

Qualification Specification

NCFE CACHE Level 1 Award in Safeguarding in a
Learning Environment

QRN: 600/5515/7

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NCFE CACHE Level 1 Award in Safeguarding in a Learning Environment

QRN: 600/5515/7

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Summary of changes

This section summarises the changes to this Qualification Specification.

| Version | Publication Date | Summary of amendments |
|---------|------------------|---|
| V4.1 | February 2020 | Resources section added |

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Safeguarding in a Learning Environment.

Total Qualification Time

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

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

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

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

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner 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 Assurer.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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

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.

Entry guidance

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 this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Our website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

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

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

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

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, 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.

Section 2: About this qualification

| Qualification summary | |
|--|--|
| Title | NCFE CACHE Level 1 Award in Safeguarding in a Learning Environment |
| Qualification number | 600/5515/7 |
| Aims and objectives | <p>The qualification aims to provide learners with the suitable knowledge, guidance, support and understanding that everyone has the right to learn, to be safe and to be respected. Learners will be able to make sure that they are being provided with a safe and secure learning environment that promotes their health and wellbeing.</p> <p>This will enable them and their peers to take responsibility for their own and others' safety and be able to enjoy learning and progress in their lives.</p> |
| Total Qualification Time (hours) | 40 |
| Guided Learning (hours) | 26 |
| Credit value | 4 |
| Grading system | Achieved/Not Yet Achieved |
| Minimum age of learner | 14 |
| Real work environment (RWE) requirement/ recommendation | This is a knowledge-only qualification; therefore no real work environment placement is required. |
| Rule of combination | To be awarded the Level 1 Award in Safeguarding in a Learning Environment learners are required to successfully complete 1 mandatory unit and 3 optional units. |


| | |
|--|--|
| Entry requirements/ recommendations | <p>This qualification is suitable for learners aged 14 and above.</p> <p>Entry is at the discretion of the centre. 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 assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p> |
| Progression | <p>Learners who achieve this qualification could progress onto:</p> <ul style="list-style-type: none"> • Level 2 Award in Learning to Learn • Level 2 Award in Job Search and Interview Skills • Level 2 Award in Job Search and Employment Potential • Level 2 Award in Independent Study and Career Skills • Level 2 Award for Developing Effective Thinking Skills • Level 2 Award in Reflective Practice |
| Assessment methods | Portfolio of evidence |
| Additional assessment requirements | This qualification is internally assessed and externally quality assured. |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 600/5515/7. |

Section 3: Units

Mandatory units







| Unit ref (assigned by AO) | Unit no. | Unit title | Unit type | Level | Credit | Guided Learning Hours |
|--|-----------------|---|------------------|--------------|---------------|--------------------------------------|
| Unit 01 | K/504/0222 | Understanding the need for safeguarding in a learning environment | Knowledge | 1 | 1 | 8 |




The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

Optional units

| Unit ref (assigned by AO) | Unit no. | Unit title | Unit type | Level | Credit | Hours* |
|---|------------|---|-----------|-------|--------|--------|
|  Unit 02 | M/504/0223 | Establishing safe personal boundaries in a learning environment | Knowledge | 1 | 1 | 6 |
|  Unit 03 | T/504/0224 | Staying safe online in a learning environment | Knowledge | 1 | 1 | 6 |
|  Unit 04 | A/504/0225 | Investigating cyberbullying in a learning environment | Knowledge | 1 | 1 | 6 |
|  Unit 05 | J/504/0227 | Investigating harassment and bullying in a learning environment | Knowledge | 1 | 1 | 6 |
|  Unit 06 | L/504/0228 | Recognising abuse in a learning environment | Knowledge | 1 | 1 | 6 |
|  Unit 07 | J/504/0230 | Staying safe in a work environment | Knowledge | 1 | 1 | 6 |

* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website 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 group | Explains if the unit is mandatory or optional. |
| 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. |
| Credit value | The value that has been given to the unit based on the expected learning time for an average learner. |
| 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 delivery and assessment guidance | This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner. |
| Additional information | Any further information about the unit, eg links to National Skills Standards. |
| Type of evidence | The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team. |

Glossary of terms used at Level 1
(not all verbs are used in this qualification)

| | |
|-----------------------|---|
| Define | Give the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject. |
| Describe | Provide details about the subject or item. |
| Explain | Provide details about the subject with reasons showing how or why. |
| Give (examples of...) | Provide relevant examples to support the subject. |
| Identify | List or name the main points. |
| Indicate | Point out or show using words, illustrations or diagrams. |
| Locate | Find or identify. |
| List | Make a list of words, sentences or comments. |
| Outline | Identify or describe the main points. |
| Plan | Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration. |
| Show | Give information that includes clear knowledge about the subject. |
| State | Give the main points in brief, clear sentences. |
| Use | Take an item, resource or piece of information and link to the question or task. |

Unit 01: Understanding the need for safeguarding in a learning environment



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | K/504/0222 | Unit level | 1 |
| Unit group | Mandatory | | |
| Credit value | 1 | | |
| Unit guided learning hours | 8 | | |
| Unit summary | <p>In this unit learners will gain an understanding of the need for safeguarding themselves in an educational setting and learn about the policies and procedures for safeguarding within their own place of study. They will recognise the importance of learning in an environment that actively values equality and diversity. They will explore how key aspects of health and safety regulations apply to them within their place of study and know how to comply with these regulations.</p> | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1. Understand the policies and procedures for safeguarding in their learning environment. | 1.1. Identify the safeguarding policies and procedures within their learning environment. |
| | 1.2. Identify the key points of the safeguarding policies and procedures within their learning environment. |
| 2. Understand why safeguarding is important in their learning environment. | 2.1. Outline why safeguarding is important in their learning environment. |
| 3. Understand the importance of learning in an environment that actively values equality and diversity. | 3.1. Outline the key points of the equality and diversity policies and procedures within their learning environment. |
| | 3.2. State why equality and diversity policies are important in a learning environment. |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| | 3.3. State their role in supporting an inclusive learning environment. |
| 4. Understand key aspects of health and safety regulations in their learning environment and know how to comply with these regulations. | 4.1. Outline the key points of the health and safety regulations within their learning environment. |
| | 4.2. Give examples of how they can comply with these regulations. |

Delivery and assessment

Guidance for developing assessment

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However, if used, this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criteria: 1.1, 1.2

Additional information: Learner report showing coverage of the key points from the relevant safeguarding policies and procedures within the learner's own learning environment. Suitably presented data with supporting notes; this may be annotated safeguarding policies and procedures from the learner's own learning environment.

Type of evidence: Learner report

Assessment criterion: 2.1

Type of evidence: Learner report

Assessment criterion: 3.1

Additional information: Learner report showing understanding and the importance of the key points from the relevant equality and diversity policies and procedures within the learner's own learning environment. Suitably presented data with supporting notes; this may be annotated equality and diversity policies and procedures from the learner's own learning environment.

Type of evidence: Oral or written questioning

Assessment criterion: 3.2

Additional information: Learners could respond to a set of pre-prepared questions which illustrate an understanding of why equality and diversity policies and procedures are important in their learning environment.

Type of evidence: Learner report

Assessment criterion: 3.3

Additional information: Learner report showing the learner's role in supporting an inclusive learning environment. This may be a series of examples of how the learner already supports an inclusive learning environment and how they might do this in future.

Type of evidence: Learner report

Assessment criteria: 4.1, 4.2

Additional information: Suitably presented data with supporting notes; this may be annotated health and safety regulations from the learner's own learning environment. Practical demonstration and role play could be used to demonstrate how the learner complies with the relevant health and safety regulations within their learning environment.

Types of evidence

Evidence could include:

- Learner report
- oral or written questioning.

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English

Additional unit assessment requirements

This unit is internally assessed and externally quality assured.

