



APPRENTICESHIP SPECIFICATION:

ADVANCED LEVEL APPRENTICESHIP
IN HEALTHCARE SUPPORT SERVICES

Children & Young People

Education Support

Health and Social Care

Health

Playwork

Quality of Assessment

Apprenticeships

Apprenticeship Specification

NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services

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Apprenticeship:

NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services APP_HSSL3

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Section 1: About this apprenticeship

Introduction

Apprenticeships are work-based learning programmes which allow learners to gain nationally recognised qualifications whilst developing new skills in the workplace. An apprenticeship is made up of two elements – qualifications and work-based learning. The qualifications element requires the learner to study a skills-based qualification, an employment awareness qualification or training and Transferrable Skills. The qualifications element runs simultaneously with on-the-job training in the workplace, which must be for a minimum of 30 hours per week* and subject to a minimum wage. The qualifications and training are delivered over a minimum of 12 months, with the learner receiving individual qualification certificates as well as a full apprenticeship certificate upon completion of the apprenticeship.

At NCFE CACHE, we're continually investing in high quality qualifications for the care and education industry, making us the UK's leading sector specialist. Developed by experts, our qualifications help millions of learners raise professional standards across the sector, and as a result we've gained a deserved reputation for excellence and leadership. Learners undertaking an NCFE CACHE Apprenticeship will gain qualifications synonymous with quality, whilst developing skills in the workplace that will benefit the learner and improve the employer's organisational productivity, innovation and competitiveness.

** Due to working practices, some settings may not be able to offer 30 hours per week of employment. In these cases, the duration of an apprenticeship must be increased accordingly. Where an employer cannot offer at least 16 hours per week of employment, an apprenticeship is not allowed.*

Purpose of this document

This Apprenticeship Specification provides all the information, guidance and materials that the learner, tutor, assessor and employer will need to undertake the NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services, from registration all the way through to certification. It has been designed to ensure that employers, training providers and learners all have a single point of reference throughout the apprenticeship, and can utilise the sections of the document relevant to them every step of the way.

This Apprenticeship Specification contains a Unit Achievement Log for the mandatory units of the NCFE CACHE Level 3 Diploma in Healthcare Support Services and the NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS), which must be completed for the learner to be certificated. The Specification also maps the location of the required Functional Skills and Employment and Personal Learning Skills components to the mandatory qualification, allowing tutors to deliver the apprenticeship holistically. The mapping has been provided by both Sector Skills Councils and our qualification experts to aid delivery of the apprenticeship; however, whilst the mapping of components is extensive, it is suggested rather than exhaustive. Therefore it remains the responsibility of those delivering the apprenticeship to ensure that all conditions of the individual components are met.

Delivery and assessment of Functional Skills differs significantly to that of the other qualification components of this apprenticeship, and in many instances the Functional Skills

component will be delivered independently of the other qualifications. Mapping has been provided (see Section 5 – Mapping) to aid in the delivery of Functional Skills.

Providers are advised that the mandatory content of an Apprenticeship may differ from that of the standalone qualification. As such the latest framework document, available from <http://www.afo.sscalliance.org/frameworkslibrary/>, should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.

Please note the documents provided in this pack are to aid apprenticeship providers in the delivery of apprenticeships but are not mandatory. They can be adapted by providers as required.

Registration and Certification of Apprenticeships

Providers can add our apprenticeship packages to their portfolio of qualifications at any time by applying through the secure online qualification approval system on cachezone. For further information on approval requirements and how to register learners, please visit the apprenticeships page on our website at <http://www.cache.org.uk/>.

To complete the NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services, learners will need to be registered on the following qualifications:

- NCFE CACHE Level 3 Diploma in Healthcare Support Services
- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)
- Level 2 Functional Skills in English
- Level 2 Functional Skills in Mathematics

To register on an apprenticeship, providers should choose the applicable apprenticeship package on the learner management page on cachezone. Please note, providers should register learners on the apprenticeship package rather than the individual components to qualify for a discount on the total apprenticeship fee (where applicable).

