

Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding
Specific Learning Difficulties

QRN: 603/2041/2

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Qualification reference numbers:

NCFE CACHE Level 2 Certificate in Understanding Specific Learning Difficulties 603/2041/2

Published in Great Britain

First edition 2017 Book code N/A

Publication date

Version 1.0	August 2017
Version 2.0	October 2017
Version 2.1	February 2020

Publisher

Registered Office:

NCFE

Q6 Quorum Business Park

Benton Lane

Newcastle upon Tyne

NE12 8BT

Registered Company No: 02896700 (England and Wales)

Registered Charity No: 1034808

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 2.0 October 2017).

Version	Publication Date	Summary of amendments
v2.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .

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 is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

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 lightbulb in both the Unit Achievement Log and at the top of the units.

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

Our Website

The most recent version of our qualification specification and supporting documents can be found on our 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 on our website www.cache.org.uk.

The website also contains information about all our qualifications, including key facts and other support materials.

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

- complaints procedure
- appeals process
- diversity statement.

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. **This site is for Approved Centres only.**

To access this secure site please log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website www.cache.org.uk or can be requested from the Customer Support team on 0345 347 2123 or by emailing info@cache.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing info@cache.org.uk.

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 Specific Learning Difficulties
Qualification number	603/2041/2
Aim	This qualification aims to give learners knowledge of different Specific Learning Difficulties, how they are diagnosed and how individuals can be supported. The qualification can be used by a wide range of learners looking to improve their knowledge and awareness in this subject area.
Total Qualification Time (hours)	153
Guided Learning (hours)	129
Minimum age of learner	16
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification; therefore, work experience is not mandatory.
Rule of combination	To achieve this qualification, learners are required to successfully complete all 5 mandatory units.
Progression including job roles (where applicable)	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities • Level 2 Diploma in Health and Social Care (Adults) for England • Level 2 Certificate in Understanding Autism • Level 2 and 3 qualifications in Supporting Individuals with Learning Disabilities • Level 2 and 3 Certificates in Supporting Teaching and Learning in Schools • Level 2 and 3 Diploma for the Children and Young People's Workforce • Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.

Assessment methods	All units will be individually internally assessed using a range of methods. See Section 4 for further information.
Grading	Achieved or Not Yet Achieved
Entry requirements/ recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2041/2.

Section 3: Units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Hours	Page	Notes
 Unit 01	J/615/9454	Understand Specific Learning Difficulties	Knowledge	2	26		
 Unit 02	L/615/9455	Understand the effects of Specific Learning Difficulties	Knowledge	2	27		
 Unit 03	R/615/9456	Understand the diagnosis of Specific Learning Difficulties	Knowledge	2	25		
 Unit 04	Y/615/9457	Understanding supporting individuals with Specific Learning Difficulties	Knowledge	2	27		
 Unit 05	D/615/9458	Understand the context of Specific Learning Difficulties	Knowledge	2	24		

The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit www.cache.org.uk for further information.

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content 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 guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	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.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.

* *Unit assessment guidance* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between 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.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
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: Understand Specific Learning Difficulties

Unit reference	J/615/9454	Unit level	2
Mandatory/Optional	Mandatory		
Unit guided learning hours	26		
Unit summary	In this unit learners will gain an understanding of what is meant by Specific Learning Difficulties. They will research the characteristics of different difficulties and co-occurring conditions. They will also gain an understanding of common misconceptions and how the difficulty is a lifelong condition.		

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 range and characteristics of Specific Learning Difficulties	1.1. State what is meant by the term Specific Learning Difficulty		
	1.2. Define what is meant by: <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD) • Dyslexia • Developmental Coordination Disorder • Dyscalculia 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe the characteristics of: <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD) • Dyslexia • Developmental Coordination Disorder • Dyscalculia 		
	1.4. Outline how characteristics of Autism Spectrum Condition may cause difficulties with learning		
	1.5. Outline how these characteristics can vary from individual to individual		
	1.6. Explain other conditions that may co-occur with Specific Learning Difficulties		
2. Understand the nature of Specific Learning Difficulties	2.1. Give examples of typical signs of Specific Learning Difficulties in different contexts		
	2.2. Outline the difference between acquired and developmental Specific Learning Difficulties		

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. Explain why it is important to recognise that a Specific Learning Difficulty is a lifelong condition		
	2.4. Explain the term 'neurodiverse' in relation to Specific Learning Difficulties		
	2.5. Outline common misconceptions surrounding Specific Learning Difficulties		

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

Characteristics: For example:

- working memory
- speed of processing
- phonological awareness
- fine motor skills
- visual Motor Integration
- speech and language in relation to Specific Learning Difficulties
- inability to understand numbers
- concept of time
- attention span.

Contexts: Study, work, life.

Unit 02: Understand the effects of Specific Learning Difficulties



Unit reference	L/615/9455	Unit level	2
Mandatory/Optional	Mandatory		
Unit guided learning hours	27		
Unit summary	In this unit learners will gain an understanding of how Specific Learning Difficulties affect an individual's life and those of others. They will also understand how the attitudes of others can impact the individual. Learners will identify the strengths and barriers an individual may experience and how this can impact them.		

