

**NCFE**

**CACHE**

# Summary of 'be able to' assessment criteria

**NCFE CACHE Level 2 Diploma for Children's Care, Learning and Development (Northern Ireland)  
QN: 603/4723/5**

# Contents

<b>Section 1</b>	<b>3</b>
Introduction	4
Rules of combination	4
Further guidance	4
<b>Section 2</b>	<b>5</b>
Unit 01 Context, principles and values that underpins practice - Theme 1	6
Unit 02 Communication and partnership working - Theme 2	8
Unit 04 Keeping children safe, healthy and well - Theme 4	10
Unit 05 Support children's personal care and nutrition - Theme 5	12
Unit 06 Supporting children's development - Theme 6	14
Unit 07 Support children's play, learning and development - Theme 7	16
Unit 08 Contribute to the support of children with disabilities and/or special needs - Theme 8	20
<b>Section 3</b>	<b>22</b>
Assessment guidance	23
<b>Contact us</b>	<b>25</b>

# Section 1

## General introduction

## Introduction

This Tutor Guidance was created to support assessors and learners in identifying how the knowledge learning outcomes can be evidenced through the skills / competency ('Be able to') assessment criteria within the Level 2 Diploma for Children's Care, Learning and Development (Northern Ireland).

This will assist you with the planning and delivery of the qualification.

This document will:

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

## Rules of combination

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

## Further guidance

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

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

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

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# Section 2

## Mandatory Units

### Unit 01 Context, principles and values that underpins practice - Theme 1 (Y/617/6517)

This theme provides learners with the knowledge and understanding of the values and principles required to work in early years. It will provide an understanding of relevant legislation and the importance of working in an inclusive way.

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

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

- range and purpose of early years services and the legislative frameworks linked to delivery
- principles and values of early years practice
- importance of equality and inclusion.

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to develop own professional practice	3.1 Use feedback on own performance to identify areas for improvement in own practice	Work product (personal development plan or appraisal) Professional discussion Reflective account	
	3.2 Produce a personal development plan	Own work product	
5. Be able to work in an inclusive way	5.1 Outline the codes of professional practice relating to equality, diversity and inclusion	Professional discussion Reflective account	
	5.2 Reflect on own role in supporting an inclusive environment	Reflective account Professional discussion	
	5.3 Demonstrate inclusive practice	Direct observation	

	5.4 Describe how and when to access information, advice and support about the provision of an inclusive environment	Professional discussion Reflective account Written/pictorial	
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## Unit 02 Communication and partnership working - Theme 2 (D/617/6518)

This theme provides learners with the understanding, knowledge and skills required to communicate successfully, ensure records and reports are maintained in line with the organisation's policies and procedures and support partnership working.

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

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

- communication in an early years services
- partnership working.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to communicate	2.1 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences: <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• other</li> </ul>	Direct observation	
	2.2 Explain when and how to seek advice on communication needs	Professional discussion Reflective account	
	2.3 Reduce the barriers to communication	Direct observation Reflective account Professional discussion	
	2.4 Reflect on the importance of listening and active participation when communicating with others	Reflective account Professional discussion	



LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to share and record information in line with policies and procedures in the work setting	3.1 Explain the terms: <ul style="list-style-type: none"> <li>• confidentiality</li> <li>• data protection</li> <li>• whistleblowing</li> </ul>	Professional discussion	
	3.2 Reflect on how you share information with others in line with role and responsibilities	Reflective account Professional discussion	
	3.3 Record and store information in line with organisational policy and procedures	Direct observation Professional discussion Reflective account	
	3.4 Explain why there may be conflicts or dilemmas in relation to sharing information and maintaining confidentiality	Professional discussion	
	3.5 Explain the process in your work setting in regard to: <ul style="list-style-type: none"> <li>• making referrals</li> <li>• why referrals are made</li> <li>• why other agencies are involved</li> <li>• securing informed consent</li> </ul>	Professional discussion Reflective account	

**Unit 04 Keeping children safe, healthy and well - Theme 4 (K/617/6523)**

This theme provides learners with the understanding, knowledge and skills required to support children's safety, health and wellbeing.

