

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Certificate in Health and  
Social Care**  
QN: 601/8854/6

**NCFE CACHE Level 2 Extended Diploma in  
Health and Social Care**  
QN: 601/8855/8

## Summary of changes

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

Version	Publication Date	Summary of amendments
v3.2	November 2019	<p><u>Aggregation</u> section added - information regarding the aggregation methods and grade thresholds (page 165)</p> <p><u>Resources</u> section added - information regarding the wellbeing and safeguarding of learners (page 168)</p>
v3.3	January 2022	<p>Paragraph added in regarding <u>external quality assurance for graded qualifications</u>.</p>
v3.4	June 2022	<p>Further information added to the <u>assessment</u> 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 <u>entry guidance</u> 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 <u>support for centres</u> section about how to access support handbooks.</p> <p>Updated to include new or amended pieces of legislation throughout including:</p> <ul style="list-style-type: none"> <li>• UK General Data Protection Regulation (UK GDPR)</li> <li>• Domestic Abuse Act 2021</li> <li>• Working together to safeguard children 2018</li> <li>• Children's Safeguarding Practice Reviews</li> <li>• Removal of No Secrets Act</li> </ul>

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# Section 1:

## General introduction

### About this Qualification Specification

This Qualification Specification contains details of all the units and assessments learners will be required to complete to gain these qualifications. It also contains extra information for Tutors and/or Assessors.

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at the learner's own pace.

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

### Example of unit layout

#### HSC M1: Equality, diversity and rights in health and social care



<b>Unit reference</b>	L/508/3709		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	60	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of equality, diversity and rights in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learners will:	<b>Content:</b> Scope of learning:
1. Understand equality, diversity and inclusion in health and social care.	1.1. <b>The terms:</b> <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion.</li> </ul> 1.2. <b>Legislation, policies, procedures and codes of practice in relation to equality, diversity and inclusion:</b> <ul style="list-style-type: none"> <li>• Care Act 2014.</li> </ul>

<b>For each unit the following information has been provided:</b>	
<b>Unit title</b>	Provides a clear, concise explanation of the content of the unit.
<b>Organisation unit reference number</b>	The unique number assigned by the owner of the unit (NCFE).
<b>Unit reference</b>	The unique reference number assigned to each unit by Ofqual.
<b>Unit level</b>	Denotes the level of the unit within the framework.
<b>Unit guided learning hours</b>	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
<b>Unit non-guided learning hours</b>	The average number of hours of private study, or other unsupervised activities, required to achieve a qualification, or a unit of a qualification.
<b>Unit aim</b>	Provides a brief outline of the unit content.
<b>Learning outcome</b>	A statement of what learners will know, understand or be able to do, as a result of a process of learning.
<b>Content</b>	Contains the scope of knowledge and understanding that must be delivered within each learning outcome. Tutors may wish to include other relevant content during delivery.
<b>Additional information*</b>	Contains 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 learners to achieve.
<b>Unit guidance*</b>	Any additional guidance provided to support the delivery and/or assessment of the unit.
<b>Assessment grading criteria</b>	This table shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.
<b>Assessment task (set by us)*</b>	A scenario or aspect of the work role that will support learners 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 are linked to the additional guidance section, where more information can be found.

## 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:

- Usually begin with 'Be able to'.

### Knowledge-based learning outcomes:

- Usually begin with 'Know', 'Understand' or 'Know how to'.

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



For convenience, knowledge-only units are indicated by a star in both the Unit List and at the top of each units.

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

## How to sign off a unit

### Knowledge learning outcomes

The **evidence record** in the 'Assessment Grading Criteria' table must be completed in order to achieve the unit. Please see below example:

		Assessment of learning	Evidence record
<b>B2</b>	2.3.	Explain how to support others in promoting equality and rights.  Explanation must demonstrate a range of ways that others can be supported to promote equality and rights.	

### Unit sign off

The Unit Submission Form (see **Section 7: Unit Submission Form**) must be completed for every unit achieved.

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

<b>Define</b>	State the meaning of a word or phrase.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Outline</b>	Identify or describe the main points.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

### **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.

### **Making use of our websites**

The most recent version of our qualification specification and supporting documents 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 of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

### **The public website**

The NCFE website and contains information about all our qualifications which contains:

- Key Facts
- other support materials.

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.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work learners submit must be their own and not copied from anyone else unless the source of the information is clearly referenced. Tutors should explain to learners how to provide a reference list that shows where they found their information. If a Centre discovers evidence that a learner's work is copied from elsewhere, it will not be accepted and the learner may be subject to the Centre's or our disciplinary procedure. If this happens, the learner 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.

## 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 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. 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 the NCFE website.

### **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 these qualifications

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in Health and Social Care
<b>Qualification number</b>	601/8854/6
<b>Aim</b>	To provide learners with knowledge and understanding of core subject areas in health and social care to support progression to further learning or the workplace.
<b>Purpose</b> Ofqual code and description (where applicable)	<b>B.</b> Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.  <b>B1.</b> Prepare for further learning or training.
<b>Total Qualification Time (hours)</b>	210
<b>Guided Learning (hours)</b>	180
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	N/A
<b>Rules of combination</b>	Learners must achieve the unit assessments for the 3 mandatory units.
<b>Progression</b> including job roles (where applicable)	Upon achievement of this qualification, learners will be able to progress onto our Level 2 Extended Diploma in Health and Social Care. The Certificate supports progression to further learning, or to employment within the health and social care sector.
<b>Recommended assessment methods</b>	Portfolio of evidence.

<b>Additional assessment requirements</b>	<p>All units must be assessed in line with the CACHE assessment principles.</p> <p>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.</p>
<b>Grading system</b>	<p>The qualification is graded A* - D.</p>
<b>How long will it take to complete?</b>	<p>The Certificate can usually be completed in less than a year.</p>
<b>Entry requirements / recommendations</b>	<p>Learners must be at least 16 years old. We do not set any other entry requirements, but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<b>Regulation information</b>	<p>This is a regulated qualification. The regulated number for this qualification is 601/8854/6.</p>

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Extended Diploma in Health and Social Care
<b>Qualification number</b>	601/8855/8
<b>Aim</b>	To provide learners with the knowledge and understanding essential to the health and social care sector, supporting progression to further learning or the workplace.
<b>Purpose</b> Ofqual code and description (where applicable)	<b>B.</b> Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.  <b>B1.</b> Prepare for further learning or training.
<b>Total Qualification Time (hours)</b>	420  A calculation of the average number of hours required to achieve a qualification, or a unit of a qualification: supervised study and independent study, and compilation of evidence.
<b>Guided Learning (hours)</b>	360
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	Learners are encouraged to attend work placement in order to support their learning. We recommend 30 hours of placement in a Real Work Environment.
<b>Rules of combination</b>	Learners must achieve the unit assessments for the 5 mandatory units and 2 optional units.
<b>Progression</b> including job roles (where applicable)	Upon achievement of this qualification, learners will be able to progress onto further learning or to employment within the health and social care sector. The Extended Diploma supports direct progression to our Level 3 Award, Certificate and Extended Diploma in Health and Social Care.
<b>Recommended assessment methods</b>	Portfolio of evidence.
<b>Additional assessment requirements</b>	All units must be assessed in line with the CACHE assessment principles.
<b>Grading system</b>	This qualification is graded A* - D.

<b>How long will it take to complete?</b>	The Extended Diploma can usually be completed in one year.
<b>Entry requirements / recommendations</b>	Learners must be at least 16 years old. We do not set any other entry requirements, but Centres may have their own guidelines.  Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/8855/8.

## Qualifications introduction and purpose

The Level 2 Certificate and Extended Diploma in Health and Social Care enables applied study of the health and social care sector, providing learners with an introduction to key areas relating to current practice.

The mandatory units aim to provide learners with knowledge and understanding of key subject areas in health and social care. The optional units within the Extended Diploma allow learners to pursue an interest in chosen subject areas.

These qualifications are made up of a common bank of units, and have been designed to allow direct progression from the Certificate to the Extended Diploma.

The Level 2 Certificate and Extended Diploma in Health and Social Care have also been designed to enable learners to progress to our Level 3 Award, Certificate and Extended Diploma in Health and Social Care (which supports progression to Higher Education), further learning at Level 3 and above, or to the workplace.

## Rules of combination

### Level 2 Certificate in Health and Social Care

Learners must achieve the:

- **three** Mandatory units (graded A\*-D; set by CACHE; marked by the Centre).

### Level 2 Extended Diploma in Health and Social Care

Learners must achieve the:

- **five** Mandatory units (graded A\*-D; set by CACHE; marked by the Centre)
- **two** Optional units (graded A\*-D; set by CACHE; marked by the Centre).

## Progression

The Level 2 Certificate and Extended Diploma in Health and Social Care have been designed to enable learners to progress to the Level 3 Award, Certificate and Extended Diploma in Health and Social Care (which supports progression to Higher Education), or to enable progression into the workplace. The Certificate and Extended Diploma are made up of a common bank of units.

### Progression routes - Certificate

Upon achievement of this qualification, learners will be able to progress to the Level 2 Extended Diploma in Health and Social Care. The Certificate supports progression to further learning at Level 3 and above or into a range of job roles within the health and social care sector.

Achievement of this qualification will equip learners with knowledge and understanding across a range of key subject areas, for example:

- equality, diversity and rights in health and social care
- human growth and development through the life span
- the role and responsibilities of the health and social care practitioner in relation to safeguarding individuals.

### **Progression routes - Extended Diploma**

Upon achievement of this qualification, learners will be able to progress to our Level 3 Award, Certificate and Extended Diploma in Health and Social Care, or into a range of job roles within the health and social care sector such as:

- Care Support Workers in Adult Residential Settings
- Healthcare Assistants in Community, Primary Care and Acute Health Environments
- Care Support Workers in Domiciliary Services, Supported Living or Day Services
- Community-Based Support Workers.

Achievement of this qualification will equip learners with knowledge and understanding across a range of subject areas, which will enable progression to further learning at Level 3, for example:

- types and functions of provision
- legislation, frameworks, policies, procedures and codes of practice
- roles and responsibilities of health and social care practitioners
- care values
- human growth and development through the life span
- health, well-being and care needs
- partnership working
- health and social care priorities.

## Placement in a Real Work Environment

While assessment in the workplace is not required for these qualifications, learners studying for the Extended Diploma are encouraged to attend a work placement in order to support their learning. We recommend 30 hours of placement in a Real Work Environment.

Placement supports learning by providing opportunities for learners to apply knowledge to practice, receive feedback, and reflect on their own experience. Placement also provides opportunities for learners to observe professional practice in action and gain valuable employability skills.

Learners should be encouraged by Tutors to reflect on placement experience throughout their studies. Placement Handbooks, which include a Professional Skills Profile, will be provided to Tutors and learners as a non-mandatory resource. They can be used to record progress in several core subject areas.

## Assessment strategy

To gain the Certificate, learners will need to achieve the following:

- ✓ **Mandatory Units**  
3 units, graded A\*-D; externally set, internally marked.

To gain the Extended Diploma learners will need the following:

- ✓ **Mandatory Units**  
5 units, graded A\*-D; externally set, internally marked.
- ✓ **Optional Units**  
2 units, graded A\*-D; externally set, internally marked.

Full achievement of the qualification will not be possible until **all** components are achieved. Unit certification will be available.

There is no compensation for units if they are not achieved.

