

NCFE

CACHE

Internal assessment sample tasks

**NCFE CACHE Level 3 Diploma in Adult Care
QN: 610/0498/4**

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Introduction

We have created sample tasks for all the internally assessed, mandatory, knowledge units (AC M4B, AC M8, AC M9 and AC M10) which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes (LO) for the units and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are 4 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)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in section 2 of the qualification specification.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

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

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

AC M4B Understand how to promote personal wellbeing (L/650/1370)**Assessment task – AC M4B****Task 1**

For this task you must research a range of strategies, sources of support and professional help available to improve personal wellbeing, stress, and anxiety.

Task instructions:

You must collate the information and prepare a resource pack to inform colleagues about personal wellbeing. The resource pack can be presented using a choice of formats but must include each of the following:

- explain what is meant by each of the following terms:
 - personal wellbeing
 - self-care
 - resilience
 - stress
 - anxiety
- describe a range of wellbeing support offers available for wellbeing, stress and anxiety
- explain how each of the support offers can be accessed
- identify how to access professional help if needed

Tutor guidance:

There are opportunities for learners to demonstrate digital skills within this task by researching approved websites. Learners can choose to present the information as an infographic, using slide decks or in the format of leaflets or factsheets.

Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1
LO3, AC3.2, 3.3
LO4, AC4.1, 4.6

Evidence types:

- resource pack

Assessment task – AC M4B**Task 2**

For this task, you must reflect on how you can maintain personal wellbeing and manage stress and anxiety.

Task instructions:

This can be written as a reflective account and must include the following points:

- give examples of factors that influence your wellbeing, both positively and negatively
- describe examples of factors that trigger stress and anxiety for you
- describe indicators of your personal wellbeing and deterioration of your wellbeing
- describe how to recognise indicators of stress and anxiety for you
- explain the potential impact of your wellbeing on:
 - your role and behaviour
 - others
- explain how stress and anxiety may affect own reactions and behaviours towards others
- describe a range of strategies you could use to maintain and improve your wellbeing
- explore strategies for managing your own stress and anxiety

Tutor guidance:

Tutors could provide the option of completing this through professional discussion with the digital voice recording available for sampling within the portfolio.

LO and AC mapping:

LO1, AC1.2, 1.3

LO2, AC2.1

LO3, AC3.1

LO3, AC4.2–4.5

Evidence types:

- reflective account
- professional discussion

AC M8 Understand duty of care (A/650/1375)**Assessment task – AC M8****Task 1**

For this task, you must produce a factsheet for an adult care worker new to the setting and work role.

Task instructions:

You must include the following points:

- explain what it means to have a duty of care in your own work role
- explain how duty of care relates to duty of candour
- explain how duty of care contributes to safeguarding and protecting individuals' right to live in safety and free from abuse and neglect
- give an example of what is meant by each of the following:
 - adverse events
 - incidents
 - errors
 - near misses
- describe how to recognise, report and respond to adverse events, incidents, errors and near misses
- explain how your own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care

Tutor guidance:

Learners can be encouraged to demonstrate digital skills in their presentation of the factsheet.

Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1–1.3

LO4, AC4.1–4.3

Evidence types:

- factsheet

Assessment task – AC M8**Task 2**

For this task you must identify a range of different situations where there is potential for conflict or a dilemma arising between the rights of an individual and duty of care.

Task instructions:

For each of the chosen situations, you must:

- describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
- describe how to work with individuals and others to manage conflicts and dilemmas related to duty of care effectively and achieve positive outcomes for individuals
- explain where to get additional support and advice about conflicts and dilemmas

Tutor guidance:

Learners can draw on their actual experience or use fictional scenarios as examples. They must describe at least 2 examples to demonstrate how the situation presents a potential conflict or dilemma.

LO and AC mapping:

LO2, AC2.1–2.3

Evidence types:

- scenario based questions

Assessment task – AC M8**Task 3****Task instructions:**

You must access the comments and complaints procedure in your work setting and cover the following:

- describe your role in listening and responding to comments and complaints
- summarise the main points of agreed procedures for handling comments and complaints
- explain the importance of empowering individuals and others to express their comments and complaints

Tutor guidance:

Learners may wish to extend their research and access additional comments and complaints procedures via the internet to find different examples of good practice.

LO and AC mapping:

LO3, AC3.1–3.3

Evidence types:

- research and written questioning

AC M9 Understand how to safeguard individuals (D/650/1376)**Assessment task – AC M9****Task 1****Task instructions:**

For this task, you must prepare a presentation to include the following information:

- explain how relevant legislation and principles relate to safeguarding and protection from abuse and neglect
- identify the relevant:
 - national policies and frameworks
 - local systems relating to safeguarding and protection from abuse and neglect
- explain the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect
- identify sources of information and advice about own role in relation to:
 - safeguarding concerns
 - whistleblowing
 - accountability for decision-making
 - information sharing

Tutor guidance:

Learners have the opportunity to develop and demonstrate digital skills by preparing slides suitable for a presentation.

Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1–1.3, 1.5

Evidence types:

- presentation

Assessment task – AC M9**Task 2**

For this task, you must write an assignment on indicators and types of abuse, harm and neglect.

