

NCFE

CACHE

Tutor guidance

**NCFE CACHE Level 2 Certificate in
Understanding Adverse Childhood Experiences
QN: 603/5808/7**

Contents

Section 1	3
Introduction	4
Qualification introduction and purpose	5
Rules of combination	5
Progression	5
Entry guidance	5
Section 2	7
Resources and further reading	14
Section 3	15
Assessment guidance	16
Assessment strategies and principles relevant to this qualification	18
Assessment Strategy	19
Section 4	20
Useful documents	21
Mandatory documents	21
Contact us	22

Section 1

General introduction

Introduction

This Tutor Guidance contains Tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication.

These tools will assist you with the planning and delivery of the qualification.

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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- 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.

Qualification introduction and purpose

This qualification will provide learners with an opportunity to develop an understanding of adverse childhood experiences relevant to their current or future roles and will equip them with basic understanding of techniques for preventing and addressing adverse childhood experiences in practice.

Rules of combination

To be awarded the Level 2 Certificate in Understanding Adverse Childhood Experiences, learners are required to successfully complete 3 mandatory units.

Progression

Learners who achieve this qualification could progress to:

- Level 3 Diploma in Supporting Teaching and Learning
 - Level 3 Certificate in Understanding Mental Health
 - Level 3 Diploma for the Early Years Workforce (Early Years Educator)
 - Level 4 Certificate in Neuroscience in Early Years
 - Level 2 Extended Diploma in Health and Social Care
 - Level 3 Extended Diploma in Health and Social Care
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Entry guidance

This qualification is designed for learners wishing to increase their knowledge and understanding of adverse childhood experiences.

Entry is at the discretion of the centre. However, learners should be aged 19 or above to undertake this qualification.

There is no specific prior knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 1 health and social care or child development related qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Units achievement log

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	H/618/1008	Exploring childhood and family structures	2	40
Unit 02	D/618/1010	Introduction to adverse childhood experiences	2	40
Unit 03	H/618/1011	Understand strategies to improve outcomes for children affected by adverse childhood experiences	2	40

Section 2

Tutor hints and tips

Unit 01: Exploring childhood and family structures

Unit number	H/618/1008		Unit level	2
Unit hours	Guided learning:	40	Non-guided learning:	5
Unit aim	In this unit learners will begin to explore the development of children and young people and different perspectives on childhood. The unit will also cover the role of the family and different family structures.			

Tutor hints, tips and teaching aids

In this unit learners will begin to explore different perspectives on childhood. The unit will also investigate a range of different family structures.

This unit considers:

- holistic development from 0–18 years of age
- the role of the family and perspectives of childhood.

Assessment tasks

This non-mandatory task will support the learner to achieve the assessment criteria for this unit. All criteria must be met in full.

Part 1

Read the case study below before attempting the questions below:

Case study:

Josef is ten years of age and has cerebral palsy, he has a good personal support network at his local primary school. He lives with his mother in a remote rural area of England. Josef and his mother are concerned about how Josef will cope with his transition to the senior school next year which is a distance of five miles away and where support will be shared across his new year group.

Q1 (1.1) Outline key milestones in the **holistic** development of children 0–18 years of age.

Q2 (1.2 and 1.3) Outline how Josef's holistic development may be impacted by biological and external factors in this case study. Explain how cerebral palsy may affect holistic development in children and young people.

Q3 (2.4) Describe the contrasting perspectives introduced through nature and nurture influences to development.

Holistic areas of development to include:

- physical
- cognitive
- neurological
- speech, language and communication
- social
- emotional.

Part 2

Refer to current research to Q1 (2.1 and 2.2). Outline four (4) indicators of:

- positive quality childhood experiences and
- negative childhood experiences.

Q2 (2.3) Using examples, describe the potential impact of each of the following situations on the life of a child:

- war or conflict
- natural disaster
- **social disadvantage.**

Social disadvantage to include deprivation and opportunity, social class, socio economic and health.

