

NCFE

CACHE

Sample Assessment Materials (SAMs)

**NCFE CACHE Level 3 Technical Occupational
Entry in Youth Support Work (Diploma)
QN: X/XXX/XXX**

DRAFT

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Introduction

This qualification will be internally assessed via a portfolio of evidence. Centres should clearly timetable a representative number of assessment hours within their Scheme of Work. Internal assessments must be conducted outside of regular teaching and learning sessions, although they may be distributed throughout the duration of the unit.

Where possible, assessment evidence must be holistic. This means that rather than collecting individual pieces of evidence for each assessment criterion, learners must gather evidence to illustrate knowledge, understanding and competence across units that naturally link together. Sample assessment materials have been provided for assessment criterion in units 1, 3, 6, 7,8, and 9. Those assessment criterion which do not feature in the sample assessment materials, will be assessed as part of a portfolio of evidence for learners to achieve the qualification. A centre may choose to create their own internal assessment tasks. NCFE advise that Centres use the sample assessment material templates provided for setting their own contextualised assessments. There are five essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- ensuring that safeguarding, equality, diversity and inclusion are considered in their task design
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Further information around controls can be found in the internal assessment section in the qualification specification.

Unit 1 – Young people’s development

Task 1 – Presentation

For this task you need to create a presentation on the theories surrounding adolescent development. You may want to research the following theorists to help with the task – Bowlby (1969), Piaget (1936), Erikson (1950), Bronfenbrenner (1979).

Your presentation should include:

- a definition of adolescence (AC1.1)
- explanation of **two** social and cultural theories which relate to adolescent development (AC1.2)
- an outline informed by your preferred theories of how adolescent development impacts on young people’s lives (AC1.3)
- identification of how knowledge of adolescent development benefits youth work and young people. You must refer to your own youth work practice and at least two social and cultural theories of adolescent development when and how that knowledge has been of benefit to youth work and young people in general (AC2.1)
- identification a range of ways to encourage young people to explore their values and beliefs (AC2.2) which may include:
 - fairness and acceptance towards others
 - justice and promoting this
 - equality and inclusion.

Submission: Presentation

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how young people develop during adolescence	1.1 Define adolescence
	1.2 Explain social and cultural theories which relate to adolescent development
	1.3 Outline how adolescent development impacts on young people’s lives
2. Understand how knowledge of adolescence impacts on youth work	2.1 Identify how knowledge of adolescent development benefits youth work and young people
	2.2 Identify ways to encourage young people to explore their values and beliefs

Task 2 – Group discussion

Prepare to contribute to a group discussion by making notes on the following:

- How changes during adolescence could affect the professional relationship between the youth work practitioner and the young person from their own youth work practice. (AC2.3)
- How changes during adolescence can affect young people’s behaviour and lead to stereotypes. (AC2.4)
- A range of stereotypes that are often attributed to young people and how to challenge stereotypes impacting on young people. (AC2.5)
- Using evidence from your own work practice explain how youth support workers can support young people during adolescence (AC3.1)

- Local and national agencies that can support young people that may face difficulties during adolescence. You must identify how to access the agencies, their details, and referral processes. (AC3.2)

Submission: Group discussion

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how knowledge of adolescence impacts on youth work	2.3 Explain how changes during adolescence could affect the professional relationship between the youth support worker and the young person
	2.4 Outline how changes during adolescence affect young people's behaviour and lead to stereotypes
	2.5 Explain how to challenge stereotypes impacting on young people
3. Know where young people can get support during adolescence.	3.1 Explain how youth support workers can support young people during adolescence
	3.2 Identify agencies that can support young people that may face difficulties during adolescence

Unit 3 – Safeguarding in a youth work setting

Task 1 – Information table

In the table below outline current safeguarding legislation, guidelines, policies and procedures relevant to own organisation. (AC1.2)

	Young people	Vulnerable adults
Safeguarding legislation – local level		
Safeguarding guidelines – local level		
Safeguarding policy – local level		
Safeguarding procedures – local level		
Safeguarding legislation – national level		
Safeguarding guidelines – national level		
Safeguarding policy – national level		
Safeguarding procedures – national level		

Submission: Information table

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults	1.2 Outline current safeguarding legislation, guidelines, policies and procedures relevant to own organisation

Task 2 – Written report

Produce a short report to show your understanding of legislation, policy and procedure in relation to safeguarding young people.

