience building and mental health and wellbeing.

(Links to Unit 03 LO1 AC1.1 to 1.3, LO2 AC2.1 and 2.3 and LO4 AC4.2)

Task 8 (a)

You currently work in an early years setting, and your manager has asked you to produce a factsheet that can be displayed in your workplace. Your factsheet must be aimed at supporting mental health in an early years setting. Your factsheet will be used to inform key people and early years practitioners within the setting about their policies and procedures and sources of support.

Task 8 (b)

Your factsheet has been received positively by the early years staff. Your manager has asked if you can put together a presentation outlining the roles of different professionals, agencies and services for children's mental health.

You should deliver your presentation to a group of peers, simulating a working environment. Provide a copy of this sheet to your assessor / line manager or other professional who has observed your presentation.

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
Identify different communication methods for speech, language and communication with children in early years (Unit 03: AC1.1)	
Describe policies and procedures in place to support mental health in children in an early years setting (Unit 03: AC2.2)	
Outline sources of support for: <ul style="list-style-type: none">• child• parent/primary carer and family• setting• self (Unit 03: AC3.1)	
Outline the role of professionals, agencies and services that can support children's mental health (Unit 03: AC3.2)	

(Links to Unit 03 LO1 AC1.1, LO2 AC2.2, LO3 AC3.1 and 3.2)

Task 9

You must conduct research into co-regulation and its role in supporting children with self-regulation, and the need for the practitioner to understand the relationship between behaviour and mental health.

You must use your research as a tool to take part in a professional discussion with other professionals involved in the education and care of children with mental health concerns. You should work effectively to demonstrate how partnership collaboration supports positive mental health and wellbeing in children. As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help enable the demonstration of your knowledge within the area.

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 02 LO4 AC4.1 and Unit 03 LO2 AC2.4 and 2.5 and LO4 AC4.1)

Change history record

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v1.0	First publication	August 2025