



Qualification specification

**NCFE CACHE Level 2 Certificate in
Understanding Cancer Support
QN: 603/5860/9**

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.2	June 2022	<p>Further information added to the how the qualification is assessed section 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.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p>

Section 1

About this qualification

Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Certificate in Understanding Cancer Support
Qualification number (QN)	603/5860/9
Aim reference	60358609
Total Qualification Time (TQT)	165
Guided Learning Hours (GLH)	135
Minimum age	16
Qualification purpose	<p>The purpose of the Level 2 Certificate in Understanding Cancer Support is to give learners knowledge to support their work within the adult health and social care sectors, particularly those wanting to specialise in the area or develop employment/progression opportunities. It may also be useful for those providing informal care to those living with cancer.</p> <p>Learners will gain knowledge and understanding by successfully completing the units required.</p> <p>This qualification is designed for learners who want to increase their knowledge and understanding of supporting adults living with cancer</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of cancer support in the health and social care sector • offer breadth and depth of study, incorporating a key core of knowledge. <p>The objective of this qualification is to give learners knowledge of:</p> <ul style="list-style-type: none"> • what cancer is, its diagnosis and treatment • the support needs of people living with cancer.
Work/industry placement experience	This is a knowledge only qualification. Work/industry placement experience is not required.
Real work environment (RWE) requirement/ recommendation	This is a knowledge only qualification. Experience in the real work environment is not required.
Rules of combination	Learners are required to successfully achieve 4 mandatory units.

Qualification summary	
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Award in Health and Social Care • Level 3 Certificate in Health and Social Care • Level 3 Diploma in Healthcare Support • Level 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 Understanding Mental Health • Level 3 Award in Counselling Skills and Theory
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/5860/9
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for learners who want to increase their knowledge and understanding of supporting adults living with cancer. It could be used to support the development of learners already working within the health care and social care sectors or for individuals providing informal care.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 1 introductory qualification in healthcare or social care.

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

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 4 mandatory units.

Please refer to the list of units below or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
★	Unit 01	D/618/1198	Cancer awareness	2	25	
★	Unit 02	H/618/1199	Introduction to the diagnosis and treatment of cancer	2	40	
★	Unit 03	L/618/1200	Introduction to cancer care and support	2	45	
★	Unit 04	R/618/1201	Introduction to end of life and bereavement care	2	25	

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

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in **this** component to gain the Level 2 Certificate in Understanding Cancer Support.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

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.

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. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- 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 Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

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 our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

Unit 01: Cancer awareness (D/618/1198)

Unit summary	In this unit the learner will gain knowledge of the different categories and types of cancer and its prevalence in the UK. The learner will also understand how the approach to cancer care has changed over time.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Know what cancer is	1.1 Identify the key functions of a normal cell		
	1.2 Compare the differences between normal cells and cancer cells		
	1.3 Define the term 'metastasis'		
	1.4 Identify the different categories of cancer		
	1.5 Identify the most common types of cancer in the UK		
	1.6 Identify other types of cancer		
	1.7 Describe risk factors for cancer		
2. Know how many people are living with cancer	2.1 Define the terms 'incidence' and 'prevalence' in relation to cancer		
	2.2 Identify the incidence of different types of cancer in the UK		
	2.3 Identify the prevalence of cancer in the UK		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand how the approach to cancer care has changed over time	3.1 Give examples of how national policy and strategy on cancer care has changed over time		
	3.2 Describe the role of different organisations in the formation of cancer policy and strategy		
	3.3 Explain why cancer is now considered to be a long term condition		
	3.4 Give examples of how information about cancer prevention has changed over time		
	3.5 Describe how people's awareness of, and attitudes to cancer, have changed over time		
	3.6 Identify how cancer survival rates and life expectancy have changed over time		

Assessment guidance

Delivery and assessment

1.4 Categories:

- Carcinoma
- Lymphoma
- Leukaemia
- Melanoma
- Myeloma
- Sarcoma.