Part 3

Produce a fact sheet to provide a useful source of information for practitioners. The factsheet must:

Q1 (3.1) Identify societal expectations of the role of the family in relation to childhood.

Q2 (3.2) Describe a range of different family structures.

Q3 (3.3) Describe the potential impact of pressure faced by families on a child's wellbeing and development.

Unit 02: Introduction to adverse childhood experiences

Unit number	D/618/1010		Unit level	2
Unit hours	Guided learning:	40	Non-guided learning:	5
Unit aim	This units introduces learners to adverse childhood experiences (ACEs) and potential outcomes for children impacted by ACEs. The unit also covers the role of the practitioner in supporting children.			

Tutor hints, tips and teaching aids

In this unit learners will begin to explore adverse childhood experiences. Adverse childhood experiences and brain development will also be considered in this unit.

This unit considers:

- knowledge of adverse childhood experiences and potential outcomes for children and young people
- the role of the practitioner.

Assessment tasks

This non-mandatory task will support the learner to achieve the assessment criteria for this unit. All criteria must be met in full.

Part 1

Refer to current research to support your responses to the following questions. Illustrations and charts may be used as part of your response.

Q1 (1.1) Describe a range of direct and indirect adverse childhood experiences.

Q2 (1.2) Describe how the human brain typically reacts in stressful situations.

Part 2

Develop a presentation such as a PowerPoint to:

Q1 (1.3) Explain how adverse childhood experiences may impact brain functioning and response systems.

Reflect upon your presentation to show that you can:

Q2 (2.1) Analyse the impact of adverse childhood experiences for a child's future holistic health, development, education and wellbeing.

Q3 (2.2) Explain the potential connection between adverse childhood experiences and an individual's mental health.

Q4 (3.1) Describe the role of the practitioner when supporting the holistic needs of children impacted by adverse childhood experiences.

Q5 (3.2) Explain the significance of attachment, relationships and connections for children's holistic health, development and wellbeing.

Part 3

Consider the needs of children and young people affected by adverse childhood experiences and develop a resource for practitioners that:

Q1 (2.3) Identifies 3 sources of support for children impacted by adverse childhood experiences.

Q4 (2.4) Describes action to take to safeguard children who are impacted by adverse childhood experiences. This can be supported with policies and flowcharts from a relevant setting.

Part 4

Refer to research around The Resilience Framework (Hart and Blincow). A useful link is provided below from Young Minds, but there are several sources of information around the resilience framework.

<https://youngminds.org.uk/resources/school-resources/academic-resilience-resources/>

This framework summarises evidence-based practices that are designed to promote resilience.

Q1 (3.3) Describe the role of the **Resilience Framework** as a tool for intervention.

Resilience Framework - based on the work of Hart and Blincow.

Unit 03: Understand strategies to improve outcomes for children affected by adverse childhood experiences

Unit number	H/618/1011		Unit level	2
Unit hours	Guided learning:	40	Non-guided learning:	5
Unit aim	In this unit learners will consider the role of the practitioner in supporting children impacted by adverse childhood experiences (ACEs) using strategies to develop resilience and improve outcomes.			

Tutor hints, tips and teaching aids

In this unit learners will consider the role of the practitioner in supporting children impacted by adverse childhood experiences using strategies to develop resilience and improve outcomes.

This unit considers:

- reflection and the reflective practitioner
- SMART action planning
- policy development.

Assessment tasks

This non-mandatory task will support the learner to achieve the assessment criteria for this unit. All criteria must be met in full.

The following criteria (1.1 and 1.2), can be achieved by selecting one of the following options:

Option 1: Reflect on own practice and work with other team members to inform a professional discussion to:

Q1 (1.1) Explain the term ‘reflective practitioner’.

Q2 (1.2) Describe 2 different theoretical models of reflection.

Option 2: Use 2 theoretical models for reflection and produce a written account that:

Q1 (1.1) Explains the term ‘reflective’.

Q2 (1.2) Describes 2 different theoretical models practitioner’of reflection.