Each qualification within the apprenticeship will be certificated by us upon completion, whilst Functional Skills will be certificated by the functional skills provider. Once all components of the apprenticeship have been completed the Learning Provider will submit the necessary evidence, including certificates, to Apprenticeship Certificates England (ACE) using the Apprenticeship Declaration and Authorisation form. ACE will then provide the final apprenticeship certificate.

Transferrable Skills

Unless they have previously achieved a Transferrable Skills qualification that is accepted as part of this framework, learners will need to undertake Functional Skills in English and Mathematics as part of the NCFE CACHE Advanced Level Apprenticeship in Healthcare

Support Services. Qualifications such as GCSE, A Level and AS Levels that fulfil the criteria of the relevant framework in place of Functional Skills are listed in the Transferrable Skills section of the relevant framework document (available at <http://www.afo.sscalliance.org/frameworkslibrary/>). As a reminder, our providers are responsible for ensuring that Transferrable Skills qualifications taken as part of an apprenticeship are valid for that framework.

Achievement of accredited and non-accredited components

In previous apprenticeship frameworks, Employment Responsibilities and Rights (ERR) were a non-accredited element i.e. there was no requirement to undertake an ERR qualification. Furthermore, Personal Learning and Thinking Skills (PLTS) had to be evidenced, but without the need for accreditation. In the NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services the ERR and PLTS components must be evidenced by undertaking the NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health qualification. Whilst we have identified which units of the mandatory qualification contain the ERR and PLTS elements (see Section 5 – mapping) to aid holistic delivery, the Award must still be achieved.

Further resources

This Apprenticeship Specification contains information for all qualifications that are required as part of the NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services. Qualification Specifications for the individual qualifications listed below are available on cachezone and our website www.cache.org.uk for those who have already completed one or more components of the apprenticeship and therefore do not require all the information provided in this Specification:

- NCFE CACHE Level 3 Diploma in Healthcare Support Services
- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health
- Functional Skills

Providers and learners may also find the following websites useful when undertaking an NCFE CACHE Apprenticeship:

Apprenticeship Frameworks Online
<http://www.afo.sscalliance.org/frameworkslibrary/>

Apprenticeship Certificates England
<https://acecerts.co.uk/>

Health Specific Information
<http://www.skillsforhealth.org.uk>

The National Apprenticeship Service
<http://www.apprenticeships.org.uk>

Further information on our suite of apprenticeship packages, including approval requirements and how to register your learners, is available on our website at www.cache.org.uk/. Alternatively, you can speak to your dedicated Regional Development Executive or contact our Customer Services team on 0345 347 2123.

Apprenticeship summary

Title	NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services
Aim	<p>This framework supports the broad vision of the sector to develop an increasingly skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients and addresses specific outcomes of the Skills for Health Sector Skills Assessment 2011.</p> <p>Healthcare Support Services play a vital part in the smooth running of healthcare services. Individuals undertaking this framework may have a wide range of job roles e.g. porter, housekeeper/housekeeping assistant, catering manager/assistant, medical records supervisor/clerk, estate manager/worker. The combined qualification within the framework has been designed in consultation with representatives from the sector so that it is flexible enough to cater for such a broad range of roles.</p> <p>The apprenticeship programme ensures that learners are supported in the application of their learning directly into the workplace. Learners receive a minimum guaranteed amount of on- and off-the-job training and will acquire transferable skills to support further progression.</p>
Apprenticeship components	<ul style="list-style-type: none"> • NCFE CACHE Level 3 Diploma in Healthcare Support Services • NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS) • Level 2 Functional Skills in English • Level 2 Functional Skills in Mathematics
Apprenticeship guided learning hours	Providers must ensure the requirements relating to on- and off-the-job GLH for this apprenticeship are adhered to. Please refer to the framework document, which can be found at http://www.afo.sscalliance.org/frameworkslibrary/ , for clarification of GLH requirements.
Apprenticeship credit value	54
Minimum age of learner	16
Rules of Combination	<p>Learners must complete a minimum of 37 credits to gain the NCFE CACHE Level 3 Diploma in Healthcare Support Services. To do this they must achieve 16 credits from Mandatory Group A and at least 21 credits from Optional Group B. At least 22 of the credits must be achieved at Level 3 or above.</p> <p>Learners must also achieve all 7 credits from the 5 mandatory units of the NCFE CACHE Level 3 Award in Employment and Personal Learning Skills</p>