# Section 3:

## Units

**Unit List – Level 2 Certificate and Extended Diploma in Health and Social Care**

**Mandatory Units**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Certificate	Extended Diploma	Page	Notes
★	L/508/3709	HSC M1	Equality, diversity and rights in health and social care	Knowledge	2	70	✓	✓	28	
★	F/508/3710	HSC M2	Human growth and development	Knowledge	2	70	✓	✓	37	
★	J/508/3711	HSC M3	Safeguarding and protection in health and social care	Knowledge	2	70	✓	✓	47	
★	L/508/3712	HSC M4	Communication in health and social care	Knowledge	2	70		✓	58	
★	R/508/3713	HSC M5	Working in health and social care	Knowledge	2	70		✓	68	

\* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

**Optional Units (Extended Diploma)**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page	Notes
★	Y/508/3714	HSC O1	Anatomy and physiology for health and social care	Knowledge	2	35	80	
★	H/508/3716	HSC O2	Common care disorders	Knowledge	2	35	85	
★	K/508/3717	HSC O3	Creative activities in health and social care	Knowledge	2	35	92	
★	M/508/3718	HSC O4	Dementia awareness	Knowledge	2	35	98	
★	T/508/3719	HSC O5	End of life care	Knowledge	2	35	104	
★	K/508/3720	HSC O6	Health and well-being	Knowledge	2	35	110	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page	Notes
★	M/508/3721	HSC O7	Infection prevention and control in health and social care	Knowledge	2	35	116	
★	T/508/3722	HSC O8	Learning disability	Knowledge	2	35	123	
★	A/508/3723	HSC O9	Mental health and well-being	Knowledge	2	35	129	
★	F/508/3724	HSC O10	Nutrition for health and social care	Knowledge	2	35	136	

\* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

## HSC M1: Equality, diversity and rights in health and social care



<b>Unit reference</b>	L/508/3709		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	60	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of equality, diversity and rights in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content:</b> Scope of learning:
1. Understand equality, diversity and inclusion in health and social care.	1.1. The terms: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion.</li> </ul> 1.2. Legislation, policies, procedures and codes of practice in relation to equality, diversity and inclusion: <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Health and Social Care Act 2012</li> <li>• The Equality Act 2010</li> <li>• Human Rights Act 1998</li> <li>• United Nations Convention on the Rights of the Child 1989</li> <li>• related policies and procedures</li> <li>• codes of practice relevant to sector</li> <li>• current legislation as relevant to Home Nation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content:</b> Scope of learning:
	1.3. How the health and social care practitioner contributes to inclusive practice: <ul style="list-style-type: none"> <li>• knowledge of <b>individuals</b> beliefs, culture, values, needs, preferences</li> <li>• promote rights</li> <li>• value diversity</li> <li>• person-centred practice</li> <li>• access to services</li> <li>• information and advice</li> <li>• manage risk.</li> </ul>
2. Understand discrimination.	2.1 Types of discrimination: in relation to: <ul style="list-style-type: none"> <li>• direct</li> <li>• indirect.</li> </ul> 2.2. Approaches to challenge discrimination: <ul style="list-style-type: none"> <li>• strategy</li> <li>• communication</li> <li>• reporting</li> <li>• whistleblowing</li> <li>• modelling</li> <li>• training.</li> </ul> 2.3. How the health and social care practitioner's own values, beliefs and experiences can influence delivery of care: <ul style="list-style-type: none"> <li>• self-awareness</li> <li>• acknowledging belief systems, attitudes and behaviours</li> <li>• influence of others on own belief system, attitudes and behaviours to include: media, family and peer pressure</li> <li>• professional versus personal</li> <li>• respect and value diversity.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content:</b> Scope of learning:
<p>3. Understand person-centred practice.</p>	<p>3.1. The concept of person-centred practice:</p> <ul style="list-style-type: none"> <li>• individual central</li> <li>• individual in control.</li> </ul> <p>3.2. How person-centred practice is used to support individuals:</p> <ul style="list-style-type: none"> <li>• informed choices</li> <li>• dignity and respect</li> <li>• care planning</li> <li>• tailored communication</li> <li>• consent</li> <li>• risk management.</li> </ul> <p>3.3. Impacts of person-centred practice on individuals:</p> <ul style="list-style-type: none"> <li>• meets individual needs (social, emotional, cognitive and physical)</li> <li>• individual rights</li> <li>• independence</li> <li>• decision-making and confidence</li> <li>• health and well-being.</li> </ul> <p>3.4. Ethical dilemmas that may arise when balancing individuals' rights and duty of care:</p> <ul style="list-style-type: none"> <li>• confidentiality</li> <li>• managing values and beliefs</li> <li>• risk taking</li> <li>• rights versus responsibilities.</li> </ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of National Occupational Standards and the Care Certificate.	National Occupational Standards: <b>SCDHSC0234, GEN12</b>  Care Certificate Standards:  Standard 3: Duty of care Standard 4: Equality and diversity Standard 5: Work in a person centred way Standard 7: Privacy and dignity
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance - provided by CACHE	<b>Individual(s):</b> person(s) accessing services.

### Unit HSC M1: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		Assessment of learning	Evidence record				
<b>D1</b>	1.1	Define the terms: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion.</li> </ul> Examples may be used to support the definitions.					
<b>D2</b>	1.2	Outline one (1) piece of legislation, policy, procedure or code of practice in relation to equality, diversity and inclusion.					
<b>D3</b>	1.3	Describe how the health and social care practitioner contributes to inclusive practice. Examples may be used to support the description.					
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.					

		<b>Assessment of learning</b>	<b>Evidence record</b>
<b>C1</b>	2.1	Summarise types of discrimination.  A minimum of three (3) types of discrimination must be summarised.	
<b>C2</b>	2.2	Describe approaches to challenge discrimination.  A minimum of two (2) approaches used to challenge discrimination must be described.	
<b>C3</b>	3.1	Define the concept of person-centred practice.  Examples must be used to support the definition.	
<b>B1</b>	2.3	Explain how the health and social care practitioner's own values, beliefs and experiences can influence delivery of care.	
<b>B2</b>	3.2	Describe how person-centred practice is used to support individuals.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.3	Discuss impacts of person-centred practice on individuals.  A minimum of four (4) impacts of person-centred practice on individuals must be discussed.	

		Assessment of learning	Evidence record
<b>A*1</b>	3.4	<p>Describe ethical dilemmas that may arise when balancing individuals' rights and duty of care.</p> <p>A minimum of one (1) ethical dilemma that may arise when balancing an individual's rights and duty of care must be described.</p>	
<b>A*2</b>		<p>References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.</p>	
<p>Current legislation as relevant to Home Nation.</p>			

## Assessment task – HSC M1: Equality, diversity and rights in health and social care

**This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria.** The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

### Task 1

Create a handout to:

- Define the terms:
  - equality
  - diversity
  - inclusion.

Examples may be used to support the definitions. (D1 1.1)

- Outline one (1) piece of legislation, policy, procedure or code of practice in relation to equality, diversity and inclusion. (D2 1.2)
- Summarise types of discrimination. A minimum of three (3) types of discrimination must be summarised. (C1 2.1)
- Define the concept of person-centred practice. Examples must be used to support the definition. (C3 3.1)
- Explain how the health and social care practitioner's own values, beliefs and experiences can influence delivery of care. (B1 2.3)
- Discuss impacts of person-centred practice on individuals. A minimum of four (4) impacts of person-centred practice on individuals must be discussed. (A1 3.3)

## **Task 2**

Produce a presentation for your peers. The presentation must:

- Describe how the health and social care practitioner contributes to inclusive practice. Examples may be used to support the description. (D3 1.3)
- Describe approaches to challenge discrimination. A minimum of two (2) approaches used to challenge discrimination must be described. (C2 2.2)
- Describe how person-centred practice is used to support individuals. (B2 3.2)
- Describe ethical dilemmas that may arise when balancing individuals' rights and duty of care. A minimum of one (1) ethical dilemma that may arise when balancing individual's rights and duty of care must be described. (A\*1 3.4)

Distribute your handout and a copy of your presentation to your Tutor and your peers.

## **References**

To achieve this unit at D grade all D criteria assessment of learning must be achieved including: a minimum of one (1) relevant and traceable reference. (D4)

To achieve this unit at B grade all D, C and B criteria assessment of learning must be achieved including: a minimum of two (2) relevant and traceable references and a reference list. (B3)

To achieve this unit at A\* all D, C, B, A and A\* criteria assessment of learning must be achieved and reference must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable. (A\*2)

## HSC M2: Human growth and development



<b>Unit reference</b>	F/508/3710		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	60	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding of human growth and development across the lifespan.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand human growth and development across the lifespan.	1.1. The life stages of human growth and development: <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• early, middle, late adulthood.</li> </ul> 1.2. Social, emotional, cognitive and physical development within each life stage: <ul style="list-style-type: none"> <li>• social – relationships, independence, cultural</li> <li>• emotional – attachment, emotional resilience, self-image, self-esteem</li> <li>• cognitive – language, memory, reasoning, thinking, problem-solving</li> <li>• physical – early developments, physical health, puberty, ageing process.</li> </ul> 1.3. Holistic development: <ul style="list-style-type: none"> <li>• interdependency of each developmental area: social, emotional, cognitive, physical.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
<p>2. Understand influences which impact upon human growth and development.</p>	<p>2.1. The nature versus nurture debate in relation to human growth and development:</p> <ul style="list-style-type: none"> <li>• Nature: genetic, inherited characteristics and biological influences related to human development and behaviour.</li> <li>• Nurture: environmental influences related to human development and behaviour.</li> </ul> <p>2.2. The medical model of health and well-being:</p> <ul style="list-style-type: none"> <li>• biological/physical, diagnosis, treatment, cure.</li> </ul> <p>The social model of health and well-being:</p> <ul style="list-style-type: none"> <li>• individual experience, social perception, equality, inclusion, participation.</li> </ul> <p>2.3. Factors which impact upon human growth and development:</p> <ul style="list-style-type: none"> <li>• biological</li> <li>• lifestyle</li> <li>• health</li> <li>• education</li> <li>• employment</li> <li>• socio-economic</li> <li>• culture</li> <li>• environment</li> <li>• relationships</li> <li>• bullying</li> <li>• aspirations.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	2.4. The importance of recognising and responding to concerns regarding an <b>individual's</b> growth and development: <ul style="list-style-type: none"> <li>• intervention</li> <li>• promote health and well-being</li> <li>• meet individual needs</li> <li>• meet the needs of others.</li> </ul>
3. Understand significant life events across the lifespan.	3.1. Significant life events across the life stages: <ul style="list-style-type: none"> <li>• infancy - separation, nursery, weaning, toilet training</li> <li>• childhood - school, siblings, moving home</li> <li>• adolescence - puberty, relationships, leaving home</li> <li>• early, middle, late adulthood - employment, co-habitation / marriage, parenthood, divorce, bereavement, retirement, age-related medical conditions, adapting to elderly care.</li> </ul> 3.2. The impact that significant life events may have on an individual: <ul style="list-style-type: none"> <li>• emotion</li> <li>• relationships</li> <li>• independence</li> <li>• health</li> <li>• resilience.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
4. Understand how health and social care services meet the care needs of individuals through the lifespan.	4.1. Care needs of individuals through the life stages: <ul style="list-style-type: none"><li>• infancy</li><li>• childhood</li><li>• adolescence</li><li>• early, middle, late adulthood.</li></ul> 4.2. How health and social care services meet the care needs of individuals through the life stages: <ul style="list-style-type: none"><li>• local authorities</li><li>• hospitals</li><li>• General Practitioner services</li><li>• day centres</li><li>• children's centres</li><li>• residential</li><li>• community</li><li>• rehabilitation</li><li>• counselling</li><li>• charities.</li></ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of National Occupational Standards and the Care Certificate.	<b>National Occupational Standards:</b>  SCDCCLD0203
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services.

## Unit HSC M2: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>			<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		Assessment of learning			Evidence record			
<b>D1</b>	1.1	Outline the life stages of human growth and development.						
<b>D2</b>	1.2	Outline social, emotional, cognitive and physical development within one (1) life stage.						
<b>D3</b>	1.3	Describe holistic development.  Examples may be used to support the description.						
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.						
<b>C1</b>	2.1	Outline the nature versus nurture debate in relation to human growth and development.						

