

This qualification is now withdrawn

Qualification Specification

**NCFE CACHE Level 3 Diploma in
Healthcare Support Services**

QRN: 600/6218/6

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NCFE CACHE Level 3 Diploma in Healthcare Support Services 600/6218/6

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Summary of changes

This section summarises the changes to this qualification specification since the last version

Version	Publication Date	Summary of amendments
v8.0	November 2019	Added unit K/617/7591 – Understand social prescribing
v9.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units, there is a choice of 'optional units' which form part of the qualification. These are available on our website. Your Tutor or Assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them.

This Specification also contains extra information for your Tutor or Assessor.

How the qualification works

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

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units, you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence).

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Total Qualification Time/Guided Learning: Definitions

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

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

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

Guided Learning (GL)

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

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by the 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 lightbulb in both the Unit Achievement Log and at the top of the units.

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

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The public website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

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

The Centre secure website

More specific information to support Centre delivery can be found on our secure website. **This site is for Approved Centres only.**

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

Equal opportunities

We fully support the principle of equal opportunities and oppose 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. We aim 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 CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

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

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy, please see our website:

<https://www.cache.org.uk/media/3996/reasonable-adjustments-and-special-considerations-policy-v13-310518.pdf>.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens, you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 3 Diploma in Healthcare Support Services		
Qualification number	600/6218/6		
Aim	<p>The purpose of this qualification is to guide and assess the development of knowledge and skills relating to the health workforce. This qualification confirms competence in a range of healthcare support service skills.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • infection prevention and control • cleaning, decontamination and waste management • administration duties • understanding mental health and well-being • communication in the health sector • clinical data coding. 		
Purpose Ofqual code and description (where applicable)	<p>D. Confirm occupational competence and/or 'licence to practice'</p> <p>D1. Confirm competence in an occupational role to the standards required</p>		
Total Qualification Time (hours)	370		
Guided Learning (hours)	172		
Credit value	37	Minimum credits at/above Level	22
Minimum age of learner	16		
Age ranges covered by the qualification	N/A		
Real work environment (RWE) requirement/ recommendation	Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.		
Rules of combination	Learners must complete a minimum of 37 credits to gain the Level 3 Diploma in Healthcare Support Services. To do this, they must achieve 16 credits from Mandatory Group A and at least 21 credits from Optional Group B. At least 22 of the credits must be achieved at Level 3 or above.		

Progression including Job Roles (where applicable)	It is anticipated that learners will progress to specialist health pathways, reflecting the context in which they work.
Recommended assessment methods	<p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by us for knowledge learning outcomes only. * <p>The qualification will be achieved or not yet achieved and all the assessment criteria of the chosen units must be achieved in order to obtain a pass.</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	All units must be assessed in line with the Skills for Health Assessment Principles.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	Learners can usually complete it in a year or less.
Entry requirements/recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/6218/6.

Qualification introduction and purpose

The Level 3 Diploma in Healthcare Support Services will guide and assess the development of knowledge and skills relating to the health workforce. This qualification will confirm competence in a range of healthcare support service skills.

Healthcare support staff provide important daily services within the NHS and private care facilities. Staff in support roles work closely with other members of healthcare teams providing assistance in laboratories and offices, ensuring supplies are available when needed, moving equipment and patients and looking after grounds and security.

This qualification is aimed at learners aged 16 or above who are practicing in a relevant position, either through employment or work placement.

This qualification is based on the National Occupational Standards for Health and contains both mandatory and optional units. The mandatory units explore the underpinning care principles, whilst the optional units reflect particular specialisms and are selected in line with the learner's responsibilities and chosen career path.

Rules of combination

Learners must complete a minimum of 37 credits to gain the Level 3 Diploma in Healthcare Support Services. To do this, they must achieve 16 credits from Mandatory Group A and at least 21 credits from Optional Group B. At least 22 of the credits must be achieved at Level 3 or above.

Progression

It is anticipated that learners will progress to specialist health pathways reflecting the context in which they work.