1.5 At the time of publication, the most **common types of cancer** include:

- breast
- prostate
- lung
- bowel.

Note that the above may change over time and it is important that the current common types are covered.

1.6 Learners must be aware that there are many other types of cancer. Learners must identify a minimum of 5 other types of cancer.

1.7 **Risk factors** can include but are not limited to:

- genetic
- lifestyle (eg smoking, poor diet, being overweight, alcohol use, sun exposure, lack of exercise)
- occupational (eg chemicals, materials)
- environmental (air quality, socio-economic).

2.2 **Incidence:** The learner must include consideration of common and other types of cancer, number of cases, age of those diagnosed and other factors.

3.1 **Policy and strategy:** Examples could include but are not limited to:

- funding for cancer research
- emphasis on prevention
- patient access to clinical trials
- people living with cancer having control over their care and treatment
- waiting times for referral, tests and treatment
- who leads on the commissioning of services
- where care takes place.

At the time of publication current policy and strategy includes:

- The NHS Long Term Plan for cancer
- The Independent Cancer Taskforce's Cancer Strategy for England: Achieving World-Class Cancer Outcomes (the Strategy).

3.2 Organisations: The learner must include Government, NHS and cancer related charitable organisations.

Types of evidence

Evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation.

Unit 02: Introduction to the diagnosis and treatment of cancer (H/618/1199)

Unit summary	In this unit the learner will gain knowledge of detection, diagnosis and treatment of cancer. The learner will also understand the impact of being diagnosed with cancer has on an individual, family and friends.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Know about cancer detection	1.1 Describe the potential signs and symptoms of the most common types of cancer		
	1.2 Describe self-checks that can be carried out to identify potential signs and symptoms of cancer		
	1.3 Identify a range of screening tests available for cancer		
	1.4 Explain how screening is used to support early detection		
	1.5 Identify the risks associated with screening		
	1.6 Identify other tests that take place after GP referral		
	1.7 Identify a clinical pathway for suspected cancer recognition and referral		
2. Know what cancer staging is and why it is used	2.1 Identify a staging and grading system for cancer		
	2.2 Describe how staging and grading systems for cancer are used		
3. Understand the impact of recognition and diagnosis of cancer	3.1 Explain why early diagnosis and follow-up to diagnosis is important		
	3.2 Describe the potential impact of receiving a diagnosis of cancer on: <ul style="list-style-type: none"> the individual the individual's family and friends. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.3 Describe the impact on an individual of being diagnosed with a potential life-limiting illness		
4. Know about cancer treatments and their side effects	4.1 Describe key aspects of the following types of cancer treatment: <ul style="list-style-type: none"> • Chemotherapy • Radiation therapy • Immunotherapy • Targeted therapy. 		
	4.2 Describe the potential side effects of the following types of cancer treatment: <ul style="list-style-type: none"> • Chemotherapy • Radiation therapy • Immunotherapy • Targeted therapy. 		
	4.3 Give an example of when surgery might be required for cancer treatment		
	4.4 Explain why it may be important to escalate side effects experienced by an individual		
	4.5 Give examples of the potential long term effects of cancer treatment on health and wellbeing		
	4.6 Explain why cancer treatment may not be available to an individual		
5. Understand how to support an individual's right to make choices	5.1 Explain how an individual can be supported to make informed choices about their care and treatment		
	5.2 Explain why a carer's personal views should not influence an individual's choices		
	5.3 Describe how to support an individual to question or challenge decisions concerning them that are made by others		
	5.4 Describe dilemmas that may arise between the duty of care and an individual's right to make choices		
	5.5 Explain where to get additional support and advice about how to resolve such dilemmas		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	5.6 Explain why it is important to recognise limits of own competence and set boundaries when caring for, or supporting, an individual		