		Assessment of learning	Evidence record
<b>C2</b>	2.3	Discuss factors which impact upon human growth and development.  A minimum of three (3) factors which impact upon human growth and development must be discussed.	
<b>C3</b>	3.1	Outline significant life events across each life stage.	
<b>C4</b>	4.1	Describe care needs of individuals through each life stage.	
<b>B1</b>	2.2	Outline the: <ul style="list-style-type: none"> <li>• medical model of health and well-being</li> <li>• social model of health and well-being.</li> </ul>	
<b>B2</b>	2.4	Explain the importance of recognising and responding to concerns regarding an individual's growth and development.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.2	Explain the impact that significant life events may have on an individual.	
<b>A*1</b>	4.2	Explain how health and social care services meet the care needs of individuals through the life stages.  Examples must be used to support the explanation.	

	<b>Assessment of learning</b>	<b>Evidence record</b>
<b>A*2</b>	References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	

## Assessment task – HSC M2: Human growth and development

**This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria.** The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

### Task 1

Create a booklet which provides information about human growth and development. The booklet will be divided into the following sections:

#### Section 1: Life stages and development

- Outline the life stages of human growth and development. (D1 1.1)
- Select one (1) life stage and outline social, emotional, cognitive and physical development within this life stage. (D2 1.2)
- Describe holistic development. Examples may be used to support the description. (D3 1.3)

#### Section 2: Influences on human growth and development

- Outline the nature versus nurture debate in relation to human growth and development. (C1 2.1)
- Discuss factors which impact upon human growth and development. A minimum of three (3) factors which impact upon human growth and development must be discussed. (C2 2.3)
- Outline significant life events across each life stage. (C3 3.1)
- Explain the impact that significant life events may have on an individual. (A1 3.2)

### **Section 3: Meeting care needs**

- Outline the:
  - medical model of health and well-being
  - social model of health and well-being. (B1 2.2)
- Describe care needs of individuals through each life stage. (C4 4.1)
- Explain the importance of recognising and responding to concerns regarding an individual's growth and development. (B2 2.4)
- Explain how health and social care services meet the care needs of individuals through the life stages. Examples must be used to support the explanation.  
(A\*1 4.2)

### **References**

To achieve this unit at D grade all D criteria assessment of learning must be achieved including: a minimum of one (1) relevant and traceable reference. (D4)

To achieve this unit at B grade all D, C and B criteria assessment of learning must be achieved including: a minimum of two (2) relevant and traceable references and a reference list. (B3)

To achieve this unit at A\* all D, C, B, A and A\* criteria assessment of learning must be achieved and reference must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable. (A\*2)

## HSC M3: Safeguarding and protection in health and social care



<b>Unit reference</b>	J/508/3711		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	60	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of safeguarding and protection of children, young people and adults in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand legislation, policies, procedures and codes of practice in relation to safeguarding and protection.	<p>1.1. Safeguarding:</p> <ul style="list-style-type: none"> <li>• central to high quality health and social care provision</li> <li>• protection of health, well-being and human rights</li> <li>• freedom from harm and abuse.</li> </ul> <p>Protection:</p> <ul style="list-style-type: none"> <li>• detecting and preventing harm and abuse.</li> </ul> <p>1.2. Legislation, policies, procedures and codes of practice in relation to the safeguarding and protection of:</p> <ul style="list-style-type: none"> <li>• children and young people</li> <li>• adults.</li> </ul> <p>Children and young people:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Children Acts 1989, 2004</li> <li>• Human Rights Act 1998</li> <li>• UK General Data Protection Regulation (UK GDPR)</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<ul style="list-style-type: none"> <li>• Public Interest Disclosure Act 1998</li> <li>• United Nations Convention on the Rights of the Child 1992</li> <li>• Working Together to Safeguard Children 2018</li> <li>• children safeguarding practice reviews (CSPR)</li> <li>• related policies and procedures</li> <li>• codes of practice relevant to sector</li> <li>• current legislation as relevant to Home Nation.</li> </ul> <p>Adults:</p> <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Health and Social Care Act 2012</li> <li>• Equality Act 2010</li> <li>• Mental Capacity Act 2005</li> <li>• Human Rights Act 1998</li> <li>• UK General Data Protection Regulation (UK GDPR)</li> <li>• Public Interest Disclosure Act 1998</li> <li>• Domestic Abuse Act 2021</li> <li>• local multi-agency Safeguarding Adults policy and procedures, the role of the Local Safeguarding Adults Boards</li> <li>• related policies and procedures</li> <li>• codes of practice relevant to sector</li> <li>• current legislation as relevant to Home Nation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
2. Understand the role and responsibilities of the health and social care practitioner in relation to safeguarding.	2.1. How the health and social care practitioner safeguards <b>individuals</b> : <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• duty of care</li> <li>• person-centred practice</li> <li>• monitoring, observation, reporting, recording</li> <li>• partnership working</li> <li>• confidentiality</li> <li>• whistleblowing.</li> </ul> 2.2. How the health and social care practitioner safeguards themselves: <ul style="list-style-type: none"> <li>• working within policies and procedures</li> <li>• duty of care</li> <li>• personal care</li> <li>• physical contact</li> <li>• technology</li> <li>• confidentiality</li> <li>• record keeping</li> <li>• whistleblowing.</li> </ul>
3. Understand types of abuse.	3.1. Types of abuse: <ul style="list-style-type: none"> <li>• self-neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• domestic</li> <li>• financial</li> <li>• institutional</li> <li>• bullying.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.2. Signs, symptoms, indicators and behaviours which may cause concern:</p> <ul style="list-style-type: none"> <li>• as related to the types of abuse in 3.1.</li> </ul> <p>3.3. Factors which contribute to an individual being vulnerable to harm or abuse:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• health</li> <li>• substance abuse</li> <li>• disability</li> <li>• isolation</li> <li>• social media</li> <li>• environment.</li> </ul>
<p>4. Understand action to be taken by the health and social care practitioner in response to evidence or concerns that an individual is at risk or has been harmed or abused.</p>	<p>4.1. Actions to take if harm or abuse is suspected or disclosed:</p> <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• lines of reporting and responsibility</li> <li>• maintain safety</li> <li>• preservation of evidence</li> <li>• confidentiality</li> <li>• listening, reassurance, non-judgement.</li> </ul> <p>4.2. The responsibilities of the health and social care practitioner in relation to whistleblowing:</p> <ul style="list-style-type: none"> <li>• reporting concerns of practice</li> <li>• reporting to external body in response to no action being taken.</li> </ul>
	<p>4.3. The boundaries of confidentiality in relation to the safeguarding, protection and well-being of individuals:</p> <ul style="list-style-type: none"> <li>• duty of care</li> <li>• consent</li> <li>• need to know</li> <li>• policy and procedures.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
5. Understand the benefits of working in partnership in relation to safeguarding and protection.	5.1. The benefits of working in partnership in relation to safeguarding and protection: <ul style="list-style-type: none"><li>• expertise</li><li>• working together towards shared goals</li><li>• defined roles and responsibilities</li><li>• intervention</li><li>• referrals.</li></ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of National Occupational Standards and the Care Certificate.	<p><b>National Occupational Standards:</b></p> <p>SCDHSC0024, SCDLDSS2</p> <p><b>Care Certificate Standards:</b></p> <p>Standard 10: Safeguarding adults            Standard 11: Safeguarding children</p>
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services.

### Unit HSC M3: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>			<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>			
<b>D1</b>	1.1	Describe what is meant by:						
		<ul style="list-style-type: none"> <li>• safeguarding</li> <li>• protection.</li> </ul>						
<b>D2</b>	1.2	Outline:						
		<ul style="list-style-type: none"> <li>• one (1) piece of legislation, policy, procedure or code of practice in relation to the safeguarding and protection of <b>children and young people</b></li> <li>• one (1) piece of legislation, policy, procedure or code of practice in relation to the safeguarding and protection of <b>adults</b>.</li> </ul>						
<b>D3</b>	3.1	Outline types of abuse.						
		A minimum of four (4) types of abuse must be outlined.						
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.						

		Assessment of learning	Evidence record
<b>C1</b>	3.2	Outline signs, symptoms, indicators and behaviours which may cause concern.	
<b>C2</b>	4.1	Describe actions to take if harm or abuse is suspected or disclosed.	
<b>B1</b>	4.2	Describe the responsibilities of the health and social care practitioner in relation to whistleblowing.	
<b>B2</b>	2.1	Describe how the health and social care practitioner safeguards individuals.  Examples may be used to support the description.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	2.2	Describe how the health and social care practitioner safeguards themselves.  Examples may be used to support the description.	
<b>A2</b>	4.3	Describe the boundaries of confidentiality in relation to the safeguarding, protection and well-being of individuals.	

		<b>Assessment of learning</b>	<b>Evidence record</b>
<b>A*1</b>	3.3	Describe factors which contribute to an individual being vulnerable to harm or abuse.  A minimum of four (4) factors must be described.	
<b>A*2</b>	5.1	Explain the benefits of working in partnership in relation to safeguarding and protection.	
<b>A*3</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	

## Assessment task – HSC M3: Safeguarding and protection in health and social care

**This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria.** The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

### Task 1

Produce an information pack in relation to safeguarding and protection for health and social care. The learning resource will include the following sections:

#### Section 1: Legislation

- Describe what is meant by:
  - safeguarding
  - protection. (D1 1.1)
- Outline:
  - one (1) piece of legislation, policy, procedure or code of practice in relation to the safeguarding and protection of **children and young people**
  - one (1) piece of legislation, policy, procedure or code of practice in relation to the safeguarding and protection of **adults**. (D2 1.2)

#### Section 2: Protecting individuals

- Outline a minimum of four (4) types of abuse. (D3 3.1)
- Outline signs, symptoms, indicators and behaviours which may cause concern. (C1 3.2)
- Describe actions to take if harm or abuse is suspected or disclosed. (C2 4.1)
- Describe the responsibilities of the health and social care practitioner in relation to whistleblowing. (B1 4.2)
- Describe factors which contribute to an individual being vulnerable to harm or abuse. A minimum of four (4) factors must be described. (A\*1 3.3)

### **Section 3: Safeguarding Individuals and self**

- Describe how the health and social care practitioner safeguards individuals. Examples may be used to support the description. (B2 2.1)
- Describe how the health and social care practitioner safeguards themselves. Examples may be used to support the description. (A1 2.2)

### **Section 4: Professional practice**

- Explain the benefits of working in partnership in relation to safeguarding and protection. (A\*2 5.1)
- Describe the boundaries of confidentiality in relation to safeguarding, protection and well-being of individuals. (A2 4.3)

### **Section 5: References and Bibliography**

To achieve this unit at D grade all D criteria assessment of learning must be achieved including: a minimum of one (1) relevant and traceable reference. (D4)

To achieve this unit at B grade all D, C and B criteria assessment of learning must be achieved including: a minimum of two (2) relevant and traceable references and a reference list. (B3)

To achieve this unit at A\* all D, C, B, A and A\* criteria assessment of learning must be achieved and reference must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable. (A\*3)