You should include the following:

- a definition of the terms ‘child protection’ and ‘safeguarding’ (AC1.1)
- an explanation of how child protection relates to safeguarding
- how own organisation’s child protection policies and procedures create a safe environment that benefits young people and vulnerable adults (AC1.3)
- how one’s own organisation child protection and safeguarding policies and procedures influence own practice (AC1.4)
- a definition of the term confidentiality
- the boundaries of confidentiality when working with young people and vulnerable adults within your own youth work practice and how this could affect their rights. (AC1.5)

Submission: Written report

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults	1.1 Define the terms ‘child protection’ and ‘safeguarding’
	1.3 Outline how own organisation’s child protection policies and procedures create a safe environment that benefits young people and vulnerable adults
	1.4 Describe how own organisation’s child protection and safeguarding policies and procedures influence own practice
	1.5 Describe the boundaries of confidentiality when working with young people and vulnerable adults and how this could affect their rights

Task 3 – Presentation

Create a presentation that can be delivered to new staff as part of the induction process. Your presentation can be created using a format of your choice, for example PowerPoint.

Your presentation will need to:

- describe how youth work can protect and support young people (AC5.1)
- describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures. (AC5.2)
- outline ways to support and empower young people and vulnerable adults to manage personal risk. (AC5.3)
- outline the challenges when implementing safeguarding procedures in a youth work setting (AC5.4)
- identify a range of child protection and safeguarding multi-agency partnerships (AC2.1)
- describe forms of abuse including their characteristics and how to recognise them. (AC2.2)
- describe forms of exploitation including their characteristics and how to recognise them (AC2.3)
- outline individual responsibility in terms of what actions should be taken when indicators for abuse and exploitation are recognised (AC2.6)
- describe professional obligations regarding administration, recording and management of data (AC4.1)
- describe the importance of an organisation-wide approach to using social media and other technologies safely (AC4.2)
- outline how youth work can raise awareness around potential harm related to using different technologies. (AC4.3)

Submission: Presentation

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings	2.1 Identify a range of child protection and safeguarding multi-agency partnerships
	2.2 Describe forms of abuse including their characteristics and how to recognise them
	2.3 Describe forms of exploitation including their characteristics and how to recognise them
	2.6 Outline individual responsibility in terms of what actions should be taken when indicators for abuse and exploitation are recognised
4. Understand how to safeguard young people when using technologies	4.1 Describe professional obligations regarding administration, recording and management of data
	4.2 Describe the importance of an organisation-wide approach to using social media and other technologies safely
	4.3 Outline how youth work can raise awareness around potential harm related to using technologies
5. Understand how youth work can help protect young people and vulnerable adults	5.1 Describe how youth work can protect and support young people
	5.2 Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures
	5.3 Outline ways to support and empower young people and vulnerable adults to manage personal risk
	5.4 Outline the challenges when implementing safeguarding procedures in a youth work setting

Task 4 – Professional discussion

Take part in a professional discussion with your line manager, mentor or assessor.

You will need to be able to:

- identify own organisation's safeguarding officer in relation to reporting child protection issues (AC2.4)
- identify own organisation's policies and procedures for keeping staff and volunteers safe and how you applied them in practice. (AC2.5)

Submission: Professional discussion

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Know about roles and responsibilities in relation to keeping	2.4 Identify own organisation's safeguarding officer in relation to reporting child protection issues

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
young people, vulnerable adults, self and colleagues safe in youth work settings	2.5 Identify own organisation's policies and procedures for keeping staff and volunteers safe

Task 5 – Written report

Create a written report that shows your ability to assess risk in your own setting

The report should include:

- a description of a health and safety risk assessment risk benefit process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people (AC3.1)
- two health and safety risk assessment risk benefit analyses of work areas, one indoor and one for an off-site visits / activity (AC3.2)
- reflection on when they have recorded health and safety risks in a group work environment and the correct actions they took to ensure the safety of all young people in line with own organisations policies and procedures. (AC3.3)

Submission: Written report

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to assess risk in a youth work setting	3.1 Describe a health and safety risk assessment benefit process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people
	3.2 Develop a health and safety risk assessment benefit analysis of work areas including off-site visits
	3.3 Record all health and safety risks in a group work environment and take the correct actions to ensure the safety of all young people in line with own organisations policies and procedures

Unit 6 – Working with behaviour that challenges in a youth work setting

For the following tasks you need to research and source information from your workplace settings such as policies and procedures, code of conduct, job description for a youth work support worker and youth work standards. You will also reflect on your experience of working with young people within the setting and how you have developed your understanding, knowledge, and skills of responding to conflict and helping to build resilience through appropriate activities and techniques.