	<p>in Health.</p> <p>The remaining 10 credits must be achieved through the completion of Level 2 Functional Skills in English and Maths.</p> <p>Providers are advised that the mandatory content of an Apprenticeship may differ from that of the standalone qualification. As such the latest framework document, available from http://www.afo.sscalliance.org/frameworkslibrary/, should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.</p>
Progression	<p>On completion of this apprenticeship, learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further vocational qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development.</p> <p>Many healthcare support services apprentices complete their apprenticeships and continue to work as healthcare support workers in roles relating to the units they have selected within their competence qualification (e.g. Housekeeper/Domestic Supervisor, Senior Porter, Catering Manager, HSDU Technician) Many of these roles supervise the work of other team members. Others may select to undertake further training to move into a clinical role.</p> <p>To become a qualified Practitioner (e.g. Nurse, Allied Health Practitioner or Healthcare Scientist) apprentices would have to progress from their apprenticeship to undertake a specific qualification, often a 3-year university Degree, which, on completion, would enable them to register as a professional. To do this, individuals would have to meet the specific entry qualifications as outlined by their chosen Higher Education Provider.</p>
Assessment requirements	<p>All units must be internally assessed, using a range of methods including:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records <p>All units must be assessed in line with the assessment requirements of the relevant Sector Skills Council.</p> <p>For further details, see Section 4 – Assessment and quality assurance information for tutors and assessors.</p>
How long will it take to complete?	<p>The expected duration of this apprenticeship is 18-24 months. Please note, if the learner is under the age of 19 the apprenticeship duration must be at</p>

	<p>least 12 months for the learner to be awarded a final apprenticeship certificate.</p>
Entry requirements / recommendations	<p>Learners should be at least 16 years old and in, or about to commence, employment in a new or changed job role for a minimum of 30 hours per week. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Apprentices should:</p> <ul style="list-style-type: none"> • Show enthusiasm for working in the health sector • Have basic literacy, numeracy and communication skills on which the apprenticeship will build • Have a suitable level of physical fitness to perform some aspects of the job roles (e.g. assisting in moving and handling of people) • Be willing to undergo an enhanced Criminal Records Bureau (CRB) check (this is needed as apprentices are likely to work with children, young people or vulnerable adults) • Be flexible as there may be a requirement to work shifts <p>Individual health sector employers may have additional employment entry requirements e.g. a current driving licence would also be an advantage (and may be necessary for some roles).</p> <p>Initial Assessment</p> <p>Training providers and employers will use initial assessment to identify prior learning and experience so that they can tailor the Apprentices' Individual Learning Plan only. This initial assessment will not be used to screen out applicants. Employers may use a separate interview or application process to assess an individual's suitability for employment within the health sector.</p>

Section 2: Qualification information

How the qualifications work

The qualifications in this apprenticeship are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

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

Each unit has:

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

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

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

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

Making use of our websites

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

- Key Facts
- Qualification Specifications

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

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

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

The Centre Secure Website

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

Login is via the 'cachezone page' on our public website 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 you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

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

Section 3: Units

Optional assessment tasks are available for these units upon request.

