



Summary of 'Be able to' assessment criteria

NCFE CACHE Level 4 Certificate in Working with Parents
QN: 603/4985/2

Contents

Section 1	3
Introduction	4
Rules of combination	4
Further guidance	4
Section 2	5
Unit 01: Supporting families across children and young people provision	6
Unit 02: Multi-disciplinary work	8
Unit 03: Engaging parents and carers in the holistic development of children through play	9
Section 3	10
Recommended assessment methods	11
Contact us	13

Section 1

General introduction

Introduction

This Tutor Guidance was created to support Assessors and learners in identifying how the skills learning outcomes within the mandatory units can be evidenced through the skills/competency ('Be able to') assessment criteria within the Level 4 Certificate in Working with Parents.

This document must be used alongside the qualification specification to ensure all skills based assessment criteria are appropriately met.

This document will:

- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion
- enable planning for next steps and tracking in relation to assessment

Rules of combination

This qualification consists of 3 mandatory units:

Unit 01: Supporting families across children and young people provision

Unit 02: Multi-disciplinary work

Unit 03: Engaging parents and carers in the holistic development of children through play

To be awarded this qualification, learners are required to successfully achieve **all 3** mandatory units.

Further guidance

Your External Quality Assurer or Subject Specialists will be able to support you with the use of this document.

To ensure that you are using the most up-to-date version of this Be Able To document, please check the version number and date in the page footer against that of the Be Able To document on QualHub.

We have provided this document in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

Reproduction by **approved** centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information.
- the use of PDF versions of our support materials on QualHub will ensure that correct and up-to-date information is provided to learners.
- any photographs in this publication are either our exclusive property or used under licence from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

Section 2

Mandatory Units

Unit 01: Supporting families across children and young people provision (J/617/7467)

The aim of this unit is to provide learners with the understanding and skills required to support families with multiple and complex needs across children and young people provision.

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to work with families	4.1 Demonstrate professional relationships with parents/carers	Direct observation Professional discussion Reflective account	
	4.2 Use strategies and techniques to encourage effective partnerships with all parents/carers	Direct observation Professional discussion Reflective account Expert witness testimony	
	4.3 Work in partnership with parents/carers to share information and raise their awareness concerning: <ul style="list-style-type: none"> parental influence upon child development and care safeguarding and protection and the roles and responsibilities of the parent/carer 	Reflective account Written evaluation Peer feedback Work products Professional discussion	
	4.4 Evaluate techniques to support parents/carers in their own home	Work product Reflective account	
	4.5 Explain action to take when intervention is ineffective	Work product Professional discussion Written/pictorial	
	4.6 Explain recording and reporting procedures and protocol	Reflective account Professional Discussion Work Product	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.7 Describe ways to safeguard families and self	Reflective account Professional discussion Work Product	
	4.8 Reflect on own practice when working with families in different situations	Reflective account	

Unit 02: Multi-disciplinary work (L/617/7468)

The aim of this unit is to provide learners with the understanding and skills required to work effectively as a team member within a multi-disciplinary team.

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to work as an effective team member	3.1 Identify own needs in relation to effective teamwork practice	Work product such as appraisal/CPD skills audit	
	3.2 Collate feedback from a range of sources to support own skills development for effective teamwork practice	Written account: peer feedback, feedback from parents/carers and external organisations	
	3.3 Plan next steps to improve own skills development for effective teamwork practice	Work product such as appraisal/CPD skills audit Identified training needs Action planning/Personal Development Plan	
4. Be able to work in a multi-disciplinary team	4.1 Follow procedures and protocol to safeguard children, families and self when working with external professionals/agencies	Direct observation Work product Professional discussion	
	4.2 Reflect upon best practice in multi-disciplinary work	Reflective account Written account Work product	
	4.3 Evaluate own contribution to multi-disciplinary work	Reflective account Professional discussion	

Unit 03: Engaging parents and carers in the holistic development of children through play (R/617/7469)

The aim of this unit is to provide learners with the understanding and skills required to encourage parents to engage with their child/children's holistic development through play.

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to reflect on experiences for children's holistic development	3.1 Observe parent/child interactions	Direct observation Reflective account Work product Activity records/child observation records	
	3.2 Make recommendations for improved play opportunities for children's holistic development based on observations of parent/child interactions	Reflective account Professional discussion Work products including observations and activity planning	
5. Be able to engage parents/carers in play experiences with their children	5.1 Work in ways that value the contributions parents/carers make to their child's development	Direct observation Reflective account	
	5.2 Encourage parents/carers to be actively involved in play experiences with their children	Direct observation Reflective account	
	5.3 Actively support home/family learning experiences	Direct observation Reflective account	
	5.4 Critically evaluate parental involvement in own setting	Written account Work product Reflective account	

Section 3

Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Direct observation is a requirement of evidence generation contributing to the achievement of skills-based assessment criteria.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for skills learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Websites: www.ncfe.org.uk

NCFE © Copyright 2021 All rights reserved worldwide.

Version 1.0 October 2019

Information in this summary of 'be able to' assessment criteria is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***