Task instructions:

Within your assignment you must:

- explain what is meant by each of the following terms:
 - safeguarding
 - abuse
 - harm
- describe factors that may contribute to an individual being more vulnerable to abuse and neglect
- define each of the following forms of abuse and neglect:
 - physical abuse
 - domestic abuse
 - sexual abuse
 - psychological abuse
 - financial/material abuse
 - modern slavery
 - discriminatory abuse
 - organisational abuse
 - neglect/acts of omission
 - self-neglect
- describe indicators that may raise concerns that an individual is, or is at risk of, being abused and/or neglected
- describe indicators that may cause concerns about a perpetrator's behaviour
- explain how the likelihood of abuse or neglect may be reduced by:
 - working with person-centred values
 - enabling active participation
 - promoting choice and rights
 - working in partnership with others
 - supporting individuals with awareness of personal safety
- explain the importance of an accessible complaints procedure for reducing the likelihood of abuse or neglect

LO and AC mapping:

LO2, AC2.1–2.5

LO3, AC3.1, 3.2

Evidence types:

- assignment

Assessment task – AC M9**Task 3**

For this task, you must research relevant workplace and local safeguarding policies and procedures.

Task instructions:

Use the information to answer each of the following questions:

- explain the main actions to take if there are suspicions that an individual is being abused or neglected
- describe how to respond if an individual discloses that they are being abused
- describe how to share information about suspicions or disclosures of abuse or neglect and the potential issues relating to consent
- describe how the individual and others should be kept informed and involved about their safeguarding concern appropriately and in line with policies and procedures
- identify ways to ensure that evidence of abuse or neglect is preserved
- identify how and when to seek support in relation to responding to safeguarding concerns
- state how to respond to suspicion or disclosure that a child or young person is being abused or neglected

Tutor guidance:

Learners have the opportunity to develop and demonstrate digital skills by researching approved websites and gathering information.

LO and AC mapping:

LO4, AC4.1–4.7

Evidence types:

- research and written questioning

Assessment task – AC M9**Task 4**

For this task, you must research 2 examples of reports into serious failings within adult care.

Task instructions:

Give examples of how each of the reports into serious failures of upholding individuals' right to live free from abuse and neglect have influenced current practice.

Consider examples of unsafe practice that may have happened in an adult care setting. You can find examples on the independent regulator of health and social care in England's website which have been highlighted in inspection reports.

You must:

- describe unsafe practices that may affect the wellbeing of individuals
- explain the actions to take if unsafe practices have been identified
- describe the actions to take if suspected abuse or unsafe practices have been reported but no action has been taken in response

Tutor guidance:

Learners have the opportunity to develop and demonstrate digital skills by researching approved websites and gathering information.

The reports should be recent and involve serious failures to uphold individuals' right to live free from abuse and neglect. The findings from the report should relate directly to adult care and have influenced current practice.

LO and AC mapping:

LO5, AC5.1–5.3

Evidence types:

- research and written evidence

Assessment task – AC M9**Task 5**

For this task, you must produce a guide to inform individuals and their supporters about online safety.

Task instructions:

The following points must be covered in the guide.

You must:

- explain the importance of balancing measures for online safety with the benefits for individuals accessing electronic systems and devices, and the right to make informed decisions
- describe the potential risks presented by:
 - use of electronic communication devices
 - use of the internet
 - use of social networking sites
 - carrying out financial transactions online
- describe ways of working inclusively with individuals to reduce the risks presented by each of these types of activity

LO and AC mapping:

LO6, AC6.1–6.3

Evidence types:

- online safety guide

AC M10 Understand mental capacity and restrictive practices (F/650/1377)**Assessment task – AC M10****Task 1****Task instructions:**

For this task, you must prepare a commentary to explain the meaning and importance of consent within your role as an adult care worker. Submit a written version of your script covering the following:

- explain what is meant by 'valid consent'
- explain the importance of establishing an individual's consent when providing care and support
- explain the steps to take if consent cannot be readily established and your role in this

Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.3
LO2, AC2.2, 2.6

Evidence types:

- written commentary

Assessment task – AC M10**Task 2**

For this task you must produce an infographic to provide guidance and information about how the principles of mental capacity and consent apply in your role working in adult care.

Task instructions:

You must:

- summarise relevant legislation and codes of practice relating to mental capacity including:
 - the main purpose and principles
 - how these principles relate to one another
- explain how these principles underpin practice in adult care
- describe a range of factors that influence an individual's mental capacity and ability to express consent
- explain the relationship between an individual's mental capacity, consent, choice and safety
- describe your role and responsibilities in relation to relevant principles, legislation and codes of practice, and upholding individuals' rights

Tutor guidance:

Learners have the opportunity to develop and demonstrate digital skills by producing an infographic.

LO and AC mapping:

LO1, AC1.1–1.2, 1.4–1.5
LO2, AC2.1

Evidence types:

- infographic

Assessment task – AC M10**Task 3****Task instructions:**

For this task, you must consider how individuals can be supported and safeguarded when making a range of different decisions in adult care. Use examples of situations, either from your practice or fictional, to demonstrate this.

You must:

- give examples of how personal values and attitudes can influence perceptions of:
 - different situations
 - individuals' capacity
- describe a range of strategies and skills that could be used to maximise individuals' capacity to make their own decisions
- state your role in identifying when an assessment of capacity may be required

Tutor guidance:

Learners may submit this task as a written report or participate in a professional discussion with their assessor. A digital voice recording of this professional discussion must be available for sampling within the portfolio.

LO and AC mapping:

LO2, AC2.3–2.5

Evidence types:

- learner report
- professional discussion

Assessment task – AC M10**Task 4****Task instructions:**

For this task, you must investigate your role and responsibilities relating to restrictive practice in line with the policies and procedures in your work setting.

You must:

- explain what is meant by 'restrictive practice'
- explain the importance and impact of seeking the least restrictive option for individuals
- identify how to raise concerns when restrictions appear out of proportion with evident risk
- summarise the organisational policies and procedures in relation to restrictive practices and own role in implementing these

LO and AC mapping:

LO3, AC3.1–3.4

Evidence types:

- assignment

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