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

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

- health and safety legislation and policies and procedures of the work setting
- what to do in the event of a non-medical incident or emergency
- how to recognise and respond to children's minor illness, injury, infection, infestation and notifiable diseases
- national immunisation programmes for common childhood illnesses and notifiable diseases
- work setting's procedures for receiving, storing and administering medications.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to recognise risks and hazards	2.1 Outline the differences between risk and hazard	Professional discussion	
	2.2 Identify potential hazards to the health, safety and security of children	Direct observation	
	2.3 Undertake a health and safety risk assessment	Work product	

LO	AC	Suggested evidence for assessment	Planning for next steps
6. Be able to follow infection control procedures	6.1 Outline procedures for infection control in own work setting	Professional discussion Work product Reflective account	
	6.2. Describe personal protective clothing that is used to prevent the spread of infection	Professional discussion	
	6.3 Use personal protective equipment as appropriate	Direct observation Expert Witness testimony Professional discussion Reflective account	
	6.4 Use handwashing techniques to avoid the spread of infection	Direct observation	
	6.5 Demonstrate safe disposal of waste to avoid the spread of infection	Direct observation	

**Unit 05 Support children’s personal care and nutrition - Theme 5 (F/617/6527)**

The theme provides learners with the understanding, knowledge and skills required to provide support for children’s personal care and nutrition.

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

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

- the principles and benefits of healthy eating for children at defined stages of development
- how to encourage children to make healthier food and drink choices.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to support the personal care needs of children within a positive environment	1.1 Explain how to effectively care for children’s skin, hair and teeth	Professional discussion Reflective account	
	1.2 Support personal care routines that meet the individual needs of children and promote their independence	Direct observation	
	1.3 Explain how a positive environment enables a child-centred approach to personal care for children and families	Professional discussion Reflective account	
	1.4 Describe the importance for physical and mental wellbeing of balancing periods of physical activity with rest and quiet time	Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to support hygiene during meal or snack times	4.1. Explain the importance of personal hygiene at meal and snack times	Professional discussion Reflective account	
	4.2. Demonstrate good hygiene practice: <ul style="list-style-type: none"> <li>• in relation to own role</li> <li>• to support children’s self-help skills and learning and development</li> </ul>	Direct observation	
	4.3. Demonstrate ways of encouraging children’s personal hygiene at meal and/or snack times	Direct observation	

**Unit 06 Supporting children's development - Theme 6 (J/617/6528)**

This theme provides learners with the understanding, knowledge and skills required to support the holistic development and growth of children.

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

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

- main stages of child and young person development
- influences that affect children's development
- potential effects of transitions and change on children's development
- how to support positive behaviour in early years settings.

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to contribute to the observation and planning cycle	4.1 Identify a range of different observation methods and their use	Professional discussion Reflective account	
	4.2 Describe how different observation methods can be used to support children's development	Professional discussion Reflective account	
	4.3 Observe and record the holistic growth of children using suitable observation methods: <ul style="list-style-type: none"> <li>• physical</li> <li>• language/Communication</li> <li>• intellectual/cognitive</li> <li>• social, emotional, behavioural/moral</li> </ul>	Work products	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.4 Evaluate your observations and record findings	Work product Professional discussion Reflective account	
	4.5 Devise a plan based on your findings that aims to support a positive outcome	Work product	
	4.6 Implement the planned activities with children to support their individual development needs	Direct observation Reflective account Expert Witness Testimony	
	4.7 Contribute to the evaluation of the activities to support the children’s identified development needs	Work product Reflective account Professional discussion	
	4.8 Reflect on your role in the observation and planning cycle to support children’s development	Reflective account Professional discussion	

**Unit 07 Support children's play, learning and development - Theme 7 (L/617/6529)**

This unit provides learners with the understanding, knowledge and skills required to support children's wellbeing through play, learning and development.

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

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

- importance of play for children's health, wellbeing, learning and development.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to support an enabling and accessible indoor and outdoor play environment for all children	2.1 Describe what is meant by an enabling play environment	Professional discussion Reflective account	
	2.2 Use child centred approaches to engage children in playful opportunities and experiences	Direct observation	
	2.3 Support children to explore and investigate playful opportunities or experiences	Direct observation	
	2.4 Provide flexible and varied opportunities, experiences and resources to support children's play choices	Direct observation	
	2.5 Respond to children's play interests and play cues	Direct observation	
	2.6 Create areas of engagement and interest that illustrate children's learning and development through play	Direct observation Professional discussion Reflective account	



