



Qualification specification

**NCFE CACHE Level 2 Certificate in
Understanding Domestic Abuse
QN: 603/7168/7**

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	April 2021	First publication
v1.1	June 2022	<p>Further information added to how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> <p>Reference to Domestic Abuse Bill amended to Domestic Abuse Act 2021 and web link to the GOV site added to useful websites section.</p>

Section 1

About this qualification

Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Certificate in Understanding Domestic Abuse
Qualification number (QN)	603/7168/7
Aim reference	60371687
Total qualification time (TQT)	150
Guided learning hours (GLH)	130
Minimum age	16
Qualification purpose	<p>This qualification is designed to increase learners' awareness and understanding of domestic abuse and its impact.</p> <p>The need for education and training across sectors to enable identification of abuse, allocation of support and referral is a recurring theme within regional domestic abuse strategies.</p> <p>Awareness of domestic abuse and its impact is important for those working in a wide range of sectors such as healthcare, social care, childcare, education, and housing. There is a need to understand the issues, report on those who may be at risk and support signposting to relevant services.</p> <p>This qualification is intended to give learners knowledge to support their role in this context.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> increase learners' awareness and understanding of domestic abuse and its impact <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> support those in the workplace who may work with, support, or interact with people at risk of, or experiencing, domestic abuse
Work/industry placement experience	This is a knowledge only qualification. Work/industry placement experience is not required.
Real work environment (RWE) requirement/recommendation	This is a knowledge only qualification. Experience in the real work environment is not required.
Rules of combination	Learners are required to successfully achieve 4 mandatory units.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.

Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none">• Level 3 Certificate in Understanding Mental Health• Level 3 Award in Counselling Skills and Theory• Level 3 Award in Skills for Workplace Health Champions• Level 3 Award in STEPS Towards Suicide Reduction• Level 3 Award in Health and Social Care• Level 3 Certificate in Health and Social Care• Level 3 Diploma in Healthcare Support• Level 3 Certificate in Preparing to Work in Adult Social Care
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 603/7168/7.</p>
Funding	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>

Entry guidance

This qualification is designed for learners who want to increase their knowledge and understanding of domestic abuse and its impact.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 introductory qualification in healthcare, social care or childcare.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 4 mandatory units.

Please refer to the list of units below or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH
★	Unit 01	H/618/6404	Understand domestic abuse	2	27
★	Unit 02	K/618/6405	Understand the signs and risk factors associated with domestic abuse	2	24
★	Unit 03	M/618/6406	Understand the impact of domestic abuse	2	34
★	Unit 04	T/618/6407	Understand policy, response, and intervention in relation to domestic abuse	2	45

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (IQA must still be completed by the centre as per usual)

Learners must be successful in this component to gain the Level 2 Certificate in Understanding Domestic Abuse.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website.

Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our quality assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

For further information or guidance about this qualification, please contact our customer support team.

Unit 01 Understand domestic abuse (H/618/6404)



Unit summary	In this unit, the learner will gain knowledge and understanding of domestic abuse, prevalence, misconceptions, and national strategy.
Guided learning hours	27
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'domestic abuse'	1.1 Define what is meant by ' domestic abuse '		
	1.2 Identify different types of domestic abuse		
	1.3 Describe the stages in the cycle of abuse		
2. Know the prevalence of domestic abuse	2.1 Identify statistical reports on domestic abuse-related crimes		
	2.2 Describe factors that may impact the reporting of domestic abuse-related crimes		
	2.3 Identify the prevalence of domestic abuse		
3. Understand misconceptions surrounding domestic abuse	3.1 Identify misconceptions surrounding domestic abuse in relation to: <ul style="list-style-type: none"> what domestic abuse is the victim the perpetrator 		
	3.2 Describe factors that can influence perceptions of domestic abuse		
4. Understand how national policy and strategy in relation to domestic abuse has changed over time	4.1 Give examples of how national policy and strategy on domestic abuse has changed over time		
	4.2 Describe how policy and strategy related to domestic abuse has influenced educational programmes and the school curriculum		
	4.3 Explain how public awareness of domestic abuse has changed over time		