Task 1 – Reflective account and group discussion

Part 1 (a) Produce a reflective account to show your understanding of behaviour that challenges.

- a) Define what is meant by behaviour that challenges (AC1.1)
- b) Explain internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person (AC1.7)
- c) Compare examples of conflict and behaviour that challenges that can occur in a youth work setting (AC1.3)
- d) Explain what is meant by conflict, how it manifests itself in a youth work setting and the impact of conflict and behaviour that challenges in a youth work setting (AC1.2)
- e) Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in youth work settings (AC2.2)
- f) Explain situations within your youth work practice when additional support is required to manage conflict and behaviour that challenges (AC4.1)
- g) Evaluate support mechanisms available when managing conflict and behaviour that challenges (AC4.2)
- h) Explain de-escalation techniques and strategies within your workplace settings that can be used to address conflict and behaviours that challenge (AC2.1)
- i) Explain how positive feedback affects and enhances behavioural change in young people and how you have given such feedback to young people. (AC3.1)

Part 1 (b) Group discussion.

Note – the following task requires an observation of the learner demonstrating methods of defusing conflict and behaviour that challenges (AC2.3). While this is best observed in a real work environment, it may not be possible or appropriate for the learner to gain this evidence within the workplace setting. Therefore, careful consideration and discussion is required to assess the level of suitability and appropriateness for this to be conducted within the real work environment.

The learner can attain this through a simulation within the classroom environment and a witness testimony / observation can be completed to confirm evidence of achievement. It is expected that the learner will have covered relevant theory on conflict defusing and managing behaviours that challenge as part of their under-pinning knowledge for this unit. The following scenario can be used for the simulation.

Imagine the following scenario occurs at the youth group:

An argument starts between two young people, you do not witness how it starts or what it is about. The argument quickly escalates to shouting and name calling.

Think about your role as the youth support worker:

- How should the youth support worker react?
- What should the youth support worker do to try and resolve the conflict?
- How might the young people involved in the conflict situation be feeling?
- Is there anything that can be done to reduce the likelihood of a similar conflict situation occurring in the future?

Discuss your thoughts with your peers, tutor or workplace supervisor. If more than one new volunteer is undergoing induction, this can be done as a group exercise.

Taken and adapted from <https://www.youthscotland.org.uk>

The learner should make their own notes before the discussion and then:

- As a group discuss the scenario below and decide how best to deal with the situation following youth practice guidelines.
- Work in small groups, each taking a role to demonstrate how you as a youth support worker would work in this situation to defuse conflict while supporting the young people.
- As a group, discuss how completing this exercise felt to do? What aspects did you find challenging? What was key learning point you took from it?

The learner should then reflect on the discussion and write a summary including any key learning points they took away.

Submission: Reflective account, group discussion observation notes and summary

Delivery and assessment guidance:

Provider guidance – each simulation should last no more than 5 minutes. An agreed way of working should be demonstrated by learners in the simulations, which have been discussed as a group in task 1 (b) as part of good practice guidelines. The list may include for example, no physical contact, no shouting, good use of eye contact etcetera.

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by conflict and behaviour that challenges	1.1 Define what is meant by behaviour that challenges
	1.2 Explain the impact of conflict and behaviour that challenges in a youth work setting
	1.3 Compare examples of conflict and behaviour that challenges that can occur in a youth work setting
	1.7 Explain internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person
2. Be able to de-escalate conflict and behaviour that challenges in youth work settings	2.1 Explain de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting
	2.2 Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in youth work settings
	2.3 Demonstrate methods of defusing conflict and behaviour that challenges in youth work settings
3. Understand the role of feedback in relation to changed behaviour in a youth work setting	3.1 Explain how positive feedback affects and enhances behavioural change in young people
4. Understand when support is required in managing	4.1 Explain situations when additional support is required to manage conflict and behaviour that challenges

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
conflict and behaviour that challenges	4.2 Evaluate support mechanisms available when managing conflict and behaviour that challenges

Task 2 – Short report

Produce a short report to demonstrate your understanding of professional boundaries and available support within a youth work role.

