

NCFE

CACHE

Tutor guidance

**NCFE CACHE Level 2 Diploma in Health and
Social Care (Adults) (Northern Ireland)
QN: 603/4401/5**

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Section 1

Introduction

Introduction

This Tutor Guidance was created to support assessors and learners in identifying how the skills learning outcomes can be evidenced through the skills/competency ('Be able to') assessment criteria within the mandatory units of the Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland).

This document will:

- provide an overview of each theme
- highlight knowledge learning outcomes to facilitate holistic opportunities for application to skills assessment
- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion
- enable planning for next steps and tracking in relation to assessment.

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

This document must be used alongside the Qualification Specification to ensure all assessment criteria are appropriately met.

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

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

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Qualification introduction and purpose

This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland.

The qualification is formed of mandatory and optional units.

The mandatory units cover core competencies that have been categorised around the following four key themes:

- Communication and Information Sharing
- Health and Wellbeing
- Principles and Values
- Continuing Professional Development in Health and Social Care.

The optional units allow learners to choose from a wide variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.

Rules of combination

Learners must achieve a minimum of 46 credits to gain this qualification.

Learners must achieve 31 credits from the mandatory units and a minimum of 15 credits from the optional units.

Please note that to achieve the minimum 360 guided learning hours (GLH), centres must ensure learners have chosen optional units that meet the minimum 104 GLH.

Progression

Learners who achieve this qualification could progress to the Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland) or enter the workforce. The content is applicable to a variety of roles and/or careers.

Terminology relating to Autism in this document

Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms may be change. The National Autistic Society provides a useful source for accurate terms and reference and can be found here: <https://www.autism.org.uk>

Entry guidance

This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

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 the 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.

Section 2

Mandatory units

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	A/617/3772	Communication and Information Sharing - Theme 1	2	4	33	
Unit 02	F/617/3773	Health and Wellbeing - Theme 2	2	9	75	
Unit 03	J/617/3774	Principles and Values - Theme 3	2	13	108	
Unit 04	L/617/3775	Continuing Professional Development in the context of Health and Social Care -Theme 4	2	5	40	

Theme 1: Communication and Information Sharing

Unit number: 01

Theme 1: Communication and Information Sharing provides learners with the understanding, knowledge and skills required to communicate in a range of situations as well as ensure records and reports are maintained in line with the organisations policies and procedures.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Questions can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this theme, learners need to demonstrate knowledge and understanding of:

- the importance of communication
- how to respond to complaints.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Identify an individual's communication and language needs, wishes and preferences	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • contributing to assessment, development or review of a care plan in relation to communication and language needs, wishes and preferences • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes • meeting minutes • referral documentation • training records Reflective account	
	2.2 Use communication methods which meet an individual's communication needs, wishes and preferences	Direct observation - holistic	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.3 Explain why it is important to observe an individual's reaction when communicating with them	Question and answer Reflective account	
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • contributing to assessment, development or review of a care plan in relation to communication and language needs, wishes and preferences • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes • meeting minutes • referral documentation • training records Reflective account	
	3.2 Use methods that reduce barriers to communication	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • contributing to assessment, development or review of a care plan in relation to communication and language needs, wishes and preferences 	

LO	AC	Suggested evidence for assessment	Planning for next steps
		<ul style="list-style-type: none"> • team meeting • working with others, partnership activity or networking <p>Work product:</p> <ul style="list-style-type: none"> • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes • meeting minutes • referral documentation • training records <p>Reflective account</p>	
	<p>3.3 Use methods to check that communication has been understood</p>	<p>Direct observation:</p> <ul style="list-style-type: none"> • interacting with an individual • team meeting 	
	<p>3.4 Identify when and how to seek advice to support communication</p>	<p>Direct observation:</p> <ul style="list-style-type: none"> • contributing to assessment, development or review of a care plan in relation to communication and language needs, wishes and preferences • team meeting • working with others, partnership activity or networking <p>Work product:</p> <ul style="list-style-type: none"> • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes 	