Assessment guidance

Delivery and assessment

1.1 Domestic abuse has a statutory (national) definition; however, this definition may be expanded by different agencies, services and police forces to reflect their current priorities. **A minimum of 2 definitions must be covered.**

1.2 Types can include:

- physical abuse
- coercive control
- sexual abuse
- emotional/psychological abuse
- financial or economic abuse
- online/digital abuse
- stalking and harassment
- honour-based abuse
- forced marriage
- female genital mutilation (FGM)
- modern slavery
- child sexual exploitation
- child abuse (when a child witnesses abuse of another person)
- post-separation abuse

1.3 Cycle of abuse – as developed in 1979 by Lenore E Walker

2.2 Factors can include:

- limited knowledge of offences, (for example, coercive control)
- lack of legislation (particularly around honour-based violence)
- language barriers
- lack of opportunity to report
- isolation
- fear of losing children
- financial ties/lack of income
- lack of alternative accommodation and support

2.3 Prevalence: the learner must cover prevalence of domestic abuse in relation to females, males, ethnic minorities and LGBTQ. Learners must consider the prevalence within their own home nation.

3.2 Influence perceptions, (for example):

- media
- religion
- culture
- personal experience

4.2 Educational programmes:

(for example, inclusion in relationships and sex education (commonly shortened to RSE), and health education).

Delivery and assessment (cont'd)**4.3 Public awareness, for example:**

- International Women's Day
- International Day for the Elimination of Violence against Women
- #Metoo movement
- #Timesup movement
- #NOLESSOFAMAN movement
- Pride Month celebrations and educational sessions
- media and advertising campaigns

The above are examples at time of print; campaigns change over time and learners should cover current information.

Types of evidence

Evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 02 Understand the signs and risk factors associated with domestic abuse (K/618/6405)



Unit summary	In this unit, the learner will gain knowledge and understanding of signs and risk factors of domestic abuse and issues around disclosure and reporting.
Guided learning hours	24
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand signs of domestic abuse	1.1 Describe signs of domestic abuse		
	1.2 Give reasons why some signs of domestic abuse may not always be visible		
	1.3 Explain signs that may be associated with: <ul style="list-style-type: none"> female genital mutilation forced marriage honour-based abuse 		
	1.4 Identify actions and behaviours that may be signs of digital domestic abuse		
	1.5 Describe why isolation can be a sign of domestic abuse		
2. Understand factors that may contribute to the risk of domestic abuse	2.1 Describe personal factors that may contribute to the risk of domestic abuse		
	2.2 Describe situational factors that may contribute to the risk of domestic abuse		
	2.3 Explain why a perpetrator's history of domestic abuse may be considered a risk factor		
	2.4 Explain why the following factors may put some individuals at higher risk of domestic abuse: <ul style="list-style-type: none"> gender disability sexual orientation ethnicity 		
3. Understand why domestic abuse is not	3.1 Describe ways that an individual's own feelings may affect disclosure or reporting of domestic abuse		

always disclosed or reported			
	3.2 Describe societal perceptions that can influence the disclosure or reporting of domestic abuse		
	3.3 Explain how the following factors may affect disclosure of domestic abuse: <ul style="list-style-type: none"> • stereotyping • labelling • stigma • discrimination • victim blaming 		

Assessment guidance

Delivery and assessment
<p>1.1 and 1.2 Signs: the learner should consider both visible and non-visible signs related to different types of abuse.</p> <p>2.1 Personal factors, (for example):</p> <ul style="list-style-type: none"> • gender • mental health • religion • sexual orientation • age • disability • ethnicity <p>2.2 Situational factors, (for example):</p> <ul style="list-style-type: none"> • coercive control • adverse family circumstances • adverse cultural influences • adverse community circumstances • challenging/risky behaviour • financial constraints • isolation <p>3.1 Feelings, such as fear, grief, denial, self-blame, shame and guilt are widely considered to play a significant role in the disclosure of domestic abuse.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • learner report • written or oral question and answer • discussion • assignment • presentation

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 03 Understand the impact of domestic abuse (M/618/6406)