The following section contains the Unit Achievement Log and unit details for all mandatory units required to complete this apprenticeship. These units are mandatory in the following qualifications:

- NCFE CACHE Level 3 Diploma in Healthcare Support Services
- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

The Optional Unit Achievement Log is also included in this section. Please refer to the Rules of Combination in the Apprenticeship Summary for details of optional units required to complete the qualification. Providers and learners will need to refer to the Optional Units document for the NCFE CACHE Level 3 Diploma in Healthcare Support Services when undertaking this apprenticeship, which can be found on our website at:

<http://www.cache.org.uk/Qualifications/Health/HealthL3/Pages/Home.aspx>




Unit achievement log

NCFE CACHE Level 3 Diploma in Healthcare Support Services

Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 025	J/601/8576	The role of the health and social care worker	Knowledge / Skills	2	2	14	33	
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	37	
SHC 32	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	41	
SHC 33	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	Knowledge / Skills	3	2	8	45	
HSC 037	F/601/8138	Promote and implement health and safety in health and social care	Knowledge / Skills	3	6	43	49	

Optional units

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

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

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

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

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

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

Unit equivalencies

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

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

Barred unit combinations

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

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

NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

Mandatory Units



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
R/602/2954	201b	Understand employment responsibilities and rights in health, social care or children and young people's	Knowledge	2	3	24	55	
L/602/4525	Unit 1b	Preparing for a Level 3 Apprenticeship	Knowledge / Skills	3	1	10	59	
R/602/4560	Unit 5b	Using research skills to solve problems	Skills	3	1	10	61	
R/602/4557	Unit 7b	Manage own learning	Skills	3	1	10	63	
D/602/4559	Unit 6b	Participating through team leading	Skills	3	1	10	65	

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

Unit reference J/601/8576

Level 2

Credit value 2

GLH 14

Unit aim

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSC 025

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference J/601/1434

Level 3

Credit value 3

GLH 10

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SHC 31

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference A/601/1429

Level 3

Credit value 3

GLH 10

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SHC 32

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference Y/601/1437

Level 3

Credit value 2

GLH 8

Unit aim

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SHC 33

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference F/601/8138

Level 3

Credit value 6

GLH 43

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

Learner name:	Centre no:
PIN:	ULN:

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

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
8. Be able to implement security measures in the work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> premises information. 		
	8.2. Demonstrate use of measures to protect own security and the security of others in the work setting.		
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage stress .	9.1. Describe common signs and indicators of stress.		
	9.2. Describe signs that indicate own stress.		
	9.3. Analyse factors that tend to trigger own stress.		
	9.4. Compare strategies for managing stress.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSC 037

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

Assessor name:

Signature:

Date:

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

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

201b: Understand employment responsibilities and rights in health, social care or children and young people's settings



Unit reference	R/602/2954	Unit level	2
Credit value	3	GLH	24
Unit aim	This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the statutory responsibilities and rights of employees and employers within own area of work.	1.1. List the aspects of employment covered by law.		
	1.2. List the main features of current employment legislation.		
	1.3. Outline why legislation relating to employment exists.		
	1.4. Identify sources and types of information and advice available in relation to employment responsibilities and rights.		
2. Understand agreed ways of working that protect own relationship with employer.	2.1. Describe the terms and conditions of own contract of employment.		
	2.2. Describe the information shown on own pay statement.		
	2.3. Describe the procedures to follow in event of a grievance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Identify the personal information that must be kept up to date with own employer.		
	2.5. Explain agreed ways of working with employer.		
3. Understand how own role fits within the wider context of the sector.	3.1. Explain how own role fits within the delivery of the service provided.		
	3.2. Explain the effect of own role on service provision.		
	3.3. Describe how own role links to the wider sector.		
	3.4. Describe the main roles and responsibilities of representative bodies that influence the wider sector.		
4. Understand career pathways available within own and related sectors.	4.1. Explore different types of occupational opportunities.		
	4.2. Identify sources of information related to a chosen career pathway.		
	4.3. Identify next steps in own career pathway.		
5. Understand how issues of public concern may affect the image and delivery of services in the sector.	5.1. Identify occasions where the public have raised concerns regarding issues within the sector.		
	5.2. Outline different viewpoints around an issue of public concern relevant to the sector.		
	5.3. Describe how issues of public concern have altered public views of the sector.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Describe recent changes in service delivery which have affected own area of work.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 201b

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

Assessor name:

Signature:

Date:

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

Unit 1b: Preparing for a Level 3 Apprenticeship

Unit reference L/602/4525

Unit level 3

Credit value 1

GLH 10

Unit aim This aim of this unit is to enable learners to prepare for their Level 3 Apprenticeship. It supports the learner's understanding of their Apprenticeship framework and helps them plan realistic goals for their own learning and progression.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how the Apprenticeship framework relates to the learner.	1.1. Explain the components of the Apprenticeship.		
	1.2. Explain strategies for meeting the requirements of assessment.		
	1.3. Assess the importance of the Apprenticeship agreement.		
2. Be able to plan realistic goals for own learning.	2.1. Assess the importance of time management to successful completion.		
	2.2. Assess own learning and development needs.		
	2.3. Create SMART targets for successful completion of the Apprenticeship.		
3. Understand the progression routes from the Apprenticeship.	3.1. Assess the usefulness of sources of information about progression routes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Analyse the appropriateness of the various progression routes.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1b

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

Assessor name:

Signature:

Date:

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

Unit 5b: Using research skills to solve problems

Unit reference R/602/4560

Unit level 3

Credit value 1

GLH 10

Unit aim The aim of this unit is to enable learners to develop a research plan and assess their research on a specific problem.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to research questions related to a specific problem.	1.1. Generate research questions related to a specified problem.		
	1.2. Plan the research to meet the requirements of the research questions.		
	1.3. Relate research questions to the problem.		
	1.4. Undertake the research in accordance with the plan.		
2. Be able to assess research on a specific problem.	2.1. Evaluate the usefulness and relevance of the data.		
	2.2. Analyse factors that influenced the decisions taken in the researching.		
	2.3. Assess whether research findings met the research questions.		
	2.4. Analyse assumptions in research methodology.		
	2.5. Analyse the impact alternative research methods could have on the outcomes.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 5b

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

Assessor name:

Signature:

Date:

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

Unit 7b: Manage own learning

Unit reference R/602/4557

Unit level 3

Credit value 1

GLH 10

Unit aim The aim of the unit is for learners to organise and manage their own learning and reflect on this process.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to organize and manage own learning goals.	1.1. Analyse own skills and learning requirements.		
	1.2. Set SMART learning goals to enable learning to be completed on time and to a high standard.		
	1.3. Plan responses to risks to learning not being completed on time.		
	1.4. Set goals to manage commitments in work and personal life.		
	1.5. Maintain relationships with peers supporting others to achieve success in learning.		
	1.6. Complete learning tasks on time and to the required standard.		
2. Be able to reflect on own learning.	2.1. Evaluate learning goals against success criteria.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Devise constructive actions in response to feedback from others.		
	2.3. Revise learning goals to respond to outcomes of reflection.		
	2.4. Discuss outcomes of learning experiences with others.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 7b

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

Assessor name:

Signature:

Date:

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

Unit 6b: Participating through team leading

Unit reference D/602/4559

Unit level 3

Credit value 1

GLH 10

Unit aim The aim of this unit is to enable learners to complete a task as a leader of a team drawing on an agreed work plan.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to lead a team to complete a complex task.	1.1. Negotiate with others a complex team task that has a local focus.		
	1.2. Lead discussion with others to agree a work plan for completing the task.		
	1.3. Demonstrate the roles and responsibilities of a team leader.		
	1.4. Complete task to the required standard and deadline.		
	1.5. Reassess the agreed plan amending the plan during the task.		
2. Be able to review the team task to improve work in the future.	2.1. Analyse the extent to which the team was successful.		
	2.2. Provide constructive feedback to team members.		
	2.3. Assess ways of improving the team management for future tasks.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 6b

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

Assessor name:

Signature:

Date:

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

Progress tracker

Learner/Class:	Tutor Name:	Assessor Name:
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NCFE CACHE Level 3 Diploma in Healthcare Support Services	Date Achieved												
	Unit Number												
FUNCTIONAL SKILLS													
Level 2 English													
Level 2 Mathematics													

NCFE CACHE LEVEL 3 AWARD IN EMPLOYMENT AND PERSONAL LEARNING SKILLS IN HEALTH (EPLS)													
Unit 201b													
Unit 1b													
Unit 5b													
Unit 6b													
Unit 7b													

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

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

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

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

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

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

- * **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
 - a rarely occurring situation, such as dealing with an accident or illness
 - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.
- ** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this apprenticeship.