## HSC M4: Communication in health and social care



<b>Unit reference</b>	L/508/3712		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	60	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of communication in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand effective communication.	1.1. Types of communication: <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal: body language, written, electronic, specialist.</li> </ul> 1.2. Communication and language needs and preferences of <b>individuals</b> and <b>others</b> : <ul style="list-style-type: none"> <li>• aids, adaptations, augmentative approaches</li> <li>• Makaton</li> <li>• objects of reference</li> <li>• picture exchange communication system</li> <li>• speech and language services</li> <li>• interpreting and translation services</li> <li>• advocacy services.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	1.3. The skills of an effective communicator: <ul style="list-style-type: none"> <li>• active listening</li> <li>• clarifying/checking understanding</li> <li>• proximity</li> <li>• pace</li> <li>• intonation</li> <li>• language</li> <li>• body language</li> <li>• cultural awareness.</li> </ul>
2. Understand professional relationships in health and social care.	2.1. The difference between a professional relationship and a personal relationship: <ul style="list-style-type: none"> <li>• working within policies and procedures</li> <li>• limits and boundaries of professional relationships</li> <li>• underpinned by health and social care values</li> <li>• confidentiality.</li> </ul> 2.2. Working relationships that a health and social care practitioner will have: <ul style="list-style-type: none"> <li>• individuals</li> <li>• health and social care practitioners</li> <li>• parents/carers</li> <li>• colleagues</li> <li>• external partners.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	2.3. The role of communication in building and maintaining professional relationships in health and social care: <ul style="list-style-type: none"> <li>• listening</li> <li>• empathising</li> <li>• decision making</li> <li>• informing care</li> <li>• concern</li> <li>• reassuring</li> <li>• building trust</li> <li>• confidence</li> <li>• confidentiality</li> <li>• positive personal regard.</li> </ul>
3. Understand legislation, policies, procedures and codes of practice relating to the management of information.	3.1. The term confidentiality.  3.2. Legislation, policies and procedures relating to the management of information: <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Health and Social Care Act 2012</li> <li>• UK General Data Protection Regulation (UK GDPR)</li> <li>• Human Rights Act 1998</li> <li>• Common Law Duty of Confidentiality</li> <li>• related policies and procedures</li> <li>• codes of practice relevant to sector</li> <li>• current legislation as relevant to Home Nation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.3. How the health and social care practitioner maintains security of data:</p> <ul style="list-style-type: none"><li>• work within policies and procedures aligned with current legislative practices</li><li>• verify identification</li><li>• passwords</li><li>• consider method of transmission</li><li>• environment</li><li>• 'need to know'</li><li>• accessing, storing and sharing information including online and paper-based records.</li></ul> <p>3.4. The tension between maintaining confidentiality and the need to disclose information:</p> <ul style="list-style-type: none"><li>• duty of care</li><li>• consent</li><li>• 'need to know'.</li></ul>

<b>Additional information about the unit:</b>	
<p>Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of National Occupational Standards and the Care Certificate.</p>	<p><b>National Occupational Standards:</b>                      SCDCCLD0201, SCDHSC0021</p> <p><b>Care Certificate Standards:</b>                      Standard 6: Communication                      Standard 7: Privacy and dignity                      Standard 14: Handling information</p>
<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in line with the CACHE Assessment Strategy.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Unit guidance – provided by CACHE</p>	<p><b>Individual(s):</b> person(s) accessing services.</p> <p><b>Others</b> may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.</p>

### Unit HSC M4: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>		<b>Evidence record</b>			
<b>D1</b>	1.1	Outline types of communication.  A minimum of two (2) types of communication must be outlined.					
<b>D2</b>	1.2	Describe communication and language needs and preferences of: <ul style="list-style-type: none"> <li>• individuals</li> <li>• others.</li> </ul> Examples may be used to support the description.					
<b>D3</b>		A minimum of one (1) relevant and traceable reference must be included.					
<b>C1</b>	2.1	Explain the difference between a professional relationship and a personal relationship.					

		Assessment of learning	Evidence record
<b>C2</b>	2.3	Discuss the role of communication in building and maintaining professional relationships in health and social care.	
<b>C3</b>	3.1	Define the term confidentiality.  Examples must be used to support the definition.	
<b>B1</b>	1.3	Explain the skills of an effective communicator.  Examples may be used to support the explanation.	
<b>B2</b>	2.2	Describe working relationships that a health and social care practitioner will have.  A minimum of three (3) working relationships that a health and social care practitioner will have must be described.	
<b>B3</b>	3.2	Outline two (2) pieces of legislation, policies or procedures relating to the management of information.	
<b>B4</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	

		<b>Assessment of learning</b>	<b>Evidence record</b>
<b>A1</b>	3.3	<p>Describe how the health and social care practitioner maintains security of data.</p> <p>A minimum of one (1) example from each of the identified areas must be used to support the description:</p> <ul style="list-style-type: none"> <li>• storing data online securely</li> <li>• storing paper based personal records</li> <li>• maintaining security through professional practice.</li> </ul>	
<b>A*1</b>	3.4	<p>Describe the tension between maintaining confidentiality and the need to disclose information.</p> <p>A minimum of one (1) example must be used to support the description.</p>	
<b>A*2</b>		<p>References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.</p>	

## Assessment task – HSC M4: Communication in health and social care

**This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria.** The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

### Task 1

Create a portfolio of evidence in relation to communication. The portfolio of evidence will be divided into the following sections:

#### Section 1: Types of communication

- Produce fact cards to outline a minimum two (2) types of communication. (D1 1.1)
- Create a handout to describe communication and language needs and preferences of:
  - individuals
  - others.Examples may be used to support the description. (D2 1.2)

#### Section 2: Professional relationships

- Produce a statement which explains the difference between a professional relationship and a personal relationship. (C1 2.1)
- Produce written work to discuss the role of communication in building and maintaining professional relationships in health and social care. (C2 2.3)
- Produce written work to describe working relationships that a health and social care practitioner will have. A minimum of three (3) working relationships that a health and social care practitioner will have must be described. (B2 2.2)

### **Section 3: Management of information**

- Use examples to define the term confidentiality. (C3 3.1)
- Produce written work to describe how the health and social care practitioner maintains security of data. A minimum of one (1) example from each of the identified areas must be used to support the description:
  - storing data online securely
  - storing paper based personal records
  - maintaining security through professional practice. (A1 3.3)
- Produce written work to describe the tension between maintaining confidentiality and the need to disclose information. A minimum of one (1) example must be used to support the description. (A\*1 3.4)

### **Section 4: Skills of an effective communicator**

- Use examples to explain the skills of an effective communicator. (B1 1.3)

### **Section 5: Legislation**

- Produce a fact sheet to outline two (2) pieces of legislation, policies or procedures relating to the management of information. (B3 3.2)

### **Section 6: Reference list**

To achieve this unit at D grade all D criteria assessment of learning must be achieved including: a minimum of one (1) relevant and traceable reference. (D3)

To achieve this unit at B grade all D, C and B criteria assessment of learning must be achieved including: a minimum of two (2) relevant and traceable references and a reference list. (B4)

To achieve this unit at A\* all D, C, B, A and A\* criteria assessment of learning must be achieved and references must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable. (A\*2)

## HSC M5: Working in health and social care



<b>Unit reference</b>	R/508/3713		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	60	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of working in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand health and social care values across provision.	1.1. Legislation, policies, procedures and codes of practice in relation to health and social care: <ul style="list-style-type: none"> <li>• UK General Data Protection Regulation (UK GDPR)</li> <li>• Human Rights 1998</li> <li>• Equality Act 2010</li> <li>• Health and Social Care Act 2012</li> <li>• Care Act 2014</li> <li>• related policies and procedures</li> <li>• codes of practice relevant to sector</li> <li>• current legislation as relevant to Home Nation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	1.2. Health and social care values: <ul style="list-style-type: none"> <li>• duty of care</li> <li>• safeguarding</li> <li>• person-centred</li> <li>• partnership</li> <li>• dignity</li> <li>• respect</li> <li>• rights</li> <li>• confidentiality</li> <li>• independence.</li> </ul> 1.3. How <b>individuals</b> accessing health and social care services are valued: <ul style="list-style-type: none"> <li>• individual needs and preferences</li> <li>• informed choice</li> <li>• active support</li> <li>• aids and adaptations</li> <li>• health and safety</li> <li>• confidentiality</li> <li>• during daily routines.</li> </ul>
2. Understand health and social care provision.	2.1. Types of health and social care services: <ul style="list-style-type: none"> <li>• statutory</li> <li>• private</li> <li>• voluntary.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>2.2. Functions of health and social care services:</p> <ul style="list-style-type: none"> <li>• long-term/short-term</li> <li>• residential</li> <li>• respite</li> <li>• community</li> <li>• rehabilitation</li> <li>• specific service provision to meet needs</li> <li>• funding</li> <li>• partnership working.</li> </ul> <p>2.3. Barriers to accessing health and social care services and how they may be overcome:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• cultural values and beliefs</li> <li>• cost</li> <li>• location</li> <li>• physical access</li> <li>• psychological</li> <li>• lack of resources</li> <li>• time.</li> </ul> <p>2.4. Definition of informal care.</p> <p>2.5. The role of informal carers:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• community groups</li> <li>• volunteers.</li> </ul>
<p>3. Understand the roles and responsibilities of the health and social care practitioner.</p>	<p>3.1. Job roles within the health and social care sectors.</p>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.2. The responsibilities of the health and social care practitioner:</p> <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• implement care values</li> <li>• care planning</li> <li>• risk management</li> <li>• job description/person specification.</li> </ul> <p>3.3. Skills, behaviours and attributes required by health and social care practitioners:</p> <ul style="list-style-type: none"> <li>• be trustworthy</li> <li>• be objective</li> <li>• be patient</li> <li>• be respectful</li> <li>• show empathy</li> <li>• show commitment</li> <li>• use communication and interpersonal skills</li> <li>• use initiative</li> <li>• use observation skills</li> <li>• show professionalism</li> <li>• be able to problem solve</li> <li>• be able to work as part of a team</li> <li>• be a reflective practitioner.</li> </ul>
<p>4. Understand Continuing Professional Development.</p>	<p>4.1. Continuing Professional Development:</p> <ul style="list-style-type: none"> <li>• staying up-to-date with sector developments</li> <li>• action setting.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>4.2. Sources of support for learning and development:</p> <ul style="list-style-type: none"> <li>• formal/informal support</li> <li>• appraisal/supervision</li> <li>• feedback</li> <li>• mentoring</li> <li>• independent study</li> <li>• work experience</li> <li>• external agencies</li> <li>• training courses</li> <li>• research</li> <li>• shadowing</li> <li>• media.</li> </ul> <p>4.3. Why Continuing Professional Development is integral to the role of the health and social care practitioner:</p> <ul style="list-style-type: none"> <li>• up-to-date knowledge and practice</li> <li>• continuous improvement</li> <li>• regulatory requirements</li> <li>• reflective practitioner</li> <li>• application of learning.</li> </ul>
<p>5. Understand reflection in relation to Continuing Professional Development.</p>	<p>5.1. The role of reflection within Continuing Professional Development:</p> <ul style="list-style-type: none"> <li>• reflective practitioner</li> <li>• responsibility for own learning/professional growth</li> <li>• ongoing review</li> <li>• planning for development</li> <li>• develop knowledge and skills</li> <li>• self-awareness</li> <li>• positive outcomes.</li> </ul>

<b>Additional information about the unit:</b>	
<p>Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of National Occupational Standards and the Care Certificate.</p>	<p><b>National Occupational Standards:</b></p> <p>SCDHSC0023, SCDHSC0025, SCDHSC0022, SCDHSC0022</p> <p><b>Care Certificate Standards:</b></p> <p>Standard 1: Understand your role            Standard 2: Your personal development            Standard 5: Work in a person centred way            Standard 13: Health and safety</p>
<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in line with the CACHE Assessment Strategy.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Unit guidance – provided by CACHE</p>	<p><b>Individual(s):</b> person(s) accessing services.</p>

### Unit HSC M5: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>		
<b>D1</b>	1.1	Outline one (1) piece of legislation, policy, procedure or code of practice in relation to health and social care.					
<b>D2</b>	2.1	Outline types of health and social care services.  A minimum of three (3) types of health and social care services must be outlined.					
<b>D3</b>	3.1	Outline job roles within the health and social care sectors.  A minimum of three (3) job roles must be outlined.					
<b>D4</b>	3.2	Describe the responsibilities of the health and social care practitioner.					
<b>D5</b>		A minimum of one (1) relevant and traceable reference must be included.					

		<b>Assessment of learning</b>	<b>Evidence record</b>
<b>C1</b>	1.3	Describe how individuals accessing health and social care services are valued.  Examples may be used to support the description.	
<b>C2</b>	2.3	Discuss barriers to accessing health and social care services and how they may be overcome.  A minimum of three (3) barriers to accessing health and social care services must be discussed.  Examples may be used to support the discussion.	
<b>C3</b>	4.1	Describe Continuing Professional Development.	
<b>C4</b>	4.2	Outline sources of support for learning and development.  A minimum of four (4) sources of support for learning and development must be outlined.	
<b>B1</b>	2.4 2.5	Define informal care.  Describe the role of informal carers.  Examples may be used to support the description.	

