Qualification specification

NCFE CACHE Level 2 Certificate in Understanding Working in the Health Sector
QN: 601/4128/1

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 5.0 January 2019).

Version	Publication Date	Summary of amendments
v5.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.
v5.2	June 2022	Information added to the entry guidance section and qualification summary to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks. Further information added to the qualification summary to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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 2 Certificate in Understanding Working in the Health Sector.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria/scope of learning** – what you need to show (evidence)

> Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time

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

Total Qualification Time comprises:

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

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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 Advisor.

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.

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

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

Entry guidance

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners should be aged 14 or above to undertake this qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

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

Our website

The most recent version of our qualification specification and supporting document can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that on the qualification specification.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and 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 the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding Working in the Health Sector
Qualification number	601/4128/1
Aims and objectives	This qualification is designed for anyone considering a career in the health sector. It would benefit those working within the sector to support their progression. This qualification aims to: • give learners the opportunity to investigate a work role in the health sector and provide the underpinning knowledge needed to work effectively. The objective of this qualification is to: • develop the learners' understanding of the health sector to support the progression onto further qualifications or roles in the workplace.
Total Qualification Time (hours)	160
Guided Learning (hours)	120
Credit value	16
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 2 Certificate in Understanding Working in the Health Sector, learners are required to successfully complete 6 mandatory units.

Entry requirements/ recommendations	Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. There are no specific prior skills/knowledge a learner must have for this qualification. However, learners should be aged 14 or above to undertake this qualification. Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements. Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.
Progression	Learners who achieve this qualification could progress to: • Level 2 or 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Certificate in the Principles of End of Life Care • Level 3 Certificate in Stroke Care Management • Level 2 or 3 Diploma in Health and Social Care (Adults) for England.
Assessment methods	Portfolio of evidence.
Additional assessment requirements	This qualification is internally assessed and externally quality assured. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/4128/1.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- Care Quality Commission: www.cqc.org.uk
- National Institute for Health and Care Excellence: www.nice.org.uk
- Skills for Health: www.skillsforhealth.org.uk
- NHS Careers: www.nhscareers.nhs.uk
- Department of Health: www.gov.uk/government/organisations/department-of-health

Section 3: Units

	Mandatory units					
	Unit ref (assigned by AO)	**Unit no.**	**Unit title**	**Unit type**	**Level**	**Credit**	**Guided learning hours**
☆	Unit 01	Y/506/6055	Understand the role of the healthcare worker	Knowledge	2	3	20
☆	Unit 02	H/506/5670	Communication skills for working in the health sector	Knowledge	2	3	20
☆	Unit 03	H/506/6057	Personal development in the health sector	Knowledge	2	2	10
☆	Unit 04	D/506/6056	Health, safety and security in the health sector	Knowledge	2	3	25
☆	Unit 05	M/506/6059	Understand quality standards in the health sector	Knowledge	2	2	20
☆	Unit 06	Y/506/5679	Equality and diversity in the health sector	Knowledge	2	3	25

The star icon ☆ indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the NCFE 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.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit 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.
Delivery and assessment	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 NOS.
Types 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 at NCFE.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 01: Understand the role of the healthcare worker

Unit reference	Y/506/6055	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	20		
Unit summary	This unit provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer and working in partnership with others.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to explore a work role in a healthcare setting.	1.1. Describe the duties and responsibilities of a named **work role** in a healthcare setting.
	1.2. Identify the **skills, knowledge and attitudes** required for this work role.
2. Understand working relationships in healthcare settings.	2.1. Explain how a working relationship is different from a personal relationship.
	2.2. Describe different working relationships in healthcare settings.
	2.3. Describe how positive working relationships can support improved performance in the workplace.
3. Understand the importance of working in ways that are agreed with the employer.	3.1. Describe why it is important to adhere to the agreed **boundaries** of the job role.
	3.2. Outline what is meant by agreed ways of working.
	3.3. Explain the importance of full and up-to-date details of agreed ways of working.
4. Understand the importance of working in partnership with others in healthcare settings.	4.1. Explain why it is important to work in partnership with others.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.2. Identify ways of working that can help improve partnership working.
	4.3. Identify skills and approaches needed for resolving conflicts.
	4.4. Explain how and when to access support and advice about: • partnership working • resolving conflicts.
5. Know the limits of own expertise and knowledge and when to refer to others.	5.1. Describe what is meant by being competent.
	5.2. Identify examples of when to seek help from others.
	5.3. State why it is important to seek help and report issues to others.
	5.4. Describe the benefits of learning from others.
6. Know how to present a positive image of self, organisation and service.	6.1. Describe how to present a positive image of self.
	6.2. Describe how to present a positive image of the organisation or service.
	6.3. State why presenting a positive image of self, organisation or service to others is important in a healthcare setting.