Unit 02: Establishing safe personal boundaries in a learning environment



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | M/504/0223 | Unit level | 1 |
| Unit group | Optional | | |
| Credit value | 1 | | |
| Unit guided learning hours | 6 | | |
| Unit summary | This unit explores what makes a safe learning environment and explores ways of creating safe personal boundaries in their learning environment. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Know what makes a safe learning environment. | 1.1. State how physical and emotional safety are key features of a safe learning environment. |
| | 1.2. Provide an example of how their physical and emotional safety is safeguarded in their learning environment. |
| 2. Understand how to create safe personal boundaries in their learning environment. | 2.1. Explain how safe personal boundaries are established. |
| | 2.2. Provide examples of their own approach to developing safe personal boundaries in their learning environment. |

Delivery and assessment

Guidance for developing assessment

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However, if used, this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criteria: 1.1, 1.2

Additional information: Please note that learners need to cover 2 key features of a safe learning environment relating to physical and emotional safety, and at least one example each of how their physical and emotional safety are safeguarded.

Type of evidence: Case study

Assessment criteria: 2.1, 2.2

Additional information: Learners could present case study examples of situations in their workplace where safe personal boundaries need to be established, explaining how they'd develop these.

Please note that learners need to provide at least 2 examples of their own approach to developing safe personal boundaries.

Types of evidence

Evidence could include:

- Learner report
- case study.

| Additional information | |
|--|---|
| Relationship to occupational standards/NOS mapping | Links to National Skills Standards We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. <ul style="list-style-type: none">• English |
| Additional unit assessment requirements | This unit is internally assessed and externally quality assured. |

Unit 03: Staying safe online in a learning environment



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | T/504/0224 | Unit level | 1 |
| Unit group | Optional | | |
| Credit value | 1 | | |
| Unit guided learning hours | 6 | | |
| Unit summary | This unit identifies the need to stay safe whilst studying online and addresses the key issues of internet privacy, confidentiality, data protection and freedom of information guidelines in their learning environment. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1. Understand the need to stay safe whilst working online in their learning environment. | 1.1. Outline potential dangers related to studying online within their learning environment. |
| | 1.2. List items of personal information that need to remain secure when working online within their learning environment. |
| 2. Understand the key points of internet privacy, confidentiality, data protection and freedom of information guidelines in their learning environment. | 2.1. Define internet privacy. |
| | 2.2. Outline what is meant by internet confidentiality. |
| | 2.3. Provide examples of how data protection and freedom of information guidelines are followed within their learning environment. |

Delivery and assessment

Guidance for developing assessment

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However, if used, this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criterion: 1.1

Additional information: Please note that learners need to provide at least 3 examples of potential dangers related to studying online within their own learning environment. This could include grooming.

Type of evidence: Oral or written questioning

Assessment criterion: 1.2

Additional information: Please note that learners need to list at least 4 items of personal information that need to remain secure when working online in their learning environment.

Type of evidence: Oral or written questioning

Assessment criteria: 2.1, 2.2

Type of evidence: Learner report

Assessment criterion: 2.3

Additional information: Suitably presented data with supporting notes; annotations on source data documents.

Please note that learners need to provide at least 2 examples of how data protection and how freedom of information guidelines are practised within their own learning environment.

Types of evidence

Evidence could include:

- Learner report
- oral or written questioning.

| Additional information | |
|--|--|
| Relationship to occupational standards/NOS mapping | <p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none">• English• ICT |
| Additional unit assessment requirements | <p>This unit is internally assessed and externally quality assured.</p> |

Unit 04: Investigating cyberbullying in a learning environment



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | A/504/0225 | Unit level | 1 |
| Unit group | Optional | | |
| Credit value | 1 | | |
| Unit guided learning hours | 6 | | |
| Unit summary | This unit raises awareness of the dangers of cyberbullying by addressing the many issues surrounding cyberbullying and helps to identify ways of preventing it. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Know the dangers associated with cyberbullying. | 1.1. Define 'cyberbullying'. |
| | 1.2. State examples of cyberbullying. |
| | 1.3. List the dangers associated for someone who experiences cyberbullying. |
| 2. Understand ways of preventing cyberbullying. | 2.1. Outline what is done in their learning environment to prevent cyberbullying. |
| | 2.2. Identify what they can do to avoid the dangers of cyberbullying in their learning environment. |

Delivery and assessment

Guidance for developing assessment

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However if used this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criterion: 1.1

Type of evidence: Learner report

Assessment criterion: 1.2

Additional information: Please note that the learners need to provide at least 3 examples of cyberbullying.