		Assessment of learning	Evidence record
<b>B2</b>	4.3	Explain why Continuing Professional Development is integral to the role of the health and social care practitioner.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	1.2	Summarise health and social care values.  A minimum of four (4) health and social care values must be summarised.	
<b>A2</b>	3.3	Describe skills, behaviours and attributes required by health and social care practitioners.  Examples may be used to support the description.	
<b>A*1</b>	5.1	Describe the role of reflection within Continuing Professional Development.  Examples may be used to support the description.	
<b>A* 2</b>	2.2	Describe functions of health and social care services.  The description may link to the types of health and social care services outlined in D2.	

	<b>Assessment of learning</b>	<b>Evidence record</b>
<b>A*3</b>	References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.		

## Assessment task – HSC M5: Working in health and social care

**This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria.** The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

### Task 1

Prepare for work in health and social care by following the steps below.

#### Step 1

Produce a table or chart to:

- Outline job roles within the health and social care sectors. A minimum of three (3) job roles must be outlined. (D3 3.1)
- Outline types of health and social care services. A minimum of three (3) types of health and social care services must be outlined. (D2 2.1)
- Describe functions of health and social care services. The description may link to the types of health and social care services outlined in D2. (A\*2 2.2)

#### Step 2

Produce written work to:

- Define informal care. (B1 2.4)
- Describe the role of informal carers. Examples may be used to support the description. (B1 2.5)

#### Step 3

Produce a handout to:

- Outline one (1) piece of legislation, policy, procedure or code of practice in relation to health and social care. (D1 1.1)
- Describe how individuals accessing health and social care services are valued. Examples may be used to support the description. (C1 1.3)
- Summarise health and social care values. A minimum of four (4) health and social care values must be summarised. (A1 1.2)
- Describe skills, behaviours and attributes required by health and social care practitioners. Examples may be used to support the description. (A2 3.3)
- Describe the responsibilities of the health and social care practitioner. The description may be linked to one of the job roles outlines in step 1. (D4 3.2)

#### **Step 4**

Produce written work to:

- Discuss barriers to accessing health and social care services and how they may be overcome. A minimum of three (3) barriers to accessing health and social care services must be discussed. Examples may be used to support the discussion. (C2 2.3)

#### **Step 5**

Produce a booklet to:

- Describe Continuing Professional Development. (C3 4.1)
- Outline sources of support for learning and development. A minimum of four (4) sources of support for learning and development must be outlined. (C4 4.2)
- Explain why Continuing Professional Development is integral to the role of the health and social care practitioner. (B2 4.3)
- Describe the role of reflection within Continuing Professional Development. Examples may be used to support the description. (A\*1 5.1)

#### **References**

To achieve this unit at D grade all D criteria assessment of learning must be achieved including: a minimum of one (1) relevant and traceable reference. (D5)

To achieve this unit at B grade all D, C and B criteria assessment of learning must be achieved including: a minimum of two (2) relevant and traceable references and a reference list. (B3)

To achieve this unit at A\* all D, C, B, A and A\* criteria assessment of learning must be achieved and reference must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable. (A\*3)

## HSC O1: Anatomy and physiology for health and social care



<b>Unit reference</b>	Y/508/3714		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of the anatomy and physiology of the human body.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand the structure and functions of the body systems.	1.1. The structure of the major organs: <ul style="list-style-type: none"> <li>• glands</li> <li>• pancreas</li> <li>• brain</li> <li>• nerves</li> <li>• stomach</li> <li>• liver</li> <li>• heart</li> <li>• blood vessels</li> <li>• lungs</li> <li>• kidney</li> <li>• bladder</li> <li>• muscles</li> <li>• bones</li> <li>• lymph nodes</li> <li>• skin</li> <li>• ovaries</li> <li>• testes.</li> </ul> 1.2. The functions of the major organs: <ul style="list-style-type: none"> <li>• listed in 1.1.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>1.3. The structure of the body systems:</p> <ul style="list-style-type: none"> <li>• endocrine system</li> <li>• nervous system</li> <li>• digestive system</li> <li>• cardio-vascular system</li> <li>• respiratory system</li> <li>• excretory system</li> <li>• muscular system</li> <li>• skeletal system</li> <li>• immune system</li> <li>• integumentary system</li> <li>• reproductive system.</li> </ul> <p>1.4. The functions of the body systems:</p> <ul style="list-style-type: none"> <li>• endocrine system: hormonal control</li> <li>• nervous system: peripheral nervous system, autonomic nervous system, coordination of the body</li> <li>• digestive system: digestion, absorption, elimination</li> <li>• cardio-vascular system: blood circulation, transport and supply of blood gases</li> <li>• respiratory system: oxygen supply, gaseous exchange</li> <li>• excretory system: elimination, pH balance, osmoregulation, electrolyte balance</li> <li>• muscular system: movement, joints, muscle contractions</li> <li>• skeletal system: movement, protection, blood production</li> <li>• immune system: lymph nodes, types of immunity</li> <li>• integumentary system: protection, sensation, excretion</li> <li>• reproductive system: fertilisation, sex cells.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
2. Understand the relationships between the body systems in maintaining healthy body functions.	2.1. The relationships between the body systems in maintaining healthy body functions: <ul style="list-style-type: none"> <li>• muscular, skeletal and nervous</li> <li>• circulatory, respiratory</li> <li>• integumentary, nervous</li> <li>• digestive, endocrine.</li> </ul>
3. Understand homeostasis in the human body.	3.1. Homeostasis.  3.2. Physiological processes in the body that are controlled by homeostasis: <ul style="list-style-type: none"> <li>• breathing rate</li> <li>• body temperature</li> <li>• blood glucose</li> <li>• heart rate.</li> </ul> 3.3. How the body systems coordinate to maintain homeostasis in the human body: <ul style="list-style-type: none"> <li>• in relation to the physiological processes in 3.2.</li> </ul>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.

### Unit HSC O1: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>			<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>			
<b>D 1</b>	1.3	Outline the structure of the body systems and related major organs.						
	1.1	The structure of a minimum of three (3) body systems and related major organs must be outlined.						
<b>D2</b>		A minimum of one (1) relevant and traceable reference must be included.						
<b>C1</b>	1.4	Describe the functions of the body systems and related major organs.						
	1.2	The functions of a minimum of three (3) body systems and related major organs must be described.						
<b>C2</b>	3.1	Define homeostasis.						
			Examples may be used to support the definition.					
<b>B1</b>	2.1	Describe the relationships between two (2) body systems in maintaining healthy body functions.						

		Assessment of learning	Evidence record
<b>B2</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.2	Describe one (1) physiological process in the body that is controlled by homeostasis.	
<b>A*1</b>	3.3	Explain how body systems coordinate to maintain homeostasis in the human body.  May link to the physiological process described in A1.	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable	

## HSC O2: Common care disorders



<b>Unit reference</b>	H/508/3716		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of common care disorders.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand care disorders relating to the body systems.	1.1. Care disorders relating to the body systems: <ul style="list-style-type: none"> <li>• endocrine: diabetes, hypothyroidism/hyperthyroidism</li> <li>• nervous: multiple sclerosis, stroke</li> <li>• digestive: heartburn, irritable bowel syndrome</li> <li>• cardio-vascular: coronary heart disease, hypertension</li> <li>• respiratory: asthma, pneumonia</li> <li>• excretory: kidney stones, urinary tract infection</li> <li>• muscular: muscular dystrophy, cerebral palsy</li> <li>• skeletal: osteoporosis, osteoarthritis</li> <li>• immune: rheumatoid arthritis, lupus</li> <li>• integumentary: eczema, psoriasis</li> <li>• reproductive: sexually transmitted infections, infertility.</li> </ul>
	1.2. The symptoms of care disorders relating to the body systems: <ul style="list-style-type: none"> <li>• as related to the care disorders in 1.1.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
<p>2. Understand the role of the health and social care practitioner in caring for <b>individuals</b> with care disorders.</p>	<p>2.1. The impacts of care disorders on individuals' health and well-being:</p> <ul style="list-style-type: none"> <li>• social health and well-being</li> <li>• emotional health and well-being</li> <li>• cognitive health and well-being</li> <li>• physical health and well-being.</li> </ul> <p>2.2. How the health and social care practitioner cares for individuals with care disorders:</p> <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• diagnosis and treatment</li> <li>• care planning</li> <li>• person-centred practice</li> <li>• observation and monitoring</li> <li>• reporting and recording</li> <li>• access to information, advice and services</li> <li>• partnership</li> <li>• safeguarding.</li> </ul>
	<p>2.3. How the health and social care practitioner promotes self-care for individuals with care disorders:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• empowerment</li> <li>• informed choice</li> <li>• lifestyle</li> <li>• promote self-monitoring.</li> </ul> <p>2.4. Sources of support for individuals with care disorders:</p> <ul style="list-style-type: none"> <li>• community services</li> <li>• support groups and networks</li> <li>• voluntary agencies</li> <li>• literature.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
3. Understand how the health and social care practitioner obtains, records and reports physiological measurements.	3.1. Reasons why the health and social care practitioner undertakes physiological measurements: <ul style="list-style-type: none"> <li>• care plan</li> <li>• observation and monitoring</li> <li>• interpret physiological measurements</li> <li>• underlying health conditions</li> <li>• causes for concern (measurements outside of normal ranges).</li> </ul>
	3.2. How the health and social care practitioner measures and monitors temperature, blood pressure, pulse and respiratory rate: <ul style="list-style-type: none"> <li>• processes for undertaking physiological measurements</li> <li>• gain consent</li> <li>• safe use of equipment</li> <li>• infection prevention and control</li> <li>• recording and reporting.</li> </ul> 3.3. The importance of accurate and timely recording and reporting of physiological measurements: <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• validity and reliability</li> <li>• respond to concerns</li> <li>• care planning.</li> </ul>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services

## Unit HSC O2: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>		
<b>D1</b>	3.1	Describe reasons why the health and social care practitioner undertakes physiological measurements.  A minimum of two (2) reasons why the health and social care practitioner undertakes physiological measurements must be described.					
<b>D2</b>	1.1	Summarise one (1) care disorder and how the disorder relates to the body systems.					
<b>D3</b>	1.2	Outline the symptoms of the care disorder summarised in D2.					
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.					

		Assessment of learning	Evidence record
<b>C1</b>	3.2	<p>Summarise how the health and social care practitioner measures and monitors two (2) of the following:</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• blood pressure</li> <li>• pulse</li> <li>• respiratory rate.</li> </ul>	
<b>C2</b>	2.2	<p>Explain how the health and social care practitioner cares for individuals with care disorders.</p>	
<b>C3</b>	2.4	<p>Describe sources of support for individuals with care disorders.</p> <p>A minimum of two (2) sources of support for individuals with care disorders must be described.</p>	
<b>B1</b>	2.1	<p>Discuss the impacts of a care disorder on individuals' health and well-being.</p> <p>May link to the disorder summarised in D2.</p>	
<b>B2</b>		<p>A minimum of two (2) relevant and traceable references must be included. A reference list must be included.</p>	

		Assessment of learning	Evidence record
A1	2.3	<p>Explain how the health and social care practitioner promotes self-care for individuals with care disorders.</p> <p>Examples may be used to support the explanation.</p>	
A*1	3.3	<p>Describe the importance of accurate and timely recording and reporting of physiological measurements.</p>	
A*2		<p>References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.</p>	