LO	AC	Suggested evidence for assessment	Planning for next steps
	2.7 Show interest and encouragement with children during play opportunities and experiences	Direct observation	
	2.8 Support the preparation of a range of play opportunities and experiences that enable children to engage at their own pace: <ul style="list-style-type: none"> <li>• 1:1</li> <li>• group basis</li> <li>• inside</li> <li>• outside</li> </ul>	Direct observation Reflective accounts Expert Witness Testimony	
3. Contribute to the support of play opportunities and experiences that promote health, wellbeing, learning and development	3.1 Plan play opportunities and experiences to support children’s development and wellbeing to include: <ul style="list-style-type: none"> <li>• creativity and creative learning</li> <li>• mathematical skills</li> <li>• World Around Us</li> <li>• music, rhythm and rhyme</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• personal and social</li> </ul>	Direct observation Work products	
	3.2 Implement the play opportunities and experiences to support children’s health, wellbeing, learning and development	Direct observation Work product reflective account Expert Witness Testimony	

LO	AC	Suggested evidence for assessment	Planning for next steps
	3.3 Reflect on children’s participation during the play opportunities and experiences to include: <ul style="list-style-type: none"> <li>• creativity and creative learning</li> <li>• mathematical skills</li> <li>• World Around Us</li> <li>• music, rhythm and rhyme</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• personal and social</li> </ul>	Reflective account Professional discussion	
	3.4 Seek and respond to children’s feedback after play opportunities and experiences	Direct observation Written/pictorial	
	3.5 Reflect on your own practice and learning during and after the play opportunities and experiences	Reflective account Professional discussion	
4. Be able to support children’s play and learning through risk and challenge	4.1 Outline the value of risk and challenge in children’s play, learning and development	Professional discussion Reflective account	
	4.2 Describe what is meant by ‘unacceptable risk and challenge’ in children’s play, learning and development both indoors and outdoors	Professional discussion Reflective account	
	4.3 Describe why it is important for children to be able to manage risk and challenge for themselves	Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.4 Encourage children to balance risk and challenge in line with health and safety requirements during their play: <ul style="list-style-type: none"> <li>• indoors</li> <li>• outdoors</li> </ul>	Direct observation Professional discussion Reflective account Expert Witness Testimony	

**Unit 08 Contribute to the support of children with disabilities and/or special needs - Theme 8 (F/617/6530)**

This theme will give learners an understanding, knowledge and skills required to help them support children with disabilities and/or special needs.

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

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

- the difference between the medical and social models of disability
- how the adoption of models of disability impact on the wellbeing and quality of life of individuals
- how additional needs can occur
- principles of working inclusively with children with additional needs.

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to contribute to the learning, play or leisure opportunities and experiences for children with additional needs	5.1 Explain why it is important for children with additional needs to have equal opportunities for holistic learning, growth and development, including taking risks	Professional discussion	
	5.2 Identify the specialist aids and equipment that are available for children with additional needs	Professional discussion Reflective account	
	5.3 Demonstrate how the environment, resources, opportunities and experiences are adapted to enable children with additional needs to participate	Direct observation Reflective account Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.4 Use child-centred approaches and active support to engage children with additional needs in meaningful play, learning and leisure opportunities and experiences during: <ul style="list-style-type: none"> <li>• planning</li> <li>• implementation</li> <li>• review</li> <li>• evaluation</li> </ul>	Direct observation	
	5.5 Demonstrate how to show interest and encouragement during play, learning and leisure opportunities and experiences	Direct observation	
6. Be able to evaluate own contribution to supporting children with additional needs	6.1 Review how own working practice has contributed to children’s level of engagement and enjoyment of play, learning and leisure opportunities and experiences	Reflective account Professional discussion	
	6.2 Adapt own practice to meet the needs of individual children	Direct observation Reflective account Expert Witness Testimony Professional discussion	

# Section 3

## Assessment and quality assurance information

## **Assessment guidance**

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

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

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding	
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>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</li> </ul>	Yes	Yes	
B	Professional discussion	Yes	Yes	
C	Expert Witness evidence <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes	
D	Learner's own work products	Yes	Yes	
E	Learner log or reflective diary	Yes	Yes	
F	Activity plan or planned activity	Yes	Yes	
G	Observation of children, young people or adults by the learner	Yes	Yes	
H	Portfolio of evidence	Yes	Yes	
I	Recognition of prior learning	Yes	Yes	
J	Reflection on own practice in real work environment	Yes	Yes	
K	Written and pictorial information	No	Yes	
L	Scenario or case study	No	Yes	
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes	
N	Oral questions and answers	Yes	Yes	
O	Assessment method devised by Centre and approved by CACHE	No	Yes	



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