Type of evidence: Learner report

Assessment criterion: 1.3

Additional information: Please note that the learners need to list at least 3 dangers associated with cyberbullying.

Type of evidence: Learner report

Assessment criteria: 2.1, 2.2

Additional information: Suitably presented data with supporting notes; annotations on source data documents.

Types of evidence

Evidence could include:

- Learner report.

| Additional information | |
|--|--|
| Relationship to occupational standards/NOS mapping | <p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none">• English• ICT |
| Additional unit assessment requirements | <p>This unit is internally assessed and externally quality assured.</p> |

Unit 05: Investigating harassment and bullying in a learning environment



| | | | |
|-----------------------------------|--|-------------------|---|
| Unit reference | J/504/0227 | Unit level | 1 |
| Unit group | Optional | | |
| Credit value | 1 | | |
| Unit guided learning hours | 6 | | |
| Unit summary | This unit identifies what harassment and bullying is within the educational setting and what to do if a learner has concerns about themselves or one of their peers. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Know what is meant by harassment and bullying. | 1.1. Define the term 'harassment'. |
| | 1.2. Define the term 'bullying'. |
| | 1.3. Give examples of harassment and bullying that may take place in their learning environment. |
| 2. Understand policies and procedures for harassment and bullying within their learning environment. | 2.1. Identify where to find an anti-bullying and harassment policy and procedures document within their learning environment. |
| | 2.2. Select the key points from the anti-bullying and harassment policy and procedures within their learning environment. |
| | 2.3. Identify their point of contact if they suspect that harassment and bullying is taking place within their own learning environment. |

Delivery and assessment

Guidance for developing assessment

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However if used this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criteria: 1.1, 1.2

Type of evidence: Learner report

Assessment criterion: 1.3

Additional information: Please note that learners need to give at least 2 examples of harassment and 2 examples of bullying that may take place in their learning environment.

Type of evidence: Learner report

Assessment criteria: 2.1–2.3

Additional information: Suitably presented data with supporting notes, annotated source data documents.

Types of evidence

Evidence could include:

- Learner report.

| Additional information | |
|--|---|
| Relationship to occupational standards/NOS mapping | <p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none">• English |
| Additional unit assessment requirements | <p>This unit is internally assessed and externally quality assured.</p> |

Unit 06: Recognising abuse in a learning environment



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | L/504/0228 | Unit level | 1 |
| Unit group | Optional | | |
| Credit value | 1 | | |
| Unit guided learning hours | 6 | | |
| Unit summary | This unit looks at how to recognise signs of abuse, harm and neglect in a learning environment and identify what to do when there are concerns about young people's safety and welfare. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand how to recognise signs of abuse, harm and neglect of young people within their learning environment. | 1.1. Define what is meant by abuse. |
| | 1.2. Provide examples of different types of abuse. |
| | 1.3. List the effects abuse can have on individuals within their learning environment. |
| 2. Know what to do when there are concerns about young people's safety and welfare. | 2.1. State how to respond to and report potential abuse, harm and neglect within their learning environment. |

Delivery and assessment

Guidance for developing assessment

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However if used this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criteria: 1.1, 1.2

Additional information: Please note that the learners need to provide at least 2 examples of abuse, which could include 1 of harm, 1 of neglect, 1 of deprivation, etc.