## HSC O3: Creative activities in health and social care



<b>Unit reference</b>	K/508/3717		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of creative activities in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand types of creative activities within health and social care.	1.1. The purpose of creative activities: <ul style="list-style-type: none"> <li>• creativity</li> <li>• life skills</li> <li>• health and well-being</li> <li>• therapeutic</li> <li>• meet needs.</li> </ul> 1.2. Types of creative activities: <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cognitive</li> <li>• physical</li> <li>• developmental</li> <li>• group</li> <li>• individual.</li> </ul> 1.3. Examples of creative activities: <ul style="list-style-type: none"> <li>• as related to the types of creative activities in 1.2.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
<p>2. Understand how creative activities meet the needs of <b>individuals</b> across the life span.</p>	<p>2.1. How creative activities support the social, emotional, cognitive and physical needs of individuals across the life stages:</p> <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• early, middle, late adulthood.</li> </ul> <p>Consider needs across the life stages in relation to:</p> <ul style="list-style-type: none"> <li>• social: social skills and relationships, confidence, team-working</li> <li>• emotional: self-image, self-esteem, resilience, acceptance, motivation</li> <li>• cognitive: language, memory, problem-solving, imagination</li> <li>• physical: coordination, motor skills, mobility, medical.</li> </ul>
<p>3. Understand the role of the health and social care practitioner in planning, implementing and reviewing creative activities within health and social care.</p>	<p>3.1. Legislation, policies, procedures and codes of practice in relation to planning and implementing creative activities:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act 1974 and associated regulations</li> <li>• Equality Act 2010</li> <li>• related policies and procedures</li> <li>• codes of practice relevant to sector</li> <li>• current legislation as relevant to Home Nation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.2. Factors to consider when planning creative activities:</p> <ul style="list-style-type: none"><li>• aims and objectives</li><li>• resources</li><li>• risk management</li><li>• inclusive practice</li><li>• meet needs</li><li>• health and social care values</li><li>• outcomes.</li></ul> <p>3.3. The role of the health and social care practitioner when implementing creative activities:</p> <ul style="list-style-type: none"><li>• work within policies and procedures</li><li>• implement care values</li><li>• balance risk and challenge</li><li>• monitor</li><li>• support</li><li>• engage</li><li>• adapt activities.</li></ul> <p>3.4. Reasons for reviewing the effectiveness of creative activities:</p> <ul style="list-style-type: none"><li>• evaluate outcomes</li><li>• measure success</li><li>• inform future activities.</li></ul>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services

### Unit HSC O3: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>		<b>Evidence record</b>			
<b>D1</b>	1.2	Outline types of creative activities.					
	1.3	Give examples of creative activities.  A minimum of four (4) examples of creative activities used in health and social care settings must be included.					
<b>D2</b>	1.1	Describe the purpose of creative activities.					
<b>D3</b>		A minimum of one (1) relevant and traceable reference must be included.					
<b>C1</b>	3.1	Outline two (2) pieces of legislation, policies, procedures or codes of practice in relation to planning and implementing creative activities.					

		Assessment of learning	Evidence record
<b>C2</b>	3.2	<p>Explain factors to consider when planning creative activities.</p> <p>A minimum of three (3) factors to consider when planning creative activities must be explained.</p>	
<b>B1</b>	3.3	<p>Describe the role of the health and social care practitioner when implementing creative activities.</p> <p>Examples may be used to support the description.</p>	
<b>B2</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	2.1	Explain how creative activities support the social, emotional, cognitive and physical needs of individuals within one (1) life stage.	
<b>A*1</b>	3.4	<p>Explain the reasons for reviewing the effectiveness of creative activities.</p> <p>A minimum of three (3) reasons for reviewing the effectiveness of creative activities must be explained.</p>	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.			

## HSC O4: Dementia awareness



<b>Unit reference</b>	M/508/3718		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of dementia.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand dementia.	1.1. Types of dementia: <ul style="list-style-type: none"> <li>• Alzheimer's disease</li> <li>• vascular dementia</li> <li>• dementia with Lewy bodies</li> <li>• fronto-temporal dementia</li> <li>• Creutzfeldt-Jakob disease</li> <li>• Korsakoff's syndrome.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>1.2. Signs and symptoms of dementia:</p> <ul style="list-style-type: none"><li>• short-term/long-term memory</li><li>• concentration</li><li>• planning</li><li>• organisation; speech and language</li><li>• visuospatial</li><li>• orientation</li><li>• mood</li><li>• behaviour</li><li>• confusion</li><li>• repetition</li><li>• decision-making</li><li>• coping with change</li><li>• progression.</li></ul> <p>1.3. The impact of dementia on an individual's health and well-being:</p> <ul style="list-style-type: none"><li>• quality of life</li><li>• emotion</li><li>• independence, control</li><li>• identity</li><li>• self-esteem, self-worth</li><li>• communication</li><li>• relationships, isolation</li><li>• risk</li><li>• discrimination</li><li>• health</li><li>• diet</li><li>• activity levels</li><li>• personal care</li><li>• vulnerability.</li></ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
2. Understand legislation and frameworks in relation to dementia care.	2.1. Legislation and frameworks in relation to dementia care: <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Equality Act 2010</li> <li>• Living Well with Dementia – the National Dementia Strategy 2009</li> <li>• Mental Health Act 2007</li> <li>• Mental Capacity Act 2005</li> <li>• UK General Data Protection Regulation (UK GDPR)</li> <li>• Human Rights Act 1998</li> <li>• current legislation and frameworks as relevant to Home Nation.</li> </ul>
3. Understand how to support <b>individuals</b> with dementia.	3.1. The importance of an early diagnosis of dementia: <ul style="list-style-type: none"> <li>• eliminate other conditions</li> <li>• planning</li> <li>• advice and guidance</li> <li>• support</li> <li>• treatment, intervention.</li> </ul> 3.2. How person-centred care is used to support individuals with dementia: <ul style="list-style-type: none"> <li>• life history</li> <li>• involvement</li> <li>• empowerment</li> <li>• personalised environment</li> <li>• communication</li> <li>• decision-making, choice</li> <li>• time</li> <li>• specialist input.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.3. The role of the health and social care practitioner in supporting the health and well-being of an individual with dementia:</p> <ul style="list-style-type: none"> <li>• care planning</li> <li>• implement care values</li> <li>• information, advice, guidance</li> <li>• communication</li> <li>• activities</li> <li>• monitor health.</li> </ul> <p>3.4. Support available for individuals with dementia:</p> <ul style="list-style-type: none"> <li>• support groups</li> <li>• voluntary agencies</li> <li>• day care</li> <li>• respite</li> <li>• community resources</li> <li>• self-help groups</li> <li>• networks</li> <li>• crisis services.</li> </ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of the Care Certificate.	<b>Care Certificate Standards:</b>  Standard 9: Awareness of Mental Health, Dementia and Learning Disabilities
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services

### Unit HSC O4: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>		<b>Evidence record</b>			
<b>D1</b>	1.1	Outline types of dementia.  Learners must show an understanding of different types of dementia.					
<b>D2</b>	1.2	Outline signs and symptoms of dementia.					
<b>D3</b>	2.1	Outline one (1) piece of legislation or framework in relation to dementia care.					
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.					
<b>C1</b>	3.1	Explain the importance of an early diagnosis of dementia.					
<b>C2</b>	3.4	Describe support available for individuals with dementia.  A minimum of two (2) types of support available for individuals with dementia must be described.					

		Assessment of learning	Evidence record
<b>B1</b>	1.3	Describe the impact of dementia on an individual's health and well-being.	
<b>B2</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.2	Describe how person-centred care is used to support individuals with dementia.	
<b>A*1</b>	3.3	Discuss the role of the health and social care practitioner in supporting the health and well-being of an individual with dementia.	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.			

## HSC O5: End of life care



<b>Unit reference</b>	T/508/3719		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of end of life care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand end of life care provision.	1.1. Aims of end of life care provision: <ul style="list-style-type: none"> <li>• support individuals and others during illness and bereavement</li> <li>• psychological and spiritual aspects within care</li> <li>• pain and symptom management</li> <li>• promote well-being</li> <li>• meet individual needs</li> <li>• person-centred practice.</li> </ul> 1.2. Legislation and policies in relation to end of life care provision: <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Human Rights Act 1998</li> <li>• Supporting People to Live and Die Well: a framework for social care at the end of life</li> <li>• current legislation and policy as relevant to Home Nation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
2. Understand perspectives on death and dying.	2.1. How factors influence an individual's views on death and dying: <ul style="list-style-type: none"> <li>• experiences, spirituality, beliefs and values</li> <li>• culture</li> <li>• understanding</li> <li>• communication</li> <li>• relationships</li> <li>• treatment</li> <li>• resources</li> <li>• access to services</li> <li>• inclusion</li> <li>• emotion.</li> </ul> 2.2. How factors impact the health and social care practitioner's views on death and dying: <ul style="list-style-type: none"> <li>• as related to the factors in 2.1.</li> </ul>
3. Understand how to support individuals and others when providing end of life care.	3.1. Advance care planning: <ul style="list-style-type: none"> <li>• Priorities for Care</li> <li>• voluntary</li> <li>• partnership in care</li> <li>• choice</li> <li>• identifying individuals' needs, wishes and preferences</li> <li>• documentation and review.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.2. How an individual's needs and priorities may change over time:</p> <ul style="list-style-type: none"> <li>• progression</li> <li>• treatment</li> <li>• coping</li> <li>• acceptance</li> <li>• environment.</li> </ul> <p>3.3. Strategies to support an individual's well-being:</p> <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• care planning</li> <li>• implement care values</li> <li>• counselling</li> <li>• empowerment</li> <li>• enablement</li> <li>• coping mechanisms</li> <li>• communication.</li> </ul> <p>3.4. The support available for individuals and others:</p> <ul style="list-style-type: none"> <li>• hospices</li> <li>• pastoral services</li> <li>• Macmillan</li> <li>• counsellors</li> <li>• citizens advice</li> <li>• self-help, support groups.</li> </ul>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services.  <b>Others</b> may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.

### Unit HSC 05: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>		<b>Evidence record</b>			
<b>D1</b>	1.1	Outline the aims of end of life care provision.					
<b>D2</b>	1.2	Outline one (1) piece of legislation or policy in relation to end of life care provision.					
<b>D3</b>		A minimum of one (1) relevant and traceable reference must be included.					
<b>C1</b>	2.1	Describe how factors influence an individual's views on death and dying.					
<b>C2</b>	3.2	Describe how an individual's needs and priorities may change over time.					
<b>B1</b>	2.2	Describe how factors impact the health and social care practitioner's views on death and dying.					

		Assessment of learning	Evidence record
<b>B2</b>	3.4	Describe the support available for individuals and others.  A minimum of three (3) sources of support available for individuals and others must be described.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.1	Summarise advance care planning in relation to end of life care.	
<b>A*1</b>	3.3	Discuss strategies to support an individual's well-being during end of life care.  A minimum of four (4) strategies to support an individual's well-being during end of life care must be discussed.	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.			

## HSC O6: Health and well-being



<b>Unit reference</b>	K/508/3720		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of health and well-being.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand influences on health and well-being.	1.1. The concept of health and well-being.  1.2. Factors that impact on health and well-being in relation to: <ul style="list-style-type: none"> <li>• social, emotional, cognitive and physical impacts</li> <li>• positive, negative</li> <li>• short-term, long-term.</li> </ul> 1.3. The impact of factors on health and well-being: <ul style="list-style-type: none"> <li>• lifestyle (diet, exercise, substance use, sleep)</li> <li>• stress</li> <li>• age</li> <li>• biological</li> <li>• socio-economic</li> <li>• culture, environment</li> <li>• media</li> <li>• self-confidence, motivation</li> <li>• support.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
<p>2. Understand the purpose and types of health promotion.</p>	<p>2.1. The purpose of health promotion:</p> <ul style="list-style-type: none"> <li>• address health concerns and issues</li> <li>• raise awareness</li> <li>• educate</li> <li>• encourage positive behaviours and choices</li> <li>• empower.</li> </ul> <p>2.2. Types of health promotion activities:</p> <ul style="list-style-type: none"> <li>• campaigns</li> <li>• education advice</li> <li>• intervention</li> <li>• media.</li> </ul> <p>2.3. Current national health promotion campaigns:</p> <ul style="list-style-type: none"> <li>• child and maternal health</li> <li>• obesity</li> <li>• smoking.</li> </ul>
<p>3. Understand how the health and social care practitioner promotes health and well-being.</p>	<p>3.1. The benefits of health promotion for an individual's health and well-being:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• address concerns</li> <li>• increased autonomy and accountability</li> <li>• quality of life</li> <li>• positive behaviours and choices.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.2. Strategies used to promote the health and well-being of <b>individuals</b>:</p> <ul style="list-style-type: none"><li>• raise awareness</li><li>• increase self-awareness</li><li>• educate</li><li>• advocacy</li><li>• informed decision-making</li><li>• behaviour change</li><li>• motivation</li><li>• assess needs, agree goals, review progress</li><li>• support groups, networks.</li></ul>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services.