The following criteria (2.1 and 2.2), can be achieved by completing the following task:

Q1 (2.1 and 2.2) Reflect on own development needs to set SMART action targets in relation to caring for children’s holistic health, development and wellbeing.

The following criteria (3.1, 3.2 and 3.3) can be achieved by completing the following task:

Q1 (3.1 and 3.2) Explain policy content for resilience building: (consider what you would expect to find in such a policy and explain its' importance). Summarise the benefits of following such a policy when working with children and young people.

Q2 (3.3) Outline 3 activities/experiences which value, respect and empower children and young people.

Resources and further reading

The following links may be useful in accessing relevant information:

General

- EIF (2020): Adverse childhood experiences: what we know, what we don't know, and what should happen next <https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next>
- Institute of health equity (2015): The impact of adverse experiences in the home on children and young people <http://www.instituteoftheequity.org/resources-reports/the-impact-of-adverse-experiences-in-the-home-on-children-and-young-people>
- NHS (2013): 'Adverse childhood events' linked to premature death <https://www.nhs.uk/news/pregnancy-and-child/adverse-childhood-events-linked-to-premature-death/>
- YoungMinds (2020): Addressing adversity book <https://youngminds.org.uk/resources/policy-reports/addressing-adversity-book/>
- YoungMinds (2020): Beyond adversity <https://youngminds.org.uk/get-involved/campaign-with-us/beyond-adversity/>

Brain development

- NSPCC (2020): How childhood trauma affects child brain development <https://learning.nspcc.org.uk/child-health-development/childhood-trauma-brain-development>
- University of Oxford, Oxford Brain Story www.oxfordbrainstory.org

Conflict and natural disaster

- Save the Children (2020): Find a report <https://www.savethechildren.net/research-reports/search?search=conflict>
- Save the Children (2020): Find a report <https://www.savethechildren.net/research-reports/search?search=natural+disaster>
- UNICEF (2020): Search results for natural disasters <https://www.unicef.org.uk/?s=natural+disasters>

Resilience framework

- YoungMinds (2020): Academic resilience <https://youngminds.org.uk/resources/school-resources/academic-resilience-resources/>

Family structures

- ONS (2019): Families and households in the UK (2019) <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2019>

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"> 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 	N/A	Yes	
B	Professional discussion	N/A	Yes	
C	Expert Witness evidence <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	N/A	Yes	
D	Learner's own work products	N/A	Yes	
E	Learner log or reflective diary	N/A	Yes	
F	Activity plan or planned activity	N/A	Yes	
G	Observation of children, young people or adults by the learner	N/A	Yes	
H	Portfolio of evidence	N/A	Yes	
I	Recognition of prior learning	N/A	Yes	
J	Reflection on own practice in real work environment	N/A	Yes	
K	Written and pictorial information	N/A	Yes	
L	Scenario or case study	N/A	Yes	
M	Task set by CACHE (for knowledge learning outcomes)	N/A	Yes	
N	Oral questions and answers	N/A	Yes	
O	Assessment method devised by centre and approved by CACHE	N/A	Yes	

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 the centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two Assessors
 - have up-to-date working knowledge and experience of best practice in assessment and quality assurance
 - hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment **or**
 - the Level 3 Certificate in Assessing Vocational Achievement, **or**
 - A1 Assess Candidate Performance Using a Range of Methods, **or**
 - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
 - show current evidence of continuing professional development in assessment and quality assurance.
-

Requirements for internal quality assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
 - hold one of the following Assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, **or**
 - the Level 3 Certificate in Assessing Vocational Achievement, **or**
 - A1 Assess candidate performance using a range of methods, **or**
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
 - hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, **or**
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
 - V1 Conduct Internal Quality Assurance of the Assessment Process, **or**
 - D34 Internally Verify the Assessment Process
 - show current evidence of continuing professional development in assessment and quality assurance.
-

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.
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Section 4

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.
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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.
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