Delivery and assessment

Range

1.1. **Work role**: these could be drawn from a wide range of health sector staff including, for example, health care assistant; assistant practitioner; school nurse; children's nurse; hospital porter; paramedic; clinical support worker; pharmacy technician; physiotherapist.

1.2. **Skills, knowledge and attitudes**: for example, good manners; respect; empathy; communication skills such as active listening, positive body language, eye contact, negotiation.

3.1. **Boundaries**: within the limits of own knowledge, training and ability.

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.2

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 2.1–2.3

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.1–3.3

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: assignment

Assessment criteria: 4.1–4.4

Additional information: an assignment could be devised with a series of tasks related to the assessment criteria.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 5.1–5.4

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Delivery and assessment
Type of evidence: individual notes and visual aids from a presentation **Assessment criteria**: 6.1–6.3 **Additional information**: learners could prepare and deliver a presentation covering the assessment criteria which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.
Types of evidence
Evidence could include: • individual notes from a small group discussion • individual notes or learner report • assignment • individual notes and visual aids from a presentation.

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 • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 01 Understand the role of the healthcare worker: • SCDHSC0399
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Communication skills for working in the health sector

Unit reference	H/506/5670	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	20		
Unit summary	This unit covers the different forms of communication in the health sector. Learners will become aware of the different people they may need to communicate with and the importance of establishing the appropriate form of communication for individuals. They will also investigate the importance of completing accurate records and maintaining confidentiality.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of effective communication.	1.1. Explain why effective communication is important in healthcare settings.
	1.2. Describe the range of people they might communicate with during work activities.
	1.3. Describe how communication can affect: • relationships with colleagues • relationship with the individual • outcome of the episode of care for the individual.
	1.4. Explain how **effective communication** can improve the experience of those accessing healthcare services.
2. Understand how to meet the communication needs of individuals.	2.1. Give examples of **factors** that can affect communication with individuals accessing healthcare services.
	2.2. Describe ways to **discover** an individual's communication needs and preferences.
	2.3. Explain how different communication methods could be used to meet an individual's communication needs and preferences.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.4. Describe how to check that communication has been understood.
3. Understand how to promote effective communication.	3.1. Give examples of ways to use verbal and non-verbal communication.
	3.2. Describe **barriers** to communication.
	3.3. Suggest ways to overcome barriers to communication.
4. Understand how to maintain accurate and complete records.	4.1. Explain how to report and record work activities.
	4.2. Explain the **importance** of accurate record keeping.
	4.3. Outline what actions to take when there are concerns over the recording, storing or sharing of information.
5. Understand how to maintain confidentiality.	5.1. Describe what confidentiality means in relation to the role of a healthcare worker.
	5.2. Explain why it is important to **maintain confidentiality**.
	5.3. Explain how to maintain confidentiality when sharing information.
	5.4. Give examples of situations where confidential information may need to be shared with others.
	5.5. Outline the relevant **guidelines and legislation** that affect how information is shared.

Delivery and assessment

Range

1.4. **Effective communication**: learners need to recognise the importance of empathy and active listening, enabling patients to feel informed and involved, with staff spending time treating patients as individuals and not a number or 'case'.