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 effects of Specific Learning Difficulties	1.1. Outline the difficulties an individual with Specific Learning Difficulties may have		
	1.2. Explain how Specific Learning Difficulties can affect children and adults in different ways		
	1.3. Describe how an individual's Specific Learning Difficulty may affect others		
	1.4. Describe how attitudes and lack of understanding can impact individuals with Specific Learning Difficulties		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Outline a range of internal and external factors that may affect an individual with Specific Learning Difficulties		
2. Understand the strengths and barriers faced by individuals with Specific Learning Difficulties	2.1. Identify the strengths and barriers an individual with Specific Learning Difficulties may experience in different contexts		
	2.2. Describe the impact the strengths and barriers can have on individuals with Specific Learning Difficulties in different contexts		
	2.3. Describe the importance of working with an individual's strengths and abilities to enable them to achieve their potential		
	2.4. Identify how positive aspects of Specific Learning Difficulties can benefit different settings		

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

Difficulties: working memory, phonological/auditory deficit, visual deficit.

Affect: diverse range of social, emotional and behavioural effects.

Others include: family, carers, friends, healthcare professionals, care workers, advocates, social workers, other people appropriate to the individual.

Internal and external factors: positive and negative factors, e.g. level/expertise of support, family, school, access to resources, environment, cultural, age of diagnosis, resilience, self-confidence, coping strategies, etc.

Strengths: creativity, thinking outside the box, visual and spatial awareness, memory.

Barriers: undiagnosed, mental health, discrimination, social mobility.

Context: work, life, study.

Settings: workplace, educational settings, society.

Unit 03: Understand the diagnosis of Specific Learning Difficulties



Unit reference	R/615/9456	Unit level	2
Mandatory/Optional	Mandatory		
Unit guided learning hours	25		
Unit summary	In this unit learners will understand the importance of gaining an early diagnosis and the impact of delayed or non-diagnosis. They will also investigate the diagnosis process and the professionals involved.		

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 importance of seeking a formal diagnosis of Specific Learning Difficulties	1.1. Give reasons why it is important to seek a formal diagnosis		
	1.2. Explain the importance of early diagnosis of Specific Learning Difficulties		
	1.3. Describe the barriers to achieving a diagnosis of Specific Learning Difficulties		
	1.4. Describe the impact of delayed or non-diagnosis of Specific Learning Difficulties		
	1.5. Give reasons why individuals may be reluctant to seek a diagnosis		

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 process of diagnosing Specific Learning Difficulties	2.1. Describe the process of diagnosis of Specific Learning Difficulties for different age ranges		
	2.2. Describe the roles of a range of professionals involved in diagnosing Specific Learning Difficulties		
	2.3. Outline the various assessment methods available to diagnose Specific Learning Difficulties		
	2.4. Explain the importance of updating assessments post age 16		

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

Barriers: Funding, stigma, cultural differences, lack of support, etc.

Age ranges: Childhood/adulthood.

Assessment methods: Non-diagnostic approaches – checklists, screener, diagnostic assessment by qualified professional.

Unit 04: Understanding supporting individuals with Specific Learning Difficulties



Unit reference	Y/615/9457	Unit level	2
Mandatory/Optional	Mandatory		
Unit guided learning hours	27		
Unit summary	In this unit learners will understand how to support an individual with a Specific Learning Difficulty in different settings. They will gain an understanding of different coping strategies and assistive technology that can be used to support an individual. They will also understand the roles of professionals in providing support.		

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 how support for individuals with Specific Learning Difficulties can be provided in different settings	1.1. Describe how discrimination against individuals with Specific Learning Difficulties can occur in different settings		
	1.2. Outline ways to prevent discrimination in different settings		
	1.3. Give examples of reasonable adjustments that can be made for individuals with Specific Learning Difficulties		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Outline how different settings can support individuals with Specific Learning Difficulties		
	1.5. Identify sources of information and support for individuals with Specific Learning Difficulties		
2. Understand how individualised support is provided	2.1. Give examples of coping strategies individuals may use to manage the effects of Specific Learning Difficulties		
	2.2. Describe a range of assistive technology that can be used to support individuals with Specific Learning Difficulties		
	2.3. Outline how individuals can be supported to gain, start and continue: <ul style="list-style-type: none"> • study • employment 		
	2.4. Describe the roles of professionals that may contribute to supporting individuals with Specific Learning Difficulties within different settings		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 04

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Settings: workplace, educational, social.

Support: dyslexia-friendly, multi-sensory, etc.

Unit 05: Understand the context of Specific Learning Difficulties



Unit reference	D/615/9458	Unit level	2
Mandatory/Optional	Mandatory		
Unit guided learning hours	24		
Unit aim	In this unit learners will understand how attitudes, legislation and services have evolved over time to support individuals with Specific Learning Difficulties. They will outline relevant legislation, policies and guidance and understand how these are implemented to support individuals.		

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 how attitudes, legislation and services related to Specific Learning Difficulties have changed over time	1.1. Describe how social attitudes have changed over time regarding Specific Learning Difficulties		
	1.2. Outline how legislation and guidance has changed over time to support individuals with Specific Learning Difficulties		
	1.3. Describe how services and approaches to support individuals have changed over time		

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 legislation in relation to Specific Learning Difficulties	2.1. Outline key points of current legislation, policies and guidance in relation to Specific Learning Difficulties		
	2.2. Outline how national Special Educational Needs legislation and policy is implemented locally		
	2.3. Outline how guidance can be used to support individuals with Specific Learning Difficulties		
	2.4. Describe the legislative rights and responsibilities related to Specific Learning Difficulties for: <ul style="list-style-type: none"> • individuals • employees • employers. 		

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 05

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

Legislation, policies and guidance: for example, the Rose Report, Equality Act 2010, Special Educational Needs and Disabilities (SEND) Code of Practice.

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 the 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.

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 <ul style="list-style-type: none"> • may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
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
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance. <p>** Simulation. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment 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 secure 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 internal 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 the templates.

- Evidence Record
- Record of Assessment Cycle

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

- Completing the Evidence Record
- Completing the 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.

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.