- Outline the settings organisational policies and procedures in relation to youth work practice and explain the limits of your role and professional boundaries within your scope of practice
- Explain the importance of setting and maintaining appropriate boundaries and expectations with young people in your own youth work setting (AC1.5)
- Evaluate and reflect on your own values in relation to working with young people and managing young people's behaviour (AC1.6)
- Explain why it is important to develop a trusting and respectful relationship with young people. (AC1.4)

Submission: Short report

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by conflict and behaviour that challenges	1.4 Explain why it is important to develop a trusting and respectful relationship with young people
	1.5 Explain the importance of setting and maintaining appropriate boundaries and expectations with young people
	1.6 Evaluate own values in relation to working with young people and managing young people's behaviour

Task 3 – Observation records and witness testimonies

Gather, record, and use relevant information from your own work role to evidence how you have demonstrated methods of providing positive acknowledgement of changed behaviour. Your evidence can include observation records and witness testimonies from your workplace setting of you facilitating an activity or techniques you have undertaken with young people that used positive acknowledgement of changed behaviour. (AC3.2)

Submission: Observation records and witness testimonies

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the role of feedback in relation to changed behaviour in a youth work setting	3.2 Demonstrate methods of providing positive acknowledgement of changed behaviour

Task 4 – Professional discussion and personal development plan

Part 4 (a) Professional discussion

You will take part in a professional discussion. The professional discussion can take place with your supervisor / manager of your workplace setting. You should prepare for your professional discussion in advance, to ensure you can provide relevant examples to evidence the requirements of the outcomes identified below.

- Explain how you dealt with own conflict and behaviour that challenges in a youth work setting. (AC5.1)
- Reflect on own practice in relation to managing conflict and behaviour that challenges. (AC5.2)
- Analyse at least 3 examples of the impact of positive acknowledgement of changed behaviour in a youth work setting. (AC3.3)

Professional discussion questions could start with the following statements:

- Explain, using relevant examples from your work role...
- Referring to your own experience, examine...
- Reflect on a situation in your role...
- Identify a work situation where...

Part 4 (b) Personal development plan

Based on your experience and reflections create a development plan to enhance your own skills in managing conflict and behaviour that challenges. (AC5.3)

This should include:

- Reflections on what strategies you have used
- Strengths and limitations in managing conflict and behaviour that challenges
- Targets of what areas to improve on.

Submission: Professional discussion and personal development plan

Delivery and assessment guidance: Guidance for supervisor / manager undertaking the professional discussion.

Preparation template:

- Describe what happened (When, where, who was present; what did you do; why were you in the situation; what did you want to happen?).
- How did you feel you impacted on the situation? (During, before and after; what did others feel during and after the situation; what do you think now?).
- Evaluate your experience. (What went well / not so well; what was good / bad; what did you, and others contribute positively or negatively?).
- Analyse what happened with reference to your own knowledge, skills, and behaviours. (Why did things go well / not so well; what sense can be made of it; what knowledge do I / others have to help me understand the situation?).
- What conclusions can I draw from the situation? (What did I learn; how could it be more positive for everyone involved; what skills do I need to improve; what else could I have done?).

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the role of feedback in relation to	3.3 Analyse examples of the impact of positive acknowledgement of changed behaviour in a youth work setting

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
changed behaviour in a youth work setting	
6. Be able to recognise, manage and reflect upon relational boundaries in professional youth support work	5.1 Explain own practice in relation to conflict and behaviour that challenges in youth work settings
	5.2 Reflect on own practice in relation to managing conflict and behaviour that challenges
	5.3 Create a development plan to enhance own skills in managing conflict and behaviour that challenges

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Unit 9 – Reflective practice in a youth work setting

Reflective practice is an important element of the youth support workers role. The process of reflective practice allows consideration of ongoing development needs through continuing professional development (CPD) and through this process, contributes to improved outcomes for young people in youth support settings.

This assessment requires you to demonstrate your understanding of reflective practice; the models and approaches that can be utilised, and for you to identify your own development needs, creating and monitoring a plan in relation to your own practice.