2.1. **Factors**: recognising difficulties like stress; emotion; confusion; pain; discomfort with the subject etc.

2.2. **Discover**: for example, looking at care plans and notes; talking to the individual; talking to relatives.

3.2. **Barriers**: environmental, social and personal.

4.2. **Importance**: as records are legal documents often forming the basis for managing a patient's episode of care, it's essential that they provide a clear and accurate account. Records must be, for example, understandable; accurate; up-to-date; written as soon after the event as possible; legible; respectful to the client; signed and dated; maintained in accordance with data protection requirements and organisational policy.

5.2. **Maintain confidentiality**: depending on the context, the limits of confidentiality can change and there are instances where absolute confidentiality cannot be guaranteed in every circumstance. The topics become complex if care isn't taken to restrict the definition and discussion within the parameters of the level.

5.5. **Guidelines and legislation**: up-to-date legislation and guidance in at least 2 of the following relevant areas: data protection, codes of practice in relation to confidential information, information sharing policies and guidance (local and national), safeguarding and Every Child Matters.

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1–1.2, 1.4, 2.1

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 1.3, 2.2–2.4

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1–3.3

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 4.1–4.3

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence: oral or written questioning

Assessment criteria: 5.1–5.5

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:
- individual notes from a small group discussion
- individual notes or 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 • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 02 Communication skills for working in the health sector: • SCDHSC0021 • SCDHSC0233 • SCDHSC0369
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Personal development in the health sector

Unit reference	H/506/6057	Unit level	2
Unit group	Mandatory		
Credit value	2		
Guided learning hours	10		
Unit summary	In this unit learners will identify their own personal development needs and how feedback and reflection can support their personal development.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to identify own personal development needs.	1.1. Identify own skills, knowledge and attitudes relevant to a specific work role in the health sector.
	1.2. Identify areas for development for a specific work role in the health sector.
	1.3. Describe how these development needs could be achieved.
	1.4. Identify **methods** to record and review development opportunities.
2. Know ways to support own personal development.	2.1. Identify personal behaviours that support learning in the workplace.
	2.2. Identify people that can support own learning goals.
	2.3. Describe ways in which feedback from others can help to develop and improve own knowledge and skills.
	2.4. Describe how reflecting on a situation can help to develop and improve own knowledge and skills.
	2.5. Describe how learning in the work environment can contribute to career development.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know how a personal development plan can contribute to own learning and development.	3.1. Describe the key components of a personal development plan.
	3.2. Identify who could be involved in the personal development plan process.
	3.3. List the benefits of using a personal development plan to identify ongoing improvements in own work role.

Delivery and assessment

Range

1.4. **Methods**: for example, action plan; reflective practice and accounts; feedback from others; personal development plan or record.

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.4

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 2.1–2.5, 3.1–3.2

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: list

Assessment criterion: 3.3

Additional information: learners to produce a focused list based on the assessment criterion.

Types of evidence

Evidence could include:
- individual notes or learner report
- individual notes from a small group discussion
- list.

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 • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 03 Personal development in the health sector: • SCDHSC0023 • SCDHSC0033 • SCDHSC0043
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Health, safety and security in the health sector

Unit reference	D/506/6056	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	25		
Unit summary	This unit aims to give learners an understanding of how they can assist in maintaining health, safety and security in a healthcare environment. It covers aspects such as identifying risk; relevant legislation and workplace policies and procedures; how to respond to emergency situations; and how to report issues.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures.	1.1. Identify potential risks to health, safety and security in healthcare settings in relation to: • the **environment** • **individuals** • **information** and its use.
	1.2. Outline how risks to health, safety and security can be minimised in an organisation or service.
	1.3. Identify the key **legislation** that relates to health, safety and security.
	1.4. Outline the main health, safety and security responsibilities of: • self • employer • others in the work setting.
	1.5. Describe how to access additional support with regard to health and safety.
2. Understand the use of risk assessments in	2.1. Define what is meant by 'hazard' and 'risk'.