Assessment guidance

Delivery and assessment
<p>1.1 Signs and symptoms:</p> <p>Learners must identify a wide range of potential signs and symptoms across 10 types of cancer. They must also show an awareness that some might be unclear and that co-occurring conditions can mask symptoms.</p> <p>1.2 Self checks could include those to check for:</p> <ul style="list-style-type: none"> • breast cancer • skin cancer • testicular cancer. <p>1.4 Learners must explain how screening is used for early detection of 2 types of cancer.</p> <p>1.5 Risks could include:</p> <ul style="list-style-type: none"> • future side effects (eg from Magnetic Resonance Imaging MRI scans) • false positive • false negative • over-diagnosis. <p>1.6 Tests could include but are not limited to:</p> <ul style="list-style-type: none"> • blood test • biopsy • endoscopic examination • X-ray. <p>1.7 Clinical pathway - For example, as produced by the National Institute for Health and Care Excellence (NICE)</p> <p>4.5 Long term effects must include:</p> <ul style="list-style-type: none"> • physical • cognitive • social • emotional

- increased risk of developing other conditions and illnesses.

5.2 Carer – someone who is responsible for supporting an individual through the provision of some form of care, whether formal or informal. A carer may be:

- formal, for example:
 - a social care or healthcare worker in an employed or voluntary capacity
- informal, for example:
 - spouse/partner
 - child
 - parent
 - sibling
 - friend
 - neighbour.

Types of evidence

Evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation.

Unit 03: Introduction to cancer care and support (L/618/1200)



Unit summary	In this unit the learner will gain knowledge and understanding of how family members and others support individuals with cancer care. The learner will also understand how coping strategies and self-management can help support emotional and mental wellbeing.
Guided learning hours	45
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the role of family members in cancer care and support	1.1 Describe the contribution family members have in caring for and/or supporting individuals		
	1.2 Identify factors that may affect the level of involvement of family members		
	1.3 Describe dilemmas or conflicts that may arise when working in partnership with families		
2. Understand the roles of others in the support of individuals with cancer	2.1 Describe the roles of key people who may be involved within a cancer care team		
	2.2 Identify organisations that can offer help and information relating to cancer support		
	2.3 Identify the range of services that the organisations identified can offer		
	2.4 Explain how to access the additional support of others when supporting individuals with cancer		
	2.5 Give examples of the contribution that informal networks can make to supporting individuals affected by cancer		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand the impact of living with cancer on everyday life	3.1 Explain how cancer can impact on the day-to-day life of an individual to include: <ul style="list-style-type: none"> financially physical, cognitive, emotional and social wellbeing legally. 		
	3.2 Describe the rights individuals have under current legislation		
	3.3 Describe the types of financial support that may be available to an individual with cancer and family members		
4. Understand how to support emotional and mental wellbeing	4.1 Identify a range of coping strategies to support emotional and mental wellbeing		
	4.2 Identify the benefits of using healthy coping strategies		
	4.3 Describe how a healthy coping strategy can help to support emotional and mental wellbeing		
	4.4 Describe ways in which individuals and others can be supported to overcome their fears		
	4.5 Describe the role of talking therapies in supporting emotional and mental wellbeing		
5. Understand the principles of self-management	5.1 Describe potential long term effects of living with cancer		
	5.2 Describe ways in which the individual can monitor their own health		
	5.3 Give examples of strategies that individuals can use to manage their condition		
	5.4 Identify how technology can be used to support self-management		
	5.5 Describe how the experience of living with cancer affects individuals in different ways		

Assessment guidance

Delivery and assessment

2.1 **Key people:** The learner must cover the roles of a minimum of 5 people. A cancer care team could include but is not limited to:

- Surgeon
- Clinical Oncologist
- Medical Oncologist
- Radiation Oncologist
- Oncology Nurse
- Social Worker
- Nutritionist
- Psychiatrist
- Psychologist/Counsellor
- Physiotherapist
- Occupational Therapist
- Patient Navigator
- Pathologist.