Task 1 – Short report

Produce a short report to show your understanding of reflective practice.

- a) Define reflective practice within a youth work setting (AC1.1)
- b) Explain the benefits of reflection in developing youth work practice (AC1.2)
- c) Evaluate models to reflective practice and their potential strengths and weaknesses. (AC1.3)

Submission: Short report

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles and values of reflective practice in youth work	1.1 Define reflective practice within a youth work setting
	1.2 Explain the benefits of reflection in developing youth work practice
	1.3 Evaluate approaches to reflective practice and their potential strengths and weaknesses

Task 2 – Short report

Produce a short report to show your understanding of approaches to improve practice in youth support work.

Summarise methods used in youth support work for:

- planning sessions
- monitoring sessions
- evaluating sessions
- recording sessions.

Explain ways the youth support worker collects and uses sources of information to improve own practice and explain the value of reflective practice and continuing professional development (CPD) in relation to youth support work. (AC4.3)

Identify line management styles that support and develop youth work practice in others. (AC3.1)

Submission: Short report

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to use reflection to develop own and others practice	3.1 Identify line management styles that support and develop youth work practice in others
4. Be able to maintain continuous professional development opportunities that support own youth work practice	4.3 Explain the value of reflective practice and continuing professional development in relation to youth work

Task 3 – Reflection, personal development plan, and strengths, weaknesses, opportunities, threats (SWOT) analysis

This task asks you to reflect on your own personal development including your experience, skills and behaviour. You should utilise regular sources of information and feedback including: (AC2.1)

- Self-assessment activities, for example reflective practice template, SWOT analysis.
- Review and revise own practice based on feedback from others. For example, work placement, team members, supervisor, manager, course tutor, course peers. (AC3.3)
- Use relevant sources of information for example, relevant policies, procedures and theory that can support own continuing professional development (CPD) on a regular basis. (AC4.1)
- Personal development plan (PDP).

Tasks:

- a) Create a SWOT analysis to identify your current strengths, weaknesses, opportunities, and threats. Once you have completed this evaluate your own areas of strength and potential areas for development. Identify opportunities for improved practice in relation to your current knowledge, skills, and behaviours in youth support work. (AC2.2)
- b) Using a reflective practice model, such as Gibbs, reflect on an area of practice that you can develop to enhance experiences and support for young people within a workplace setting. You should use feedback from supervisors or managers.
- c) Use **three** sources of information appropriately in order to demonstrate the impact and benefits of youth support work. (AC4.2)
- d) Create a PDP which sets out 3 specific, measurable, achievable, relevant, and time-bound (SMART) goals through an action plan which will help you to reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive. (AC2.3)
- e) Evaluate the development plan with own line manager. (AC2.4)
- f) Apply the result of own reflection and development to own practice then write a reflective account that evaluates how completing these activities has improved your knowledge, skills or behaviour overall and the impact on improved outcomes for young people in youth support settings. (AC3.4)
- g) Explain how offering constructive feedback when supporting others in youth support work can improve their practice. If you are not in a workplace setting, you can use examples where you have provided constructive feedback to your peers in a learning setting. Give an example. (AC3.2, AC3.5, AC3.6)

Submission: Reflection, PDP and SWOT analysis

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to undertake self-directed reflection on own practice and continuing professional development	2.1 Demonstrate regular reflection on own experience, skills and behaviour upholding the principles and values of reflective practice in youth support work
	2.2 Evaluate own areas of strength and potential areas for development
	2.3 Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive
	2.4 Evaluate the development plan with own line manager
3. Be able to use reflection to develop own and others practice	3.2 Monitor outcomes of own work and others
	3.3 Review and revise own practice based on feedback from others
	3.4 Apply the result of own reflection and development to own practice
	3.5 Support others in reflective practice and provide constructive feedback to them around delivery
	3.6 Demonstrate how critical reflection can improve own and others practice in line with organisational procedures
4. Be able to maintain continuous professional development opportunities that support own youth work practice	4.1 Summarise relevant sources of information that can support own continuing professional development on a regular basis
	4.2 Use sources of information appropriately in order to demonstrate the impact and benefits of youth support work

Change history record

Version	Description of change	Approval	Date of issue
V1.	Draft published		March 2026

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