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance”*.

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

Skills for Health Assessment Principles / NCFE CACHE Assessment Strategy

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

Section 5: Mapping

Introduction

This document maps the location of the Employment, Personal Learning and Functional Skills components of the NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services to the mandatory units of the NCFE CACHE Level 3 Diploma in Healthcare Support Services, allowing tutors to deliver the content of apprenticeships holistically. The mapping has been provided by our qualification experts and Sector Skills Councils to aid delivery of the apprenticeship; however, **whilst the mapping of components is extensive, it is suggested rather than exhaustive. Therefore it remains the responsibility of those delivering the apprenticeship to ensure that all conditions of the individual components are met.**

The suggestions for mapping of Functional Skills are intended as a guide of possibilities for assessors and learners. It is important to remember that no two learners will tackle their work for the apprenticeship in the same way. The suggestions of Functional Skills evidence opportunities may well be of more help to assessors than learners, by allowing them to plan work with learners in such a way that evidence required for the apprenticeship may also be used for one or more Functional Skill.

Functional Skills assessors and vocational tutors should familiarise themselves with the syllabus for the apprenticeship and the Functional Skills standards and guidance as early in the planning of the course as possible. This will aid them in dovetailing their delivery to ensure learners have the maximum opportunity to generate portfolio evidence with the minimum of duplication.

It is important to remember that learners can complete the vocational element of the apprenticeship without providing any useful evidence for any Functional Skills at any level, and some Centres may see value in treating some or all of the Functional Skills as an entirely separate area of study.

Mapping Guide

Please note, the diagram below is for illustrative purposes only, and does not necessarily reflect the content of this apprenticeship

Learning Outcome	Assessment Criteria	ERR	PLTS						Functional Skills Level 2	
		ERR	IE	CT	RL	TW	SM	EP	English	Maths
1. Be able to meet the communication and language needs, wishes and preferences of individuals.	1.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individual.		IE1, 3, 4, 5	CT1, 2, 3, 5		TW4				1a, 1b
	1.2. Demonstrate a range of communication methods and styles to meet individual needs.					TW2, 4				
	1.3. Demonstrate how to respond to an individual's reactions when communicating.	2.5								

Learning Outcome 2, Assessment Criteria 5 of the ERR unit maps to the specified assessment criteria (1.3) of the mandatory unit

Team working PLTS 2 and 4 map to the specified assessment criteria (1.2) of the mandatory unit

Tasks 1a and 1b of the highlighted level Functional Skills in Maths map to the specified assessment criteria (1.1) of the mandatory unit

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

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand working relationships in health and social care.	1.1. Explain how a working relationship is different from a personal relationship.							
	1.2. Describe different working relationships in health and social care settings.						W: 3 a, b, c, d, e, f	
2. Be able to work in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role.	2.5, 3.1				2.1		
	2.2. Access full and up to date details of agreed ways of working.	2.5				1.1, 1.2		
	2.3. Implement agreed ways of working.	2.5			2.3	1.1, 1.2, 2.1		
3. Be able to work in partnership with others.	3.1. Explain why it is important to work in partnership with others.				1.5			
	3.2. Demonstrate ways of working that can help improve partnership working.	3.3, 3.4				1.2, 2.1		
	3.3. Identify skills and approaches needed for resolving conflicts.			1.1				
	3.4. Demonstrate how and when to access support and advice about: partnership working resolving conflicts.							

