NCFE CACHE

CACHE

Qualification specification

NCFE CACHE Level 2 Certificate in Understanding Safeguarding and Prevent
QN: 603/2818/6

Contents

Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v2.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <u>Resources.</u>
v2.2	June 2022	Information regarding <u>entry requirements</u> and the language of assessment evidence added to section 2. Information about the <u>support handbook</u> added to section 5.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **skills** that can be performed
- **knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.

☆ For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website..

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

The NCFE website contains information about all our qualifications including:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding Safeguarding and Prevent
Qualification number	603/2818/6
Purpose	The purpose of this qualification is to increase the learner's knowledge and awareness of the Prevent Duty and safeguarding, including online safety. By completing the qualification, learners will develop knowledge of safeguarding in an environment where they have a duty of care.
Total Qualification Time (hours)	132
Guided Learning (hours)	115
Minimum age of learner	18
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification. Work experience is not mandatory.
Rules of combination	To achieve this qualification, learners are required to successfully complete all 3 mandatory units.
Progression	• Level 3 qualifications in Supporting Teaching and Learning • Level 3 qualifications in Working with Children and Young People • Level 3 Diploma for the Children and Young People's Workforce (England) (Social Care) This qualification may support progression toward the role of Designated Safeguarding Lead.
Recommended assessment methods	All units will be individually internally assessed using a range of methods. See Section 4 for further information. 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
Grading system	Achieved/Not Yet Achieved

Entry requirements / recommendations	Learners should be at least 18 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2818/6.

Section 3: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

	Unit achievement log – Level 2 Certificate in Understanding Safeguarding and Prevent						
	Unit ref.	**Unit no.**	**Unit title**	**Unit type**	**Level**	**GL**	**Notes**
☆	K/616/8129	Unit 01	Understanding the Prevent Duty	Knowledge	2	35	
☆	H/616/8131	Unit 02	Understanding safeguarding	Knowledge	2	45	
☆	K/616/8132	Unit 03	Understanding online safety	Knowledge	2	35	

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit aim	Provides a brief outline of the unit content.
Learning outcomes	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours (GL)	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit non-guided learning	The average number of hours of private study, or other unsupervised activities, required to achieve a qualification or a unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

Explanation of terms used at Level 2:	
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 two 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) which 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.

Unit 01: Understanding the Prevent Duty

Unit reference	K/616/8129		Unit level	2
Unit hours	Guided learning	35	Non-guided learning	5
Unit aim	In this unit learners will look at the Prevent Duty, understanding why it exists and what their roles and responsibilities are in relation to it. They'll understand the terms 'radicalisation', 'extremism' and 'terrorism', and how to reduce the risk of radicalisation.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the Prevent Duty.	1.1 Describe the key features of the Prevent Duty.		
	1.2 Define the following: • terrorism • extremism • radicalisation.		
	1.3 Explain why the Prevent Duty exists.		
	1.4 Identify the three strategic objectives of the Prevent Duty.		
	1.5 Identify who needs to comply with the Prevent Duty.		
	1.6 Explain own roles and responsibilities in relation to the Prevent Duty.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the terms 'radicalisation', 'extremism' and 'terrorism'.	2.1 Identify current examples of extremist groups.		
	2.2 Explain the difference between radicalisation, extremism and terrorism.		
	2.3 Explain why some individuals or groups of individuals can become vulnerable to radicalisation.		
	2.4 Explain how some extremist groups aim to exploit these vulnerabilities.		
3. Understand how to reduce the risk of radicalisation.	3.1 Identify ways to reduce the risk of radicalisation.		
	3.2 Describe when attitudes, behaviours or actions might indicate signs of potential radicalisation.		
	3.3 Explain how own actions or statements could adversely affect the use of evidence in future investigations or in court.		
	3.4 Explain the referral process where an individual is at risk of radicalisation.		
	3.5 Describe the intervention process for an individual at risk of radicalisation.		