2.2 The learner must identify a minimum of 3 different organisations that offer support. These can be local, national or both.

2.5 **Informal networks** could be face-to-face support groups, support groups hosted online or through social media.

3.2 **Individual** – the person who has had, or who is living with cancer.

3.2 **Legislation** must be current and relevant to own home nation. For example the Equality Act 2010.

3.3 **Financial support** may include charitable grants; state benefits, for example:

- Personal Independence Payments
- Universal Credit
- Carer's Allowance
- Attendance Allowance.

Note that the above may change over time and it is important that the current available state benefits are covered.

5.1 eg physical, financial, social.

5.3 Ways in which individuals **manage their condition** could include:

- pain management
- medication
- medical appointments
- day-to-day life.

Learner must provide a minimum of 3 examples.

5.4 Technology – eg mobile applications.

Types of evidence

Evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation.

Unit 04: Introduction to end of life and bereavement care (R/618/1201)



Unit summary	In this unit the learner will gain knowledge of end of life and bereavement care and what factors can affect an individual's views on death and dying. The learner will also understand the process of loss and the stages of grief.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Know different perspectives on death and dying	1.1 Describe the factors that can affect an individual's views on death and dying		
	1.2 Explain how the factors relating to views on death and dying can impact on practice		
	1.3 Explain how the attitudes of others may influence an individual's choices around death and dying		
2. Know about end of life care	2.1 Describe the term ' end of life care '		
	2.2 Explain the aims and principles of 'end of life care'		
	2.3 Explain the purpose of an Advance Care Plan		
	2.4 Explain how mental capacity, advocacy and decision-making are related to 'end of life care'		
	2.5 Describe sources of support available to meet the needs of individuals and others at the end of life		
3. Know the process of loss and grief	3.1 Explain what is meant by loss and grief		
	3.2 Describe the stages of grief		
	3.3 List the factors that can affect the intensity and duration of a person's grief		
	3.4 Give examples of how people may respond to loss and show their grief		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.5 Identify ways to manage own feelings in relation to an individual's dying or death		

Assessment guidance

Delivery and assessment
<p>1.1 Factors could include:</p> <ul style="list-style-type: none">• social• religious• cultural• spiritual• psychological• emotional. <p>2.1 ‘End of life care’ includes palliative care.</p> <p>3.2 Stages of grief: for example as identified by Elisabeth Kubler-Ross.</p> <p>3.3 Factors: eg relationship, type of loss, religious beliefs, social support. The learner must list a minimum of 3 factors.</p> <p>3.3 Person’s grief: hidden, unresolved, cumulative.</p> <p>3.4 Although there are common responses to loss and grief, it is important that learners recognise that the experience of loss and grief will be specific to each individual.</p> <p>3.5 Manage own feelings must include accessing support from others.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• research• learner report• written or oral question and answer• discussion• assignment• presentation.

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 Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [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: <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice. 	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles. 	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation**. 	N/A	Yes
I	Recognition of prior learning	N/A	Yes
J	Reflection on own practice in real work environment	N/A	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	Yes
N	Oral questions and answers	N/A	Yes
<p>*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:</p> <ul style="list-style-type: none"> • 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. <p>**Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

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.

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (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.

Section 4

Additional information

Additional information

Resource requirements

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

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following website(s) helpful for information, materials and resources to assist with the delivery of this qualification:

- NHS UK: www.nhs.uk/conditions/cancer/
- NHS England: www.england.nhs.uk/cancer/
- Social Care Institute for Excellence: www.scie.org.uk/
- The National Institute for Health and Care Excellence (NICE): www.nice.org.uk/

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE/CACHE do not explicitly endorse any learning resources available on these websites. For official NCFE/CACHE endorsed learning resources please see the Additional and Teaching materials sections on the qualification page on the NCFE website.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications 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:

- Learning Curve Group.

For more information about these resources and how to access them, please visit the NCFE website.

Contact us

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