Learners on this qualification could also progress to the following job roles:

- Assistant/Administrator
- Caretaker/Maintenance Person
- Cleaner, Customer Service
- Assistant/Manager
- Database Administrator
- Gardener
- Health Records Clerk
- Hospital Porter
- Kitchen Supervisor/Manager
- Library Assistant, Personal Assistant (PA)
- Receptionist
- Records Manager
- Security Officer/Manager
- Stock Control/Replenishment Assistant
- Stores Assistant
- Technical Support Person
- Van Driver.

Units can also be a basis for continuing professional development.

Unit achievement log






The unit achievement log for the Optional Units can be found in a separate Healthcare Optional Units document, available on the CACHE website and our secure website.

Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Page	Notes
HSC 025	J/601/8576	The role of the health and social care worker	Knowledge / Skills	2	2	14	31	
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	35	
SHC 32	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	41	
SHC 33	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	Knowledge / Skills	3	2	8	47	
HSC 037	F/601/8138	Promote and implement health and safety in health and social care	Knowledge / Skills	3	6	43	51	

Optional units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Notes
IC01	L/501/6737	The principles of infection prevention and control	Knowledge / Skills	2	3	30	
 IC02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20	
 HSC 024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	
 IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	
Pharm unit 203	L/601/3430	Contribute to the effectiveness of teams	Knowledge / Skills	2	3	5	
2010_BA_2_01	F/601/2467	Manage own performance in a business environment	Knowledge / Skills	2	2	9	
ICS A4 2010	L/601/0933	Give customers a positive impression of yourself and your organisation	Knowledge / Skills	2	5	33	
HSC 036	Y/601/8145	Promote person centred approaches in health and social care	Knowledge / Skills	3	6	41	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Notes
 TBC	F/502/3412	Maintaining quality standards in the health sector	Knowledge	3	2	13	
 TBC	J/502/3413	Service improvement in the health sector	Knowledge	3	3	20	
301	L/502/1212	Introduction to the role and responsibilities of a health trainer	Knowledge / Skills	3	4	20	
302	R/502/1213	Establishing and developing relationships with communities while working as a health trainer	Skills	3	3	10	
303	F/502/1224	Communicate with individuals about promoting their health and wellbeing while working as a health	Knowledge / Skills	3	3	15	
304	L/502/1226	Enable individuals to change their behaviour to improve their health and wellbeing while working as	Skills	3	5	25	
 CMH301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14	
 CMH302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	
 DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Notes
2010_BA_3_22	D/601/2542	Plan and organise meetings	Knowledge / Skills	3	5	25	
HSS/NOS/GEN018	H/602/3168	Give presentations to groups	Knowledge / Skills	3	4	26	
HSS/NOS/GEN019	H/602/4188	Assist others to plan presentations	Knowledge / Skills	2	2	16	
HSC 3062	Y/601/8825	Interact with and support individuals using telecommunications	Knowledge / Skills	3	5	36	
HSS/GEN023	H/602/0965	Monitor own work practices in health, social care or children's and young people's settings	Knowledge / Skills	3	3	20	
GEN26	Y/602/2678	Carry out transactions in a health facility	Knowledge / Skills	3	4	30	
HSS/GEN044	D/602/1029	Liaise between primary, secondary and community teams	Knowledge / Skills	3	3	20	
HSS/GEN062	D/602/1032	Collate and communicate health information to individuals	Knowledge / Skills	3	3	20	
GEN64	T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	Knowledge / Skills	3	5	33	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Notes
GEN65	D/602/4013	Make recommendations for the use of physical resources in a health setting	Knowledge / Skills	3	5	33	
HSS/GEN077	H/602/1033	Perform first line calibration on clinical equipment to ensure it is fit for use	Knowledge / Skills	3	3	20	
GEN78	M/602/2685	Conduct routine maintenance on clinical equipment	Knowledge / Skills	3	4	30	
GEN79	A/602/2687	Coordinate the progress of individuals through care pathways	Knowledge / Skills	3	4	30	
HI6	K/602/2684	Identify information requirements in a health context	Knowledge / Skills	3	4	30	
HI8	T/602/2686	Analyse and present health related data and information	Knowledge / Skills	3	4	30	
HI11	A/602/2690	Produce coded clinical data for external audit purposes	Knowledge / Skills	3	5	38	
HI12	J/602/2692	Prepare, conduct and report the results of a clinical coding audit	Knowledge / Skills	3	5	38	
HSC 3013	F/601/7927	Support individuals to access and use services and facilities	Knowledge / Skills	3	4	25	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Notes
HSC 3038	H/601/8147	Work in partnership with families to support individuals	Knowledge / Skills	3	4	27	
HSC 3010	H/601/9492	Support individuals to develop and run support groups	Knowledge / Skills	3	3	24	
ASM24	R/601/3526	Develop and sustain effective working relationships with staff in other agencies	Knowledge / Skills	3	4	24	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge / Skills	4	5	33	
ICS C5 2010-2014	J/601/1515	Monitor and solve customer service problems	Knowledge / Skills	3	6	40	
HSS/DEMO	M/602/4520	Deliver training through demonstration and instruction	Knowledge / Skills	3	3	21	
TBC	J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	Knowledge / Skills	3	4	26	
D5	Y/600/9669	Plan, allocate and monitor work of a team	Skills	3	5	25	
HSS/GEN039	T/602/0968	Contribute to effective multidisciplinary team working	Knowledge / Skills	3	3	20	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GL	Notes
GEN64	T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	Knowledge / Skills	3	5	33	
GEN66	H/602/4014	Control the use of physical resources in a health setting	Knowledge / Skills	3	3	25	
SLP 12	L/601/9213	Deal with disorderly and aggressive behaviour	Skills	2	2	11	
K/617/7591	K/617/7591	Understand social prescribing	Knowledge	3	2	12	