Learning outcomes The learner will:	Assessment criteria The learner can:
relation to health and safety.	2.2. Describe how to use a health and safety risk assessment.
	2.3. Explain how and when to report potential health and safety risks.
3. Know how to reduce the spread of infection in healthcare settings.	3.1. Describe ways in which own health or hygiene might pose a risk to an individual or to others at work in a healthcare setting.
	3.2. Describe the ways an infection can get into the body.
	3.3. Explain the most effective method for hand washing.
	3.4. Explain how the use of personal protective equipment (PPE) can reduce the spread of infection.
	3.5. Describe circumstances when employees are advised to stay away from the workplace.
4. Know how to summon immediate help in an emergency.	4.1. Identify situations that may need an emergency response.
	4.2. Describe the process for summoning immediate help in an emergency.
	4.3. Outline the actions that could be taken to contain the emergency until help arrives.
5. Understand the need for, and ways of, reporting incidents related to health, safety and security.	5.1. Explain the importance of accurate and timely reporting of incidents that may put health, safety and security at risk.
	5.2. Explain the method(s) used for **reporting incidents** in line with the procedures of an organisation or service.

Delivery and assessment

Range

1.1. **Environment**: for example, issues related to ventilation; lighting; heating systems and equipment; pests; work-related stress.

1.1. **Individuals**: for example, personal (health and well-being) and physical interactions (such as abuse, aggression, violence and theft); psychological interactions (such as bullying or harassment); social interactions (such as discrimination; oppression; lone working).

1.1. **Information**: for example, sharing passwords or sharing information with other agencies.

1.3. **Legislation**: must be current. At least 4 should be identified and relate to areas such as health and safety; data protection; health protection; human rights; equality and diversity; child protection.

5.2. **Reporting incidents**: the incident reporting process used commonly in the workplace to record incidents such as breach of confidentiality; slips, trips and falls; breaches of security; clinical incidents - for example, burns or scalds; injuries to bones; shock; adverse reactions to drugs.

Assessment guidance

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes or learner report

Assessment criteria: 1.4, 1.5

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence: oral or written questioning

Assessment criteria: 2.1–2.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.1–3.5

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: case study

Assessment criteria: 4.1–4.3

Additional information: Tutors could construct case studies to illustrate scenarios based on the

assessment criteria, these could be supported by focused questions for the learner.

Types of evidence: individual notes or learner report

Assessment criteria: 5.1–5.2

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence
Evidence could include: • oral or written questioning • individual notes or learner report • individual notes from a small group discussion • 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. • English • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 04 Health, safety and security in the health sector: • SCDHSC0022
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 05: Understand quality standards in the health sector

Unit reference	M/506/6059	Unit level	2
Unit group	Mandatory		
Credit value	2		
Guided learning hours	20		
Unit summary	This unit aims to give learners an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. They will investigate how organisations monitor, evaluate and maintain these standards and which resources can support them.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the quality standards that apply to healthcare settings.	1.1. Identify current **quality standards** applied within healthcare settings.
	1.2. Outline the role of regulatory bodies in maintaining quality standards.
	1.3. Explain how workplace policies and procedures contribute to maintaining quality standards.
	1.4. Give examples of the implications of not meeting quality standards.
2. Know how quality standards are monitored, evaluated and maintained in the health sector.	2.1. Identify factors that can affect service provision in the health sector.
	2.2. State the importance of monitoring and evaluating service provision in the health sector.
	2.3. Describe the ways in which organisations can evaluate service provision.
	2.4. Describe how personal **attitudes and behaviours** can impact on service quality.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.5. Summarise ways in which healthcare workers can contribute to maintaining standards.
	2.6. Explain why it is important to seek help and report issues to others.
	2.7. Explain how individuals can raise concerns.
	2.8. Describe the key points of a complaints policy.
3. Know how to use resources efficiently to support quality standards.	3.1. Describe the importance of using and maintaining **resources** properly.
	3.2. State why it is necessary to report issues related to resources.
	3.3. Identify how efficient use of resources contributes to the quality of service.