Type of evidence: Learner report

Assessment criterion: 1.3

Additional information: Please note that the learners need to provide at least 6 effects abuse can have on individuals within their learning environment. These may include effects of:

- physical abuse
- psychological abuse
- neglect
- sexual abuse
- financial abuse
- institutional abuse
- self-harm and self-abuse
- discriminatory abuse.

Type of evidence: Learner report

Assessment criterion: 2.1

Additional information: Suitably presented data with supporting notes; annotations on source data documents.

Types of evidence

Evidence could include:

- Learner report.

| Additional information | |
|--|--|
| Relationship to occupational standards/NOS mapping | <p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none">• English |
| Additional unit assessment requirements | <p>This unit is internally assessed and externally quality assured.</p> |

Unit 07: Staying safe in a work environment



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | J/504/0230 | Unit level | 1 |
| Unit group | Optional | | |
| Credit value | 1 | | |
| Unit guided learning hours | 6 | | |
| Unit summary | This unit explores what makes a safe working environment for young people who may be on work experience or work placement as part of their learning agreement. It also identifies ways of preventing bullying and harassment in their learning environment. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Know what makes a safe working environment whilst on work experience as part of their learning agreement. | 1.1. Identify the key features of a safe working environment. |
| | 1.2. Outline what is covered in their workplace's induction. |
| | 1.3. Identify their point of contact with regards to workplace policies and procedures. |
| | 1.4. State the meaning of safety hazard signs used in their workplace. |
| 2. Know ways of preventing bullying and harassment whilst learning in their work environment. | 2.1. Outline what is done in their work environment to prevent bullying and harassment. |
| | 2.2. Identify what they can do to avoid the dangers of bullying and harassment. |

Delivery and assessment

Guidance for developing assessment

Evidence for this unit should be drawn from the learner's own working environment.

Documentary evidence from others (Tutor, supervisor, manager etc) such as witness testimonies and observation records may also be presented as supporting evidence for this unit. However, if used, this evidence should be in support of other activities presented in the learner portfolio rather than the main method of evidence.

Type of evidence: Learner report

Assessment criterion: 1.1

Additional information: Learner report identifying:

- the key features of legislation and regulations relevant to the workplace, eg relevant legislation relating to health and safety; employment; manual handling; Personal Protective Equipment etc. This list is not meant to be exhaustive and other legislation may be relevant.
- roles and responsibilities of those involved: employers; employees; Health and Safety Executive (HSE), eg span of authority, right of inspection, guidance notes and booklets.

Type of evidence: Oral or written questioning

Assessment criterion: 1.2

Type of evidence: Learner report

Assessment criterion: 1.3

Additional information: This should cover specific contacts for:

- Health and Safety at Work
- Equality and Diversity
- Data Protection
- Freedom of Information
- plus any job-specific legislation if relevant.

This list is not meant to be exhaustive. Learners could also include other policies if relevant.

Type of evidence: Learner report

Assessment criterion: 1.4

Additional information: Suitably presented data with supporting notes or annotations on source data documents; annotated photographs.

Please note that learners need to state the meaning of at least 3 safety hazard signs used in the workplace whilst on placement or work experience.

Type of evidence: Oral or written questioning

Assessment criteria: 2.1, 2.2.

Types of evidence

Evidence could include:

- Learner report
- oral or written questioning.

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English

Additional unit assessment requirements

This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

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.

Internal Quality Assurance

All staff involved in the internal quality assurance of this qualification should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of this qualification, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Level 3 qualifications in Children's Care, Learning and Development. This could include the Diploma in Health and Social Care.

Examples of occupational experience

- Current or recent experience of working in an early years setting, school, playwork or youth group, or have specific child protection experience.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of Centres. Centres should be aware of their obligations under their Agreement with us to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and 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.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

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

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our secure website www.cache.org.uk. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Mandatory documents

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

- 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 our 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.

Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the CACHE website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group

For more information about these resources and how to access them please visit www.cache.org.uk.

Section 6: General Information

Equal opportunities

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

Diversity, access and inclusion

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

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: www.qualhub.co.uk