LO	AC	Suggested evidence for assessment	Planning for next steps
		<ul style="list-style-type: none"> • meeting minutes • referral documentation • training records <p>Question and answer</p> <p>Reflective account</p>	
	3.5 Identify services and sources of information to enable communication	<p>Professional discussion</p> <p>Own work product</p> <p>Written/pictorial</p>	
4. Be able to apply principles and practices relating to handling information	4.1 Explain how legislation, policy and procedures relate to the recording, storing and sharing of information in health and social care	<p>Work product:</p> <ul style="list-style-type: none"> • policy and procedure <p>Question and answer</p> <p>Reflective account</p>	
	4.2 Define the term 'confidentiality'	<p>Work product:</p> <ul style="list-style-type: none"> • policy and procedure <p>Question and answer</p> <p>Reflective account</p>	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.3 Describe situations where information normally considered to be confidential might be shared	Question and answer Reflective account	
	4.4 Maintain confidentiality in day-to-day communication and record keeping	Direct observation: <ul style="list-style-type: none"> • accessing information • recording, reporting and storing information • ensuring security and privacy Work product: <ul style="list-style-type: none"> • records and reports 	
	4.5 Explain how and when to seek advice about confidentiality and record keeping	Work product: <ul style="list-style-type: none"> • policy and procedure Question and answer Reflective account	
	4.6 Explain what actions to take when there are concerns about confidentiality and record keeping	Work product: <ul style="list-style-type: none"> • policy and procedure Question and answer Reflective account	

Theme 2: Health and Wellbeing**Unit number: 02**

Theme 2: Health and Wellbeing provides learners with the understanding, knowledge and skills required to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support an individual's, health and wellbeing.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Questions can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this theme, learners need to demonstrate knowledge and understanding of:

- own responsibilities and the responsibilities of others relating to health and safety in the work setting
- the use of risk assessments in relation to health and safety
- how to store, use and dispose of hazardous substances and material
- the principles of a balanced diet
- how to plan and promote a balanced diet in health and social care settings
- the principles of hydration
- how to prevent malnutrition
- own role in screening and monitoring nutrition and hydration
- the importance of special dietary requirements in health and social care settings.

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to reduce the spread of infection	3.1 Explain organisational and legislative requirements policies, procedures and systems relevant to the prevention and control of infection	Work product: <ul style="list-style-type: none"> • policy and procedure • risk assessment • training records Question and answer Reflective account	
	3.2 Use the recommended method for hand-washing	Direct observation: <ul style="list-style-type: none"> • implementation of care plan activities ie clinical activity, moving and positioning, administration of medication, personal care 	
	3.3 Apply best practice to reduce the spread of infection	Direct observation: <ul style="list-style-type: none"> • implementation of care plan activities ie clinical activity, moving and positioning, administration of medication, personal care • implementation of risk assessment • use of Personal Protective Equipment (PPE) • disposal of waste/clinical waste/sharps • cleaning and decontamination procedures • personal hygiene and attire 	
	3.4 Describe poor practices that may lead to the spread of infection	Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	3.5 Outline the ways an infective agent might enter the body	Work product: <ul style="list-style-type: none"> • policy and procedure • risk assessment Question and answer Reflective account	
	3.6 Explain the potential impact of an outbreak of infection on the individual and the organisation	Work product: <ul style="list-style-type: none"> • policy and procedure Question and answer	
4. Be able to move and handle equipment and other objects safely	4.1 Identify legislation that relates to moving and handling	Work product: <ul style="list-style-type: none"> • policy and procedure • risk assessment • training records Question and answer Reflective account	
	4.2 Explain principles for moving and handling equipment and other objects safely	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment • training records Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.3 Use methods to move and handle equipment or other objects safely	Direct observation: <ul style="list-style-type: none">• moving and handling techniques	

Theme 3: Principles and Values**Unit number: 03**

Theme 3: Principles and Values provides learners with the understanding, knowledge and skills required to work to the values and principles in health and social care. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Questions can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this theme, learners need to demonstrate knowledge and understanding of:

- the implications of duty of care
- how to recognise signs of abuse
- how to respond to suspected or alleged abuse
- the national and local context of safeguarding and protection from abuse
- ways to reduce the likelihood of abuse
- how to recognise and report unsafe practices
- the importance of equality and inclusion
- how to access information, advice and support about diversity, equality and inclusion.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to establish informed consent when providing care or support	1.1 Identify legislation, policies and procedures relating to capacity	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment • mental capacity assessment Question and answer Reflective account	
	1.2 Define the term 'informed consent'	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment Question and answer Reflective account	
	1.3 Explain the importance of establishing informed consent when providing care or support	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	1.4 Obtain informed consent for an activity or action	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • implementation of care plan activities ie clinical activity, moving and positioning, administration of medication, personal care, leisure and recreation Work product: <ul style="list-style-type: none"> • care plan 	
	1.5 Explain what steps to take if informed consent cannot be readily established	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment • mental capacity assessment Question and answer Reflective account	
2. Be able to work in a person-centred way	2.1 Define the values and person-centred approaches that underpin social care practice	Work product: <ul style="list-style-type: none"> • policy and procedure • statement of purpose • care plan Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.2 Outline why using a person-centred approach is important in promoting an individual's sense of identity and self-esteem	Question and answer Reflective account	
	2.3 Use appropriate modes of communication to identify: <ul style="list-style-type: none"> • history • preferences • beliefs • culture • values • language • communication • wishes and needs of an individual 	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • meeting minutes 	
	2.4 Model person-centred values when implementing the care and/or support plan	Direct observation - holistic	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.5 Contribute to the ongoing monitoring and review of the care/support plan	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • completing daily records and reports • contributing to handover meetings • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • records and reports • handover minutes • care plan • care plan review minutes • meeting minutes 	
4. Be able to contribute to the support of positive risk-taking for individuals	4.1 Identify aspects of everyday life in which risk plays a part	Work product: <ul style="list-style-type: none"> • care plan • risk assessment Question and answer Reflective account	
	4.2 Explain why supporting positive risk-taking should be part of a person-centred approach	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.3 Outline the consequences for individuals when being prevented or discouraged from taking risks	Question and answer Reflective account	
	4.4 Support individuals to make informed choices about risks enabling them to lead full and meaningful lives	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • supporting informed decision making • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking	Work product: <ul style="list-style-type: none"> • policy and procedure • care plan • risk assessment • mental capacity assessments • incident reports • accident reports • near miss reports • daily logs • meeting minutes • internal and external audits Question and answer Reflective account	
	4.6 Explain the importance of working within the limits of own role and responsibilities when supporting individuals to take positive risks	Work product: <ul style="list-style-type: none"> • policy and procedure • job description and person specification • training records Question and answer Reflective account	
	4.7 Work within the limits of own role and responsibilities when supporting individuals to take positive risks	Direct observation Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to encourage active participation, collaboration and wellbeing	5.1 Define what is meant by the following terms: <ul style="list-style-type: none"> • active participation • collaboration • wellbeing 	Question and answer Reflective account	
	5.2 Describe how active participation and collaborative working with individuals and others promotes independence in daily living	Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes Question and answer Reflective account	
	5.3 Use ways to contribute to an environment that promotes wellbeing	Direct observation - holistic	
	5.4 Model ways to reduce the barriers and encourage active participation and collaborative working	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • contributing to assessment, development or review of a care plan • service user meetings and forums • team meeting • working with others, partnership activity or networking 	