Unit equivalencies

The rules of combination of the Level 3 Diploma in Healthcare Support Services state the following unit equivalencies.

Unit in this qualification			Equivalent unit	
Unit ref.	Unit no.	Unit title	Unit ref.	Unit title
J/601/1434	SHC31	Promote communication in health, social care or children's and young people's settings	L/502/3381	Communication skills for working in the health sector
Y/601/1437	SHC33	Promote equality and inclusion in health, social care or children's and young people's settings	L/502/3400	Equality and diversity in the health sector

Barred unit combinations

The rules of combination of the Level 3 Diploma in Healthcare Support Services will not allow the following unit combinations to be taken together.

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
L/601/3430	Pharm unit 203	Contribute to the effectiveness of teams	T/602/0968	HSS/GEN039	Contribute to effective multidisciplinary team working
F/502/3412	TBC	Maintaining quality standards in the health sector	J/502/3413	TBC	Service improvement in the health sector
J/502/1631	TBC	Contribute to the prevention of aggressive and abusive behaviour of people	L/601/9213	SLP 12	Deal with disorderly and aggressive behaviour

Section 3: Units

This section includes assessment tasks for Tutors' convenience.
They are not mandatory.

Unit layout

For each unit, the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (eg NCFE, Pearson).
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 credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

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

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
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.

HSC 025: The role of the health and social care worker

Unit reference	J/601/8576	Level	2
Credit value	2	Guided Learning (hours)	14

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand working relationships in health and social care.	1.1. Explain how a working relationship is different from a personal relationship.		
	1.2. Describe different working relationships in health and social care settings.		
2. Be able to work in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role.		
	2.2. Access full and up-to-date details of agreed ways of working .		
	2.3. Implement agreed ways of working.		
3. Be able to work in partnership with others.	3.1. Explain why it is important to work in partnership with others .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	3.2. Demonstrate ways of working that can help improve partnership working.		
	3.3. Identify skills and approaches needed for resolving conflicts.		
	3.4. Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts. 		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSC 025

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards	HSC 23, HSC 227
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • team members and colleagues • other professionals • individuals who require care or support • families, friends, advocates or others who are important to individuals.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

Assessment task – HSC 025 The role of the health and social care worker

In your next supervision, you will be discussing your role as a health and social care worker. In order to prepare, present information to cover the following:

Task links to learning outcome 1, assessment criteria 1.1 and 1.2

- an explanation of how a working relationship is different from a personal relationship
- a description of different working relationships in health and social care settings.