Unit summary	In this unit, the learner will gain knowledge and understanding of the impact of domestic abuse on children, family members, support service providers and society.
Guided learning hours	34
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the impact of domestic abuse on an individual	1.1 Describe how domestic abuse may affect an individual's: <ul style="list-style-type: none"> • mental health • physical health 		
	1.2 Describe the impact that domestic abuse can have on an individual's: <ul style="list-style-type: none"> • day-to-day life • education • employment 		
2. Understand the impact of domestic abuse on children	2.1 Describe how domestic abuse may affect a child's: <ul style="list-style-type: none"> • mental health • physical health 		
	2.2 Explain how domestic abuse can have an impact on a child's education and social development		
	2.3 Describe the potential long-term impact of domestic abuse on children		
	2.4 Describe how the attitudes and behaviour of others may impact on a child affected by domestic abuse in the: <ul style="list-style-type: none"> • short-term • long-term 		
3. Understand the impact of domestic abuse on family members	3.1 Describe how domestic abuse may impact family members of: <ul style="list-style-type: none"> • victims • perpetrators 		
	3.2 Identify factors that may limit the level of intervention of family members		

4. Understand transition in domestic abuse	4.1 Identify the transitions an individual may experience as a result of domestic abuse		
	4.2 Identify the transitions children may experience as a result of domestic abuse		
	4.3 Describe the impact of these transitions on: <ul style="list-style-type: none"> • individuals • children • other family members 		
5. Understand the economic and social cost of domestic abuse	5.1 Explain the economic cost of responding to domestic abuse in relation to: <ul style="list-style-type: none"> • service provision • criminal justice system 		
	5.2 Identify the cost of the following in response to the consequences of domestic abuse: <ul style="list-style-type: none"> • healthcare services • victim services 		

Assessment guidance

Delivery and assessment
<p>1.2 Education and employment: this relates to attainment, progression and aspiration within both education and work.</p> <p>2.2 Education and social development includes physical, cognitive, emotional and social wellbeing.</p> <p>2.3 Long-term impact, (for example, physical, social, behavioural, cognitive and emotional development; and perception of a healthy relationship).</p> <p>2.4 Others, (for example):</p> <ul style="list-style-type: none"> • refuge support workers • children support workers • education liaison officers • police domestic violence officers • advocacy workers • healthcare professionals • charity workers • FGM health advocates • forced marriage counsellors • family members • community <p>3.2 Limits: factors could include but are not limited to lack of awareness, coercive control, isolation, presence of abuser, culture and beliefs, forced marriages, threats, blackmail.</p> <p>4.1, 4.2 and 4.3 Transitions, (for example, moving homes, living in a refuge, separation from family and friends, school change, restraining orders, non-molestation orders, legal separation, divorce, criminal convictions, job loss).</p> <p>5.1 Service provision, (for example, healthcare, housing, victim services).</p> <p>5.1 Criminal justice system, (for example, police response, legal costs).</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • learner report • written or oral question and answer • discussion • assignment • presentation

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 04 Understand policy, response and intervention in relation to domestic abuse (T/618/6407)



Unit summary	In this unit, the learner will gain knowledge and understanding of legislation and policy, multi-agency working, intervention and sources of support and information in relation to domestic abuse.
Guided Learning Hours	45
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Know about legislation and government responses to domestic abuse	1.1 Identify current key legislation relating to domestic abuse		
	1.2 Summarise key points of legislation established to address domestic abuse		
	1.3 Describe the role of statutory agencies and government departments involved in the response to domestic abuse		
2. Understand how to respond if domestic abuse or harm is disclosed, suspected, or alleged	2.1 Explain the actions to take if domestic abuse or harm is disclosed, suspected, or alleged		
	2.2 Explain how actions or statements could adversely affect the use of evidence in potential investigations or in court		
	2.3 Describe possible interventions for a child or an adult if domestic abuse is disclosed, suspected, or alleged: <ul style="list-style-type: none"> immediate interventions long-term interventions 		
	2.4 Outline procedures for reporting and recording disclosure or suspicion of domestic abuse		
3. Know about the support available to survivors of domestic abuse	3.1 Describe support and interventions available to: <ul style="list-style-type: none"> an adult affected by domestic abuse a child affected by domestic abuse 		
	3.2 Explain how referral can be used to support survivors of domestic abuse in: <ul style="list-style-type: none"> health services 		