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

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.							
	1.2. Explain how communication affects relationships in the work setting.							
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.							
	2.2. Describe the factors to consider when promoting effective communication.							
	2.3. Demonstrate a range of communication methods and styles to meet individual needs.							
	2.4. Demonstrate how to respond to an individual's reactions when communicating.							
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.							
	3.2. Identify barriers to effective communication.							
	3.3. Demonstrate ways to overcome barriers to communication.			1.1				
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.			1.1				
	3.5. Explain how to access extra support or services to enable individuals to communicate effectively.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term “confidentiality.”							
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.							
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.							

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

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.	1.1, 2.1, 2.4				1.2, 2.1	W: 3 a, b, c, d, e, f	
	1.2. Explain expectations about own work role as expressed in relevant standards.						W: 3 a, b, c, d, e, f	
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.							
	2.2. Demonstrate the ability to reflect on practice.					2.1		
	2.3. Describe how own values, belief systems and experiences may affect working practice.							
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.							
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.				2.2, 2.3, 2.4			
4. Be able to agree a personal development plan.	4.1. Identify sources of support for planning and reviewing own development.							
	4.2. Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.							
	4.3. Demonstrate how to work with others to agree own personal development plan.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.							
	5.2. Demonstrate how reflective practice has led to improved ways of working.							
	5.3. Show how to record progress in relation to personal development.							

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

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand the importance of diversity, equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> diversity equality inclusion. 							
	1.2. Describe the potential effects of discrimination.						R: 2 a, b, c, d, e, f	
	1.3. Explain how inclusive practice promotes equality and supports diversity.						R: 2 a, b, c, d, e, f	
2. Be able to work in an inclusive way.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.							
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.							
3. Be able to promote diversity, equality and inclusion.	3.1. Demonstrate actions that model inclusive practice.							
	3.2. Demonstrate how to support others to promote equality and rights.							
	3.3. Describe how to challenge discrimination in a way that promotes change.			1.1				

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

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1. Identify legislation relating to health and safety in a health or social care work setting .							
	1.2. Explain the main points of health and safety policies and procedures agreed with the employer.							
	1.3. Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> self the employer or manager others in the work setting. 							
	1.4. Identify specific tasks in the work setting that should not be carried out without special training.						W: 3 a, b, c, d, e, f	
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety.							
	2.2. Support others to understand and follow safe practices.							
	2.3. Monitor and report potential health and safety risks.							
	2.4. Use risk assessment in relation to health and safety.							
	2.5. Demonstrate ways to minimise potential risks and hazards.			1.1				
	2.6. Access additional support or information relating to health and safety.							
3. Understand procedures for responding to accidents and sudden illness.	3.1. Describe different types of accidents and sudden illness that may occur in own work setting.							
	3.2. Explain procedures to be followed if an accident or sudden illness should occur.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection.							
	4.2. Demonstrate the recommended method for hand washing.							
	4.3. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.							
5. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relates to moving and handling.							
	5.2. Explain principles for safe moving and handling.							
	5.3. Move and handle equipment and other objects safely.							
6. Be able to handle hazardous substances and materials.	6.1. Describe types of hazardous substances that may be found in the work setting.							
	6.2. Demonstrate safe practices for: <ul style="list-style-type: none"> storing hazardous substances using hazardous substances disposing of hazardous substances and materials. 							
7. Be able to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from: <ul style="list-style-type: none"> starting spreading. 							
	7.2. Demonstrate measures that prevent fires from starting.							
	7.3. Explain emergency procedures to be followed in the event of a fire in the work setting.							
	7.4. Ensure that clear evacuation routes are maintained at all times.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
8. Be able to implement security measures in the work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> premises information. 							
	8.2. Demonstrate use of measures to protect own security and the security of others in the work setting.							
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.							
9. Know how to manage stress .	9.1. Describe common signs and indicators of stress.							
	9.2. Describe signs that indicate own stress.							
	9.3. Analyse factors that tend to trigger own stress.			1.1				
	9.4. Compare strategies for managing stress.							

Section 6: Publication history

A comprehensive **CACHE Support Materials Publication History**, including details of changes made to all of our support materials, is available on [cachezone](#).