### Unit HSC O6: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>		
<b>D1</b>	1.1	Define the concept of health and well-being.					
<b>D2</b>	1.2	Outline factors that impact on health and well-being.  A minimum of two (2) factors that impact on health and well-being must be outlined.					
<b>D3</b>		A minimum of one (1) relevant and traceable reference must be included.					
<b>C1</b>	1.3	Discuss the impact of factors on health and well-being.  May link to the factors identified in D2.					
<b>B1</b>	2.1	Describe the purpose of health promotion.  Examples may be used to support the description.					

		Assessment of learning	Evidence record
<b>B2</b>	3.1	<p>Discuss the benefits of health promotion for an individual's health and well-being.</p> <p>A minimum of three (3) benefits of health promotion for an individual's health and well-being must be discussed.</p>	
<b>B3</b>	2.2	<p>Outline types of health promotion activities.</p> <p>A minimum of three (3) types of health promotion activities must be outlined.</p>	
<b>B4</b>		<p>A minimum of two (2) relevant and traceable references must be included. A reference list must be included.</p>	
<b>A1</b>	2.3	<p>Summarise one (1) current national health promotion campaign.</p> <p>Learners must consider the aims of the campaign.</p>	
<b>A*1</b>	3.2	<p>Discuss strategies used to promote the health and well-being of individuals.</p> <p>A minimum of four (4) strategies used to promote the health and well-being of individuals must be discussed.</p>	
<b>A*2</b>		<p>References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.</p>	

## HSC O7: Infection prevention and control in health and social care



<b>Unit reference</b>	M/508/3721		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of infection prevention and control in health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand types of micro-organisms that cause disease.	1.1. Types of pathogenic micro-organisms: <ul style="list-style-type: none"> <li>• Bacteria: tuberculosis, salmonella, staphylococcus</li> <li>• Virus: influenza, measles, mumps, HIV/AIDS</li> <li>• Fungi: athlete's foot, candida.</li> </ul> 1.2. The signs and symptoms of diseases caused by micro-organisms: <ul style="list-style-type: none"> <li>• as related to the conditions in 1.1.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
2. Understand transmission of disease.	2.1. How pathogenic micro-organisms are transmitted: <ul style="list-style-type: none"> <li>• direct/indirect</li> <li>• inhalation</li> <li>• inoculation</li> <li>• ingestion</li> <li>• fomites</li> <li>• carriers.</li> </ul> 2.2. Reasons why <b>individuals</b> may be more vulnerable to infection: <ul style="list-style-type: none"> <li>• compromised immune status</li> <li>• personal hygiene and attire.</li> </ul> 2.3. The chain of infection: <ul style="list-style-type: none"> <li>• causative agent, reservoir, portal of exit, mode of transmission, portal of entry, susceptible host.</li> </ul>
3. Understand precautions to be taken to reduce the spread of infection in a health or social care setting.	3.1. Methods of micro-organism control: <ul style="list-style-type: none"> <li>• sterilisation</li> <li>• disinfection</li> <li>• sanitation.</li> </ul> 3.2. The correct hand washing technique: <ul style="list-style-type: none"> <li>• refer to World Health Organization guidelines.</li> </ul> 3.3. Types of personal protective equipment.

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>3.4. How personal protective equipment is used:</p> <ul style="list-style-type: none"> <li>• work within policy and procedures</li> <li>• types</li> <li>• selection</li> <li>• removal, disposal.</li> </ul> <p>3.5. Processes of safe waste disposal:</p> <ul style="list-style-type: none"> <li>• work within policy and procedures</li> <li>• clinical</li> <li>• non-clinical.</li> </ul>
<p>4. Understand the role and responsibilities of the health and social care practitioner in relation to infection prevention and control.</p>	<p>4.1. Legislation, policies and procedures in relation to infection prevention and control:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act 1974 and associated regulations (COSHH, RIDDOR).</li> <li>• current legislation as relevant to Home Nation.</li> </ul> <p>4.2. The role and responsibilities of the health and social care practitioner in preventing and controlling infection:</p> <ul style="list-style-type: none"> <li>• work within policy and procedures</li> <li>• risks and hazards</li> <li>• reporting, recording</li> <li>• Continuing Professional Development.</li> </ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of the Care Certificate.	<b>Care Certificate Standards:</b> Standard 15: Infection prevention and control Standard 13: Health and safety
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services.

### Unit HSC 07: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>		<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>		<b>Evidence record</b>			
<b>D1</b>	3.2	Describe the correct hand washing technique.					
<b>D2</b>	3.3	Identify types of personal protective equipment.					
	3.4	Describe how personal protective equipment is used.					
<b>D3</b>	3.5	Describe processes of safe waste disposal.					
		Examples of safe waste disposal must be used to support the description.					
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.					
<b>C1</b>	4.1	Outline two (2) pieces of legislation, policies or procedures in relation to infection prevention and control.					
<b>C2</b>	1.1	Outline the types of pathogenic micro-organisms.					

		Assessment of learning	Evidence record
<b>C3</b>	2.1	Describe how pathogenic micro-organisms are transmitted.	
<b>B1</b>	1.2	Describe the signs and symptoms of diseases caused by micro-organisms.  The signs and symptoms of a minimum of three (3) diseases caused by micro-organisms must be described.	
<b>B2</b>	2.3	Summarise the chain of infection.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.1	Describe methods of micro-organism control:  <ul style="list-style-type: none"> <li>• sterilisation</li> <li>• disinfection</li> <li>• sanitation.</li> </ul> An example of each method must be included to support the description.	
<b>A2</b>	4.2	Explain the role and responsibilities of the health and social care practitioner in preventing and controlling infection.	
<b>A*1</b>	2.2	Discuss reasons why individuals may be more vulnerable to infection.	

	<b>Assessment of learning</b>	<b>Evidence record</b>
<b>A*2</b>	References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.		

## HSC O8: Learning disability



<b>Unit reference</b>	T/508/3722		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of learning disability.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand legislation in relation to learning disability.	1.1. Definition of learning disability.  1.2. Legislation in relation to <b>individuals</b> with learning disabilities: <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Health and Social Care Act 2012</li> <li>• Equality Act 2010</li> <li>• Mental Health Act 2007</li> <li>• Mental Capacity Act 2005</li> <li>• Human Rights Act 1998</li> <li>• Current legislation as relevant to Home Nation.</li> <li>• The Children and Families Act 2014</li> <li>• SEND Code of Practice</li> </ul>
2. Understand learning disability.	2.1. Causes of learning disability: <ul style="list-style-type: none"> <li>• genetic</li> <li>• complications during birth</li> <li>• illness</li> <li>• disease</li> <li>• environmental</li> <li>• unknown.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>2.2. The impact of learning disability on the individual:</p> <ul style="list-style-type: none"> <li>• in relation to social, emotional, cognitive, physical health and well-being.</li> </ul> <p>2.3. The impact of learning disability on the outcomes and life chances of individuals:</p> <ul style="list-style-type: none"> <li>• independence</li> <li>• relationships</li> <li>• self-confidence, self-esteem</li> <li>• contribution</li> <li>• aspirations</li> <li>• achievement</li> <li>• education/employment</li> <li>• discrimination.</li> </ul>
<p>3. Understand models of learning disability.</p>	<p>3.1. The medical model and the social model of learning disability:</p> <p>medical model:</p> <ul style="list-style-type: none"> <li>• biological/physical aspects</li> <li>• diagnosis and treatment</li> <li>• independence</li> <li>• choice</li> <li>• medical experts.</li> </ul> <p>social model:</p> <ul style="list-style-type: none"> <li>• individual experience</li> <li>• social perceptions</li> <li>• societal change</li> <li>• removing barriers</li> <li>• equality, inclusion and participation.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
<p>4. Understand how the health and social care practitioner supports individuals with learning disabilities.</p>	<p>4.1. How the health and social care practitioner supports individuals with learning disabilities to overcome barriers:</p> <ul style="list-style-type: none"> <li>• work within policies and procedures</li> <li>• care planning</li> <li>• person-centred practice</li> <li>• empowerment</li> <li>• advocacy</li> <li>• environment</li> <li>• assistive technology</li> <li>• access to services, information, advice and guidance</li> <li>• partnership working</li> <li>• positive attitudes</li> <li>• challenge discrimination.</li> </ul> <p>4.2. The support available for individuals with learning disabilities:</p> <ul style="list-style-type: none"> <li>• specialist services and input</li> <li>• integrated community services</li> <li>• support groups, networks</li> <li>• day care</li> <li>• respite.</li> </ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of the Care Certificate.	<b>Care Certificate Standards:</b>  Standard 9: Awareness of Mental Health, Dementia and Learning Disabilities
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<b>Individual(s):</b> person(s) accessing services.

### Unit HSC O8: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>			<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>			
<b>D1</b>	1.1	Define learning disability.						
<b>D2</b>	1.2	Outline one (1) piece of legislation in relation to individuals with learning disabilities.						
<b>D3</b>	2.2.	Describe the impact of learning disability on the individual.						
<b>D4</b>		A minimum of one (1) relevant and traceable reference must be included.						
<b>C1</b>	4.1	Explain how the health and social care practitioner supports individuals with learning disabilities to overcome barriers.						
<b>B1</b>	2.1	Discuss causes of learning disability.						

		Assessment of learning	Evidence record
<b>B2</b>	4.2	Describe the support available for individuals with learning disabilities.  A minimum of three (3) sources of support available for individuals with learning disabilities must be described.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	2.3	Discuss the impact of learning disability on the outcomes and life chances of individuals.	
<b>A*1</b>	3.1	Describe the: <ul style="list-style-type: none"> <li>• medical model of learning disability</li> <li>• social model of learning disability.</li> </ul>	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.			

## HSC O9: Mental health and well-being



<b>Unit reference</b>	A/508/3723		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of mental health and well-being.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand types of mental ill-health.	1.1. Definition of: <ul style="list-style-type: none"> <li>• mental health</li> <li>• mental ill-health.</li> </ul> 1.2. Types of mental ill-health: <ul style="list-style-type: none"> <li>• mood disorders</li> <li>• personality disorders</li> <li>• cognitive disorders</li> <li>• anxiety disorders</li> <li>• psychotic disorders</li> <li>• substance-related disorders</li> <li>• eating disorders.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
2. Understand legislation and policies in relation to mental health and well-being.	2.1. Legislation and policies in relation to mental health and well-being: <ul style="list-style-type: none"> <li>• Health and Social Care Act 2012</li> <li>• Equality Act 2010</li> <li>• Mental Health Act 2007, Mental Health Act 1983</li> <li>• Mental Capacity Act 2005</li> <li>• Human Rights Act 1998</li> <li>• Mental Health: Priorities for Change 2014</li> <li>• The Mental Health Strategy for England 2011</li> <li>• current legislation and policy as relevant to Home Nation.</li> </ul>
3. Understand the impact of mental ill-health on <b>individuals</b> and <b>others</b> .	3.1. The impact mental ill-health can have on individuals and others: <ul style="list-style-type: none"> <li>• confidence</li> <li>• self-esteem</li> <li>• relationships</li> <li>• dependence</li> <li>• finances</li> <li>• employment</li> <li>• environment</li> <li>• isolation</li> <li>• discrimination.</li> </ul> 3.2. Public attitudes towards mental ill-health: <ul style="list-style-type: none"> <li>• understanding</li> <li>• acceptance</li> <li>• integration</li> <li>• tolerance.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
<p>4. Understand how to support and promote mental health and well-being.</p>	<p>4.1. How an individual can promote their own mental health and well-being:</p> <ul style="list-style-type: none"> <li>• monitoring and self-awareness</li> <li>• diet and exercise</li> <li>• accessing support, information and guidance</li> <li>• lifestyle choices</li> <li>• hobbies and interests</li> <li>• relationships.</li> </ul> <p>4.2. Support available to individuals and others:</p> <ul style="list-style-type: none"> <li>• community resources</li> <li>• substance misuse services</li> <li>• support group, networks</li> <li>• rehabilitation</li> <li>• IAPT services (Improving Access to Psychological Therapies)</li> <li>• crisis services.</li> </ul> <p>4.3. The role of the health and social care practitioner in promoting mental health and well-being:</p> <ul style="list-style-type: none"> <li>• duty of care</li> <li>• safeguarding</li> <li>• care planning</li> <li>• person-centred practice</li> <li>• referral</li> <li>• encouraging self-referral</li> <li>• information, advice, guidance</li> <li>• positive relationships</li> <li>• activities</li> <li>• risk management.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>4.4. National strategies to promote mental health and well-being:</p> <ul style="list-style-type: none"><li>• Closing the gap: priorities for essential change in mental health (Department of Health 2014)</li><li>• No Health Without Mental Health (Department of Health 2011)</li><li>• strategies relevant to Home Nation.</li></ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of the Care Certificate.	<p><b>Care Certificate Standards:</b></p> <p>Standard 9: Awareness of Mental Health, Dementia and Learning Disabilities</p>
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit guidance – provided by CACHE	<p><b>Individual(s):</b> person(s) accessing services.</p> <p><b>Others</b> may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.</p>