	<ul style="list-style-type: none"> support specialist services coordinated processes to improve victim safety 		
	3.3 Identify different sources of information and support available to adults and children experiencing domestic abuse		
	3.4 Describe strategies that may be used to support survivors of domestic abuse		
4. Know how to access support services available to those experiencing domestic abuse	4.1 Describe ways to access support in situations that are outside of own expertise, experience, role and responsibility		
	4.2 Identify support those experiencing domestic abuse may be entitled to in relation to: <ul style="list-style-type: none"> legal support financial support housing support 		
	4.3 Identify special measures that can be put into place during court proceedings to protect adults and children who have experienced domestic abuse		
5. Understand potential barriers to accessing information and support	5.1 Explain why access to support for domestic abuse can be difficult		
	5.2 Explain the potential barriers that ethnic minorities may experience in relation to accessing support		
	5.3 Identify the possible barriers to accessing information and support for children		
	5.4 Describe ways to overcome barriers to accessing information and support		
6. Understand the importance of multi-agency approaches in relation to domestic abuse	6.1 Identify the organisations and groups involved in multi-agency partnerships about domestic abuse		
	6.2 Describe ways that multi-agency partnerships can support those experiencing domestic abuse		
	6.3 Describe ways in which multi-agency communication and data sharing contribute to increased safety for those experiencing domestic abuse		
7. Understand ways to reduce the likelihood of domestic abuse	7.1. Explain ways in which the likelihood of domestic abuse may be reduced		
	7.2 Describe ways in which empowerment programmes can break the cycle of abuse		

8. Know about support available to perpetrators of domestic abuse	8.1 Describe the mandatory referral process for perpetrators of domestic abuse to specialist support services		
	8.2 Explain how referral can be used to support changes in a perpetrator's behaviour in: <ul style="list-style-type: none"> • health services • support specialist services • coordinated processes to improve victim safety 		

Assessment guidance

Delivery and assessment

2.4 Reporting and recording: in line with an organisation's policies and procedures.

3.3 Information and support: this must include information related to FGM, forced marriages and honour-based violence.

3.4 Strategies, (for example, safety plans, code words).

5.1 Access to support: the learner must cover why access to support might be difficult for the following victims of domestic abuse:

- females
- males
- LGBTQ+
- disabled people
- elderly people

5.2 Potential barriers that people from ethnic minorities may experience in relation to accessing support, which could include but are not limited to:

- cultural beliefs and practices
- support network
- language
- racism
- immigration status
- income
- recourse to public funds

6.1 Multi-agency partnerships could include but are not limited to:

- local authorities – children and adult services (including schools)
- public health
- police specialist units
- clinical commissioning groups
- community safety partnerships

7.1 Reduced – likelihood can be reduced through, (for example):

- education/awareness of abuse
- identifying patterns of abuse
- identifying types/patterns of behaviour, (for example, aggressive, assertive, non-assertive)
- sharing concerns with trusted family and/or friends
- promoting choice and rights

Types of evidence

Evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 04

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used 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. (grades are not awarded.)

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

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 	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	N/A	Yes
I	Recognition of prior learning	N/A	Yes

J	Reflection on own practice in real work environment	N/A	Yes
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	Yes
N	Oral questions and answers	N/A	Yes
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an assessor to observe the learner's performance <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategy

Knowledge learning outcomes

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between 2 or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4

Additional information

Additional information

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for centres

Qualification factsheet

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Women's Aid: www.womensaid.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Domestic Abuse Act 2021: www.legislation.gov.uk/ukpga/2021/17/contents/enacted
- Action for Children: www.actionforchildren.org.uk/www.actionforchildren.org.uk/
- Stonewall: www.stonewall.org.uk
- Refuge: www.refuge.org.uk

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE/CACHE do not explicitly endorse any learning resources available on these websites. For official NCFE/CACHE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Learning Curve Group

For more information about these resources and how to access them, please visit the NCFE website.

Contact us

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