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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	**1.1** The learner could carry out independent research in order to describe the key features of the Prevent Duty. In addition to the assessment of the work presented, contribution to any debate by the learner can be made subject of a witness testimony. A discussion group is not compulsory but may be used to determine levels of knowledge and comprehension. **1.2** The definition of the terms 'terrorism', 'extremism' and 'radicalisation' should be clearly outlined. **2.1** The learner will be expected to identify at least three different extremist groups which are currently active. **2.2** The learner will be expected to explain the difference between radicalisation, extremism and terrorism to an extent which proves their knowledge. **2.3** The learner could produce a report or presentation explaining why some individuals or groups can become vulnerable to radicalisation. **2.4** Taking their answers for 2.3 into account, the learner should look at how extremist or terrorist groups could look to exploit these vulnerabilities. **3.1** The learner should identify ways in which to reduce the risk of radicalisation. The learner could consider the term 'resilience' in the context of any systems or solutions offered. **3.2** The learner should look at attitudes, behaviours and actions and at which point these could indicate signs of potential radicalisation. **3.3** Learners could research and examine case studies of real life events and actions, which have adversely affected or hampered the outcome of an investigation to fully understand implications of such unconsidered actions or statements. This AC lends itself to a form of role play or situational simulation, where the learner is exposed to a scenario where the actions are necessary and later subject of a peer review, which can create a powerful learning environment. The intention of this AC is to help staff understand what they should and should not do when

	taking action or giving statements when they are dealing with someone they suspect of being at risk of radicalisation.
	3.4, 3.5 These AC are closely associated and it is suggested that both are assessed together.
	The learner should use the referral and intervention processes from their own organisation. If this is not possible then the learning provider should be provided with processes which are in line with government guidelines.
	It is suggested that the learner be handed a scenario containing all the details required for them to carry out the referral and intervention processes. Any paperwork from this exercise should remain within the portfolio of each learner. The assessment should be based upon the learner's actions.

Unit 02: Understanding safeguarding

Unit reference	H/616/8131		Unit level	2
Unit hours	Guided learning	45	Non-guided learning	7
Unit aim	In this unit learners will understand the term 'safeguarding', identify national policies and local systems that relate to safeguarding, know how to recognise signs of abuse or potential harm and know how to respond if abuse or harm is disclosed, suspected or alleged.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the term 'safeguarding'.	1.1 Define what safeguarding is.		
	1.2 Identify current key legislation relating to safeguarding.		
	1.3 Explain the right to stay safe.		
	1.4 Explain the difference between safeguarding and child protection.		
	1.5 Describe the current vetting process (for staff).		
2. Understand the national and local context of safeguarding and protection from abuse.	2.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.		
	2.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3 Identify reports into serious failures to protect individuals from abuse.		
	2.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.		
3. Know how to recognise signs of abuse or potential harm.	3.1 Define the following types of abuse: • physical abuse • sexual abuse • emotional/ psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others • sexual exploitation • domestic violence • female genital mutilation (FGM) • forced marriage • fabricated and induced illness.		
	3.2 Describe the signs and/or symptoms that may be associated with different types of abuse.		
	3.3 Describe factors that may contribute to an individual being more vulnerable to abuse.		
	3.4 Explain why individuals might not disclose abuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Know how to respond if abuse or harm is disclosed, suspected or alleged.	4.1 Identify actions, behaviours and situations that may lead to harm or abuse to the individual.		
	4.2 Explain when the behaviour of others might be unacceptable.		
	4.3 Describe what actions to take where there are concerns that an individual might have been harmed or abused.		
	4.4 Explain the actions to take if abuse or harm is disclosed, suspected or alleged.		
	4.5 Describe the boundaries of confidentiality.		
	4.6 Explain how following procedures helps protect staff members from allegations and complaints as well as protecting other people from harm and abuse.		
	4.7 Explain how own actions or statements could adversely affect the use of evidence in future investigations or in court.		
	4.8 Explain how to access support in situations that are outside your expertise, experience, role and responsibility.		
	4.9 Describe what whistleblowing is.		