### Unit HSC 09: Assessment grading criteria

The table below shows what learner must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

<b>Learner name:</b>			<b>CACHE PIN:</b>		<b>CACHE Centre no:</b>		<b>ULN:</b>	
		<b>Assessment of learning</b>			<b>Evidence record</b>			
<b>D1</b>	1.1	Define: <ul style="list-style-type: none"> <li>• mental health</li> <li>• mental ill-health.</li> </ul>						
<b>D2</b>	1.2	Outline types of mental ill-health.  A minimum of three (3) types of mental ill-health must be outlined.						
<b>D3</b>		A minimum of one (1) relevant and traceable reference must be included.						
<b>C1</b>	2.1	Outline one (1) piece of legislation or policy in relation to mental health and well-being.						
<b>C2</b>	4.4	Outline one (1) national strategy to promote mental health and well-being.						
<b>B1</b>	3.2	Discuss public attitudes towards mental ill-health.						

		Assessment of learning	Evidence record
<b>B2</b>	4.1	Describe how an individual can promote their own mental health and well-being.  A minimum of two (2) ways an individual can promote their own mental health and well-being must be described.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	3.1	Describe the impact mental ill-health can have on individuals and others.	
<b>A2</b>	4.2	Describe support available to individuals and others.  A minimum of four (4) types of support available to individuals and others must be described.	
<b>A*1</b>	4.3	Explain the role of the health and social care practitioner in promoting mental health and well-being.	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	
Current legislation as relevant to Home Nation.			

## HSC O10: Nutrition for health and social care



<b>Unit reference</b>	F/508/3724		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning	30	Non-guided learning	5
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of nutrition for health and social care.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
1. Understand nutritional needs across the lifespan.	1.1. The main food groups: <ul style="list-style-type: none"> <li>• starches/whole grains</li> <li>• meats (also poultry, fish, nuts, and seeds)</li> <li>• fruits and vegetables</li> <li>• dairy</li> <li>• fats.</li> </ul> 1.2. The components of a healthy diet: <ul style="list-style-type: none"> <li>• nutrients (carbohydrates, proteins, fats) and food sources</li> <li>• vitamins and minerals and food sources.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
	<p>1.3. Current nutritional guidelines for a healthy diet:</p> <ul style="list-style-type: none"> <li>• World Health Organization</li> <li>• National Health Service</li> <li>• Department of Health</li> <li>• National Institute for Health and Care Excellence</li> <li>• Reference Intakes.</li> </ul> <p>1.4. Nutritional needs across the life stages:</p> <p>nutritional needs:</p> <ul style="list-style-type: none"> <li>• balanced diet for growth and health</li> <li>• nutrient and hydration requirements.</li> </ul> <p>life stages:</p> <ul style="list-style-type: none"> <li>• infants</li> <li>• children</li> <li>• adolescence</li> <li>• early, middle and late adulthood (consider: males, females, pregnancy).</li> </ul>
<p>2. Understand the impact of diet on health and well-being.</p>	<p>2.1. Factors which influence dietary intake:</p> <ul style="list-style-type: none"> <li>• special dietary requirements (intolerances; allergies; medical; religious/cultural, preparation)</li> <li>• socio-economic</li> <li>• cost</li> <li>• location</li> <li>• life stage</li> <li>• level of activity</li> <li>• preferences</li> <li>• availability</li> <li>• ill-health.</li> </ul>
	<p>2.2. The impact of dietary intake on health and well-being:</p> <ul style="list-style-type: none"> <li>• balanced diet: (growth and development, energy, increased immunity) versus unbalanced diet (illness, disease, malnutrition, obesity)</li> <li>• long-term and short-term impacts.</li> </ul>

<b>Learning outcomes</b> Learners will:	<b>Content</b> Scope of learning:
3. Understand how the health and social care practitioner promotes a healthy diet.	3.1. How initiatives promote healthy eating: <ul style="list-style-type: none"> <li>• local, national, global initiatives</li> <li>• current initiatives as relevant to Home Nation.</li> </ul> 3.2. How the health and social care practitioner promotes a healthy diet: <ul style="list-style-type: none"> <li>• education</li> <li>• informed choices</li> <li>• empowerment</li> <li>• modelling</li> <li>• access and availability</li> <li>• nutritional planning.</li> </ul>

<b>Additional information about the unit:</b>	
Relationship to occupational standards - identifies links between the mandatory units and the underpinning knowledge of the Care Certificate.	<b>Care Certificate Standards:</b>  Standard 8: Fluids and nutrition
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Assessment Strategy.

### Unit HSC O10: Assessment grading criteria

The table below shows what learners must do to achieve each grading criterion. Learners must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		CACHE PIN:	CACHE Centre no:	ULN:	
		Assessment of learning	Evidence record		
<b>D1</b>	1.1	Outline the main food groups.			
	1.2	Describe the components of a healthy diet. Examples may be used to support the description.			
<b>D2</b>		A minimum of one (1) relevant and traceable reference must be included.			
<b>C1</b>	2.1	Describe factors which influence dietary intake. A minimum of four (4) factors which influence dietary intake must be described.			
<b>C2</b>	1.3	Summarise current nutritional guidelines for a healthy diet.			
		A minimum of two (2) current national guidelines for a healthy diet must be summarised.			

		<b>Assessment of learning</b>	<b>Evidence record</b>
<b>B1</b>	1.4	Summarise nutritional needs within one (1) life stage.  Examples may be used to support the summary.	
<b>B2</b>	3.1	Describe how one (1) initiative promotes healthy eating.	
<b>B3</b>		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.	
<b>A1</b>	2.2	Discuss the impact of dietary intake on health and well-being.  Examples may be used to support the discussion.	
<b>A*1</b>	3.2	Explain how the health and social care practitioner promotes a healthy diet.  Examples may be used to support the explanation.	
<b>A*2</b>		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.	

# 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.

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.

Ref	Assessment method	Assessing Knowledge / Understanding
A	Direct observation of learners by Assessor <ul style="list-style-type: none"> <li>• an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice.</li> </ul>	Yes
B	Professional discussion	Yes
C	*Expert Witness evidence <ul style="list-style-type: none"> <li>• when directed by the Sector Skills Council or other assessment strategy/principles.</li> </ul>	Yes
D	Learners' own work products	Yes
E	Learners log or reflective diary	Yes
F	Activity plan or planned activity	Yes
G	Observation of children, young people or adults by learners	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>• may include simulation**</li> </ul>	Yes
I	Recognition of prior learning	Yes
J	Reflection on own practice in real work environment	Yes

Ref	Assessment method	Assessing Knowledge / Understanding
K	Written and pictorial information	Yes
L	Scenario or case study	Yes
M	Task set by CACHE (for knowledge learning outcomes)	Yes
N	Oral questions and answers	Yes
<p><b>*Expert Witness testimony</b> 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"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe learners' performance.</li> </ul> <p><b>**Simulation.</b> Learners' Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>		

### Assessment strategies and principles relevant to these qualifications

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 these qualifications are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure site.

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

### CACHE 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.**

## Staffing requirements

Centres delivering any of NCFE's qualifications 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 anticipated 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 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 and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

### External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

# Section 5:

## Record of grades achieved

**Record of grades achieved for the Level 2 Certificate and Extended Diploma in Health and Social Care**

Level 2 Certificate in Health and Social Care

Grades achieved				A*		A		B		C		D		Points / unit	Points / grade
Unit ref.	Description of unit	Hours per unit	No. of incs	Grade value	Points										
HSC M1	Equality, diversity and rights in health and social care	70	2	5	10	4	8	3	6	2	4	1	2		
HSC M2	Human growth and development	70	2	5	10	4	8	3	6	2	4	1	2		
HSC M3	Safeguarding and protection in health and social care	70	2	5	10	4	8	3	6	2	4	1	2		
<b>Certificate Total</b>		<b>210</b>												<b>Certificate Points:</b>	
														<b>Certificate Grade:</b>	

Level 2 Extended Diploma in Health and Social Care

Grades achieved				A*		A		B		C		D		Points / unit	Points / grade
Unit Ref.	Description of unit	Hours per unit	No. of incs	Grade value	Points										
HSC M4	Communication in health and social care	70	2	5	10	4	8	3	6	2	4	1	2		
HSC M5	Working in health and social care	70	2	5	10	4	8	3	6	2	4	1	2		
<b>Extended Diploma Total</b>		<b>140</b>													

Grades achieved				A*		A		B		C		D		Points / unit	Points / grade
Unit Ref.	Description of unit	Hours per unit	No. of incs	Grade value	Points										
<b>Optional Units</b>															
2 units at 30 hours. Insert Unit Reference and Title:															
		35	1	5	5	4	4	3	3	2	2	1	1		
		35	1	5	5	4	4	3	3	2	2	1	1		
Optional Units Total		<b>70</b>													
<b>Extended Diploma Total</b>		<b>420</b>													

Certificate Points:														
+ Extended Diploma Points:														
<b>= Total Extended Diploma Points:</b>														
<b>= Extended Diploma Grade:</b>														

### **Level 2 Certificate and Extended Diploma in Health and Social Care**

#### **No. of increments x grade value = points for unit assessment**

To achieve the Level 2 Certificate and Extended Diploma in Diploma in Health and Social Care, learners must achieve the required internal assessments.

The incremental weighting of each internal assessment is based on the average total hours to achieve the unit.

Grade value: A\* value '5' to D value '1'.

There is no compensation for units if they are not achieved.

### Points / grade calculator

#### Level 2 Certificate in Health and Social Care

Grade	CACHE points score
A*	26-30
A	21-25
B	16-20
C	11-15
D	6-10

#### Level 2 Extended Diploma in Health and Social Care

Grade	CACHE points score
A*	50-60
A	40-49
B	30-39
C	21-29
D	12-20

### Aggregation

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

# Section 6:

## 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 these qualifications.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance
- QCF Glossary (Skills for Health)

### Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle
- Unit Submission Form.

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

- Completing the Evidence Record
- Completing the 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 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.

# Section 7:

## Unit Submission Form

## Unit Submission Form

### Level 2 Certificate and Extended Diploma in Health and Social Care

Learners must complete this form and attach it to their assessment on submission. The unit assessment will not be accepted without this form.

#### Learner

Name:

PIN:

Site/Centre no.

#### Learner declaration

##### Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner Signature:

Date:

#### Comments: Refer to Assessment of learning

#### Signatures

Tutor:

Date:

Internal Quality Assurer Signature:  
*(if chosen for sample)*

Date:

REF: L2ExtDipHSCUS0416V1

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification title and reference number:**

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NCFE CACHE Level 2 Extended Diploma in Health and Social Care	QRN 601/8855/8

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