LO	AC	Suggested evidence for assessment	Planning for next steps
		Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes 	
	5.5 Explain how to support individuals to develop and maintain social networks and relationships	Work product: <ul style="list-style-type: none"> • care plan • risk assessment Question and answer Reflective account	
	5.6 Support individuals to manage their daily living	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • supporting informed decision making • implementing care plan activities ie promoting independence, personal care, food and drink, leisure and recreation • contributing to assessment, development or review of a care plan • service user meetings and forums • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes 	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.7 Reflect on how active participation and collaborative working has impacted an individual	Direct observation: <ul style="list-style-type: none"> • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • meeting minutes • supervision record Reflective account	
6. Be able to support the individual's right to make choices	6.1 Support an individual to make informed choices	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • implementing care plan activities ie promoting independence, personal care, food and drink, leisure and recreation • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes 	

LO	AC	Suggested evidence for assessment	Planning for next steps
	6.2 Use agreed risk assessment processes to support the right to make choices	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • implementing risk assessments • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes 	
	6.3 Explain why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices	Question and answer Reflective account	
	6.4 Reflect on how an individual's informed choices has impacted their wellbeing	Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
12. Be able to work in an inclusive way	12.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role	Work product: <ul style="list-style-type: none"> • policy and procedure Question and answer Reflective account	
	12.2 Interact with individuals in ways that respect their beliefs, culture, values and preferences	Direct observation: <ul style="list-style-type: none"> • interacting with an individual • implementing care plan activities ie promoting independence, personal care, food and drink, leisure and recreation • contributing to assessment, development or review of a care plan Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • risk assessment • meeting minutes 	
	12.3 Describe how to challenge discrimination in a way that encourages change	Work product: <ul style="list-style-type: none"> • policy and procedure Question and answer Reflective account	

Theme 4: Continuing Professional Development in the context of Health and Social Care**Unit number: 04**

Theme 4: Continuing Professional Development in the context of Health and Social Care provides learners with the understanding, knowledge and skills required for them to be competent workers, accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Questions can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this theme, learners need to demonstrate knowledge and understanding of:

- what is required for competence in own work role
- personal development
- the role of regulation
- how to manage own stress.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role	Work product: <ul style="list-style-type: none"> • job description and person specification • employment contract • policy and procedure • training records Question and answer Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.2 Access full and up-to-date details of agreed ways of working	Work product: <ul style="list-style-type: none"> • job description and person specification • employment contract • policy and procedure • care plan • training records 	
	2.3 Implement agreed ways of working	Direct observation - holistic	
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others	Work product: <ul style="list-style-type: none"> • policy and procedure Question and answer Reflective account	
	3.2 Work in ways that can help improve partnership working	Direct observation: <ul style="list-style-type: none"> • contributing to assessment, development or review of a care plan • team meeting • working with others, partnership activity or networking Work product: <ul style="list-style-type: none"> • care plan • care plan review minutes • meeting minutes Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	3.3 Identify types of potential conflict that may arise in social care settings	Professional discussion Written/pictorial Reflective account	
	3.4 Identify skills and approaches needed for resolving conflicts	Question and answer Reflective account	
	3.5 Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts 	Question and answer Reflective account	
6. Be able to participate in personal development	6.1 Identify and reflect on a time when feedback from others has been used to develop own practice	Work product: <ul style="list-style-type: none"> • supervision records • appraisal/performance review record • self and peer evaluations • collated feedback Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	6.2 Prepare for and participate in own performance-related meetings	Direct observation: <ul style="list-style-type: none"> • accessing informal support • supervision • appraisal/performance review Work product: <ul style="list-style-type: none"> • supervision records • appraisal/performance review documentation • personal development plan • self and peer evaluations • collated feedback • skills analysis • training needs analysis • training records 	

Section 3

Assessment and quality assurance information

Assessment guidance

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

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

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

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding	
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes	
B	Professional discussion	Yes	Yes	
C	Expert Witness evidence <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes	
D	Learner's own work products	Yes	Yes	
E	Learner log or reflective diary	Yes	Yes	
F	Activity plan or planned activity	Yes	Yes	
G	Observation of children, young people or adults by the learner	Yes	Yes	
H	Portfolio of evidence	Yes	Yes	
I	Recognition of prior learning	Yes	Yes	

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

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.

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.

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