SHC 31: Promote communication in health, social care or children's and young people's settings

Unit reference	J/601/1434	Level	3
Credit value	3	Guided Learning (hours)	10

Unit aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment			
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.		
	2.2. Describe the factors to consider when promoting effective communication.		
	2.3. Demonstrate a range of communication methods and styles to meet individual needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.4. Demonstrate how to respond to an individual's reactions when communicating.		
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2. Identify barriers to effective communication.		
	3.3. Demonstrate ways to overcome barriers to communication.		
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.		
	3.5. Explain how to access extra support or services to enable individuals to communicate effectively.		
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term 'confidentiality'.		
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.		
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SHC 31

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Guidance for developing unit assessment arrangements	<p>CCLD 301 GCU 1 GEN 22 HSC 31</p> <p>Themes recur as knowledge requirements and core values throughout HSC NOS.</p>
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
Unit assessment guidance – provided by the sector	<p>Communication methods include:</p> <ul style="list-style-type: none"> • non-verbal communication: <ul style="list-style-type: none"> ○ eye contact ○ touch ○ physical gestures ○ body language ○ behaviour. • verbal communication: <ul style="list-style-type: none"> ○ vocabulary ○ linguistic tone ○ pitch. <p>Services may include:</p> <ul style="list-style-type: none"> • translation services • interpreting services • speech and language services • advocacy services.

Assessment task – SHC 31 Promote communication in health and social care or children's and young people's settings

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

Communication is a vital skill required to effectively work in health and social care or with children and/or young people.

Evidence of your practice will be assessed in your work setting. To establish the context of this, you will need to carry out some research to provide:

- an identification of the different reasons people communicate
- an explanation of how communication affects relationships in the work setting.

Present the findings of your research.

SHC 32: Engage in personal development in health, social care or children's and young people's settings

Unit reference	A/601/1429	Level	3
Credit value	3	Guided Learning (hours)	10

Unit aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
	1.2. Explain expectations about own work role as expressed in relevant standards .		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.		
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.		
4. Be able to agree a personal development plan.	4.1. Identify sources of support for planning and reviewing own development.		
	4.2. Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Demonstrate how to work with others to agree own personal development plan.		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has led to improved ways of working.		
	5.3. Show how to record progress in relation to personal development.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SHC 32

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards	<p>CCLD 304 GCU 6 GEN 12, GEN 13 HSC 33</p> <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.</p>
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>
Unit assessment guidance – provided by the sector	<p>Standards may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • national occupational standards. <p>Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. <p>Others may include:</p> <ul style="list-style-type: none"> • the individual • carers • advocates • supervisor, line manager or employer • other professionals.

Assessment task – SHC 32 Engage in personal development in health, social care or children's and young people's settings

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

Personal development and reflective practice is an integral part of health and social care or working with children and/or young people. To support you in reviewing the need for personal development in relation to your work role, produce the following:

- a description of the duties and responsibilities of your own work role
- an explanation of the expectations about your own work role as expressed in relevant standards.

(Standards may include: codes of practice, regulations, minimum standards or national occupational standards.)

SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings

Unit reference Y/601/1437 **Level** 3

Credit value 2 **Guided Learning (hours)** 8

Unit aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the importance of diversity, equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion. 		
	1.2. Describe the potential effects of discrimination.		
	1.3. Explain how inclusive practice promotes equality and supports diversity.		
2. Be able to work in an inclusive way.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.		
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
3. Be able to promote diversity, equality and inclusion.	3.1. Demonstrate actions that model inclusive practice.		
	3.2. Demonstrate how to support others to promote equality and rights.		
	3.3. Describe how to challenge discrimination in a way that promotes change.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SHC 33

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Guidance for developing unit assessment arrangements	<p>CCLD 305 GCU 5 HSC 34, HSC 35, HSC 3116</p> <p>Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.</p>
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>
Unit assessment guidance – provided by the sector	<p>Effects may include effects on:</p> <ul style="list-style-type: none"> • the individual • families or friends of the individual • those who inflict discrimination • wider society.