Delivery and assessment

Range

1.1. **Quality standards**: to include current overarching industry and organisational standards such as waiting times, confidentiality, telephone, etc.

2.4. **Attitudes and behaviours**: such as treating people as individuals and ensuring they receive an individual care package that meets their needs (regardless of organisational structure and boundaries), listening to service users and their carers to determine their needs and wants, ensuring the person is at the centre of any care plans made.

3.1. **Resources**: for example, environments in which the individuals work or learn; equipment and tools; information; materials.

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.4

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 2.1–2.4

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 2.5–2.8

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence: oral or written questioning

Assessment criteria: 3.1–3.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:
- individual notes or learner report
- individual notes from a small group discussion
- 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 • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 05 Understand quality standards in the health sector: • SCDHSC0241
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 06: Equality and diversity in the health sector

Unit reference	Y/506/5679	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	25		
Unit summary	This unit develops learners' understanding of the importance of equality and diversity in the health sector. Learners will understand that it's everyone's responsibility to act in ways that support equality and diversity and how to respond to behaviour that is discriminatory.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of diversity, equality and inclusion.	1.1. Define what is meant by: • diversity • equality • inclusion • discrimination.
	1.2. Describe the benefits to an organisation of having a diverse workforce.
	1.3. Explain the impact on those accessing healthcare services of policies and procedures that uphold diversity, equality and inclusion.
2. Know how legislation and codes of practice support equality and diversity.	2.1. List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination.
	2.2. Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination.
	2.3. Describe the rights of people involved in the organisation or service.
	2.4. State how the law protects the rights of individuals.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know how to work in ways that support equality and diversity.	3.1. List a range of **factors** which contribute to diversity.
	3.2. Describe how direct or indirect discrimination may occur in a healthcare setting.
	3.3. Describe ways to treat people fairly and according to their individual needs and preferences.
4. Know how to respond to behaviour that is discriminatory.	4.1. Identify behaviour which is discriminatory and undermines equality and diversity.
	4.2. Describe ways in which discrimination may be challenged in a healthcare setting.
	4.3. Describe how to report discriminatory behaviour.
5. Know how to access information, advice and support about diversity, equality, inclusion and discrimination.	5.1. Describe the range of organisations that exist to support the promotion of equality, diversity and inclusion.
	5.2. Describe the services that these organisations can offer to individuals.

Delivery and assessment

Range

3.1. **Factors**: such as, race; religion; gender; gender identity; individuality; choice; sexual orientation; disability; age; marital status; political views

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1–1.3

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: list

Assessment criteria: 2.1, 3.1

Additional information: learners to produce a focused list based on the assessment criteria.

Type of evidence: individual notes or learner report

Assessment criteria: 2.2–2.4

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.2, 3.3

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: case study

Assessment criteria: 4.1–4.3

Additional information: Tutors could construct case studies to illustrate scenarios based on the assessment criteria, these could be supported by focused questions for the learner.

Type of evidence: individual notes or learner report

Assessment criteria: 5.1–5.2

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:
- individual notes from a small group discussion
- list
- individual notes or 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. • English • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 06 Equality and diversity in the health sector: • SCDHSC0234 • SCDHSC3111
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

Recommended assessment methods

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

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

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. Grades are not awarded.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by Assessor • by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
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

*   **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

    *   when assessment may cause distress to an individual, such as supporting a child with a specific need
    *   a rarely occurring situation, such as dealing with an accident or illness
    *   confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation**. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

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 NCFE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Staffing requirements

Centres delivering this qualification 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 expected 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 that 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

Assessors of this qualification should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of this qualification, we consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions

  Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

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 the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from our NCFE website. 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.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle.

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

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

Resources

The resources and materials used in the delivery of these qualifications 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

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualifications page page on the NCFE website for more information and to see what is available for this qualification.

Third-party products

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

- Creating Careers/Vision2Learn.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

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 Diversity and Equality policy is available on the NCFE website.

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 the NCFE website.

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