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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	**1.1–1.5** These AC are closely associated and for the purposes of assessment the learner could submit a report or presentation explaining and describing the various aspects requested within the criteria outlined for each AC.
	In terms of effective assessment this will allow the learner the freedom to express their knowledge and comprehension by taking a holistic view. As a minimum each of the various AC must be clearly addressed.
	2.1 The essential elements of this AC are the identification of national and local systems relating to safeguarding and protection from abuse. It is suggested that in relation to local systems, then the systems familiar to the learner should be used by them for the purposes of assessment. Where a learner is not in employment in this capacity then a local system should be explained and provided for them to work within.
	2.2 The learner is expected to present a comprehensive list of roles performed by different agencies. The listing of names and roles is not sufficient to meet the needs of this assessment – an explanation is required to prove knowledge and comprehension.
	2.3 By independent research the learner could identify a minimum of two case files that highlight serious failures in the protection of individuals from abuse.
	2.4 The learner could prepare a pamphlet or briefing sheet identifying sources of information and advice for someone new to the profession. Otherwise by report or presentation.
	3.1, 3.2, 3.4 All 3 AC are closely associated to enable assessment by combining all 3 in the one activity.
	The learner should be able to define the areas of abuse listed in this learning outcome and describe the signs and symptoms associated with each type of abuse. In response to each, the learner should consider reasons why an individual might not disclose abuse.
	Each type of abuse must be individually addressed with clear statements provided to allow for effective assessment. One-line answers should not be accepted. Learners must clearly demonstrate their knowledge to

	achieve this AC. Learners may use examples to underpin their answers.

3.2 One sign could be attributable to multiple types of abuse.

3.3 Learners should consider the various forms of abuse as listed and describe those factors that may contribute to an individual being more vulnerable to abuse. Online research will reveal the factors for each and a comprehensive answer should be expected.

4.1–4.9 This learning outcome can be assessed in a number of ways – either by individually assessing each AC or alternatively by providing a scenario and simulation of a case file, which allows assessment of each of these AC as part of a final exercise pulling together everything that has been learned.

It could be finalised by report or presentation encapsulating all of the AC with each learner explaining their actions, decisions and descriptions of events and what lessons had been learned.

Learners could be presented with a case study of a scenario or scenarios and then carry out a SWOT analysis and create an action plan. |

Unit 03: Understanding online safety

Unit reference	K/616/8132		Unit level	2
Unit hours	Guided learning	35	Non-guided learning	5
Unit aim	The aim of this unit is to understand the potential consequences of inappropriate or illegal online activity, how to reduce the risks posed online, and how to spot signs and behavioural changes that could cause concern.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the potential consequences of inappropriate or illegal online activity.	1.1 Describe the potential consequences of online conduct.		
	1.2 Describe the potential consequences of online contact.		
	1.3 Describe the potential consequences of online content.		
2. Understand how to reduce the risks posed online.	2.1 Explain the contents of an acceptable use policy in the following contexts: • workplace • home • educational establishment.		
	2.2 Describe how having an acceptable use policy reduces the risks posed online.		
	2.3 Outline the consequences of non-compliance with an acceptable use policy.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4 Explain why learners should ask who, what and why when interacting with information or others online.		
3. Know about potential signs and behavioural changes that could cause concern.	3.1 Describe potential signs or behavioural changes of a person that may be a cause for concern.		
	3.2 Identify sources of support for those who have been affected by an issue online.		
	3.3 Identify sources of advice regarding online safety.		

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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	**1.1–1.3** The aim of this outcome is to get learners to think about the potential online conduct, contact and content of the individuals that they in turn are working with. These individuals could be pupils at a school, students at a college, adult learners at a private training provider, etc. Inappropriate material will depend on the context, as what is inappropriate for a child may not be inappropriate for an adult. However, inappropriate or illegal material will generally be that which includes pictures, videos or games that show images of violence or cruelty, encourages criminal activity, is a platform for gambling, or includes sexual content. Conduct is the individual as **actor**, contact is the individual as **participant**, and content is the individual as **recipient**. Learners should make reference to grooming for radicalisation and terrorism and two other potential online risks from the list below: - adverts - body image - bullying - fake news - financial - gambling - grooming for sexual exploitation - hacking - identity theft - illegal downloads - inappropriate material - personal info - racism - reputational - sexism - spam - stalking. **2.1** Ofsted guidance on safe use of new technologies is a potential source of information here. **2.2** Learners could carry out a SWOT analysis of an acceptable use policy. This could be generated and provided to the learner where one is not available.

	2.3 This is to identify the potential exposure to risk. **3.1** While this is similar to Unit 01, 3.2, the aim here is to look at other signs and symptoms that might indicate the individual has had or is currently experiencing issues online that are affecting their behaviour. **3.2** Learners could submit a report, presentation, or other document.

Section 4: Assessment and quality assurance information

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 Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

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 • 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* • 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 • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

*   **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:

- 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.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the CACHE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions

  Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance.

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

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.

Resources

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.

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Information in this qualification specification is correct at the time of publishing but may be subject to change.

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