Assessment task – SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

In your work role in health and social care or with children and/or young people, you have been asked to produce an information area in your work place for stakeholders, who may include staff, adult carers, children and young people. To support understanding and raise awareness of equality, diversity and inclusion, present the following information:

- an explanation of what is meant by:
 - diversity
 - equality
 - inclusion
- a description of the potential effects of discrimination
- an explanation of how inclusive practice promotes equality and supports diversity.

HSC 037: Promote and implement health and safety in health and social care

Unit reference	F/601/8138	Level	3
Credit value	6	Guided Learning (hours)	43

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment			
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1. Identify legislation relating to health and safety in a health or social care work setting .		
	1.2. Explain the main points of health and safety policies and procedures agreed with the employer.		
	1.3. Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting. 		
	1.4. Identify specific tasks in the work setting that should not be carried out without special training.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety.		
	2.2. Support others to understand and follow safe practices.		
	2.3. Monitor and report potential health and safety risks.		
	2.4. Use risk assessment in relation to health and safety.		
	2.5. Demonstrate ways to minimise potential risks and hazards.		
	2.6. Access additional support or information relating to health and safety.		
3. Understand procedures for responding to accidents and sudden illness.	3.1. Describe different types of accidents and sudden illness that may occur in own work setting.		
	3.2. Explain procedures to be followed if an accident or sudden illness should occur.		
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection.		
	4.2. Demonstrate the recommended method for hand washing.		
	4.3. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.		
5. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relates to moving and handling.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	5.2. Explain principles for safe moving and handling.		
	5.3. Move and handle equipment and other objects safely.		
6. Be able to handle hazardous substances and materials.	6.1. Describe types of hazardous substances that may be found in the work setting.		
	6.2. Demonstrate safe practices for: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials. 		
7. Be able to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading. 		
	7.2. Demonstrate measures that prevent fires from starting.		
	7.3. Explain emergency procedures to be followed in the event of a fire in the work setting.		
	7.4. Ensure that clear evacuation routes are maintained at all times.		
8. Be able to implement security measures in the work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • premises • information. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	8.2. Demonstrate use of measures to protect own security and the security of others in the work setting.		
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage stress .	9.1. Describe common signs and indicators of stress.		
	9.2. Describe signs that indicate own stress.		
	9.3. Analyse factors that tend to trigger own stress.		
	9.4. Compare strategies for managing stress.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSC 037

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards	<p>HSC 32</p> <p>Content recurs throughout HSC NOS knowledge requirements.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Work setting may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p>Policies and procedures may include other agreed ways of working as well as formal policies and procedures.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. <p>Tasks for which special training is required may include:</p> <ul style="list-style-type: none"> • use of equipment • first aid • medication • health care procedures • food handling and preparation. <p>Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment.</p>

Assessment task – HSC 037 Promote and implement health and safety in health and social care

In health and social care promoting and implementing health and safety is an important part of your work role. You have been asked to discuss this aspect of your work during supervision with your line manager. In preparation collate and present information which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- identifies legislation relating to health and safety in a health or social care work setting
- explains the main points of health and safety policies and procedures agreed with the employer
- analyses the main health and safety responsibilities of:
 - self
 - the employer or manager
 - others in the work setting
- identifies specific tasks in the work setting that should not be carried out without special training.

Task 2 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- describes different types of accidents and sudden illness that may occur in own work setting
- explains procedures to be followed if an accident or sudden illness should occur.

Task 3 links to learning outcome 9, assessment criteria 9.1, 9.2, 9.3 and 9.4.

- describes common signs and indicators of stress
- describes signs that indicate own stress
- analyses factors that tend to trigger own stress
- compares strategies for managing stress.

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 these qualifications. 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 Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

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 <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
L	Scenario or case study	No	Yes
M	Task set by us (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 *the “Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance”*.

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.

Skills for health assessment principles/assessment strategy

Knowledge learning outcomes

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

Section 5: Documents

Useful documents

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

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

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

- evidence record
- record of assessment cycle

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

- completing the evidence record
- completing the record of assessment cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

