

## **APPRENTICESHIP SPECIFICATION:**

INTERMEDIATE LEVEL APPRENTICESHIP IN HEALTHCARE SUPPORT SERVICES Children & Young People Education Support Health and Social Care Health Playwork

ality of Assessment

Apprenticeships



## Apprenticeship Specification

NCFE CACHE Intermediate Level Apprenticeship in Healthcare Support Services

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#### Apprenticeship:

NCFE CACHE Intermediate Level Apprenticeship in Healthcare Support Services

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## Contents

Section 1: About this apprenticeship	7
Introduction	8
Purpose of this document	8
Registration and Certification of Apprenticeships	9
Transferrable Skills	10
Achievement of accredited and non-accredited components	10
Further resources	10
Apprenticeship summary	12
Section 2: Qualification information	15
How the qualification works	16
Understanding learning outcomes	17
Making use of our websites	18
The Centre Secure Website	18
Plagiarism	19
Section 3: Units	21
Unit achievement log	23
NCFE CACHE Level 2 Certificate in Healthcare Support Services	23
NCFE CACHE Level 2 Certificate in Healthcare Support Services	24
Unit equivalencies	32
Barred unit combinations	32
NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (EPLS)	33
SHC 21: Introduction to communication in health, social care or children's and young	
people's settings	35
SHC 22: Introduction to personal development in health, social care or children's and	
young people's settings	39
SHC 23: Introduction to equality and inclusion in health, social care or children's and	
young people's settings	43
HSC 025: The role of the health and social care worker	47
HSC 027: Contribute to health and safety in health and social care	51
201a: Understand employment responsibilities and rights in health, social care or children	
and young people's settings	57

Unit 1a: Preparing for an Apprenticeship	61
Unit 5a: Using enquiry and investigative techniques to solve problems	63
Unit 7a: Manage own learning	65
Unit 6a: Participating in teamwork	67
Progress tracker	69
Section 4: Assessment and quality assurance information for tutors and assessors	71
Recommended assessment methods	72
Assessment strategies and principles relevant to this apprenticeship.	74
Skills for Health Assessment Principles / NCFE CACHE Assessment Strategy	74
Section 5: Mapping	75
Introduction	76
Mapping Guide	77
Section 6: Publication history	85

## 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 Intermediate 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 2 Certificate in Healthcare Support Services and the NCFE CACHE Level 2 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 (EPLS) 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 <a href="http://www.afo.sscalliance.org/frameworkslibrary/">http://www.afo.sscalliance.org/frameworkslibrary/</a>, 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 <u>http://www.cache.org.uk/</u>.

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

- NCFE CACHE Level 2 Certificate in Healthcare Support Services
- NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (EPLS)
- Level 1 Functional Skills in English
- Level 1 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 Intermediate 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 <a href="http://www.afo.sscalliance.org/frameworkslibrary/">http://www.afo.sscalliance.org/frameworkslibrary/</a>). 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 Intermediate 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 Intermediate Level Apprenticeship in Healthcare Support Services. Qualification Specifications for the individual qualifications listed below are available on cachezone and our website <u>www.cache.org.uk</u> 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 2 Certificate in Healthcare Support Services
- NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (EPLS)
- 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 <a href="https://acecerts.co.uk/">https://acecerts.co.uk/</a>

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

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

Further information on our suite of apprenticeship packages, including approval requirements and how to register your learners, is available on our website at <a href="http://www.cache.org.uk/">http://www.cache.org.uk/</a>. 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 Intermediate Level Apprenticeship in Healthcare Support Services
Aim	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.
	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, etc. 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.
	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.
Apprenticeship components	<ul> <li>NCFE CACHE Level 2 Certificate in Healthcare Support Services</li> <li>NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (EPLS)</li> <li>Level 1 Functional Skills in English</li> <li>Level 1 Functional Skills in Mathematics</li> </ul>
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 <u>http://www.afo.sscalliance.org/frameworkslibrary/</u> , for clarification of GLH requirements.
Apprenticeship credit value	43
Minimum age of learner	16
Rules of Combination	Learners must complete a minimum of 26 credits to gain the NCFE CACHE Level 2 Certificate in Healthcare Support Services. To do this they must achieve 14 credits from Mandatory Group A and at least 12 credits from Optional Group B. At least 16 of the credits must be achieved at Level 2 or above. Learners must also achieve all 7 credits from the 5 mandatory units of the
	NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (EPLS).

	The remaining 10 credits must be achieved through the completion of Level 1 Functional Skills in English and Maths. 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 <a href="http://www.afo.sscalliance.org/frameworkslibrary/">http://www.afo.sscalliance.org/frameworkslibrary/</a> , should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.
Progression	Learners may progress from this apprenticeship 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 apprenticeship frameworks (e.g. NCFE CACHE Advanced Level Apprenticeship in Healthcare Support Services), vocational qualifications or other work- related education and training to support Continuing Professional Development. Many healthcare support 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. Domestic Assistant, Porter, Catering Assistant, etc.). Others may wish to move into a clinical role and may select to undertake a clinical qualification or apprenticeship (e.g. NCFE CACHE Advanced Level Apprenticeship in
Assessment requirements	<ul> <li>Clinical Healthcare Support).</li> <li>All units must be internally assessed, using a range of methods including: <ul> <li>inference of knowledge from direct observation of practice</li> <li>witness evidence when directed by the sector skills assessment strategy</li> <li>professional discussion</li> <li>reflection on own practice in real work situations</li> <li>written assignments</li> <li>learner's own plans and written records</li> </ul> </li> <li>All units must be assessed in line with the assessment requirements of the relevant Sector Skills Council. For further details, see Section 4 – Assessment and quality assurance information for tutors and assessors.</li> </ul>

How long will it take to complete?	The expected duration of this apprenticeship is 12-24 months. Please note, if the learner is under the age of 19 the apprenticeship duration must be at least 12 months for the learner to be awarded a final apprenticeship certificate.					
Entry requirements / recommendations	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.					

## **Section 2: Qualification information**

## How the qualification works

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.		
in the work setting.	<ol> <li>Explain how communication affects relationships in the work setting.</li> </ol>		

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: <u>www.cache.org.uk</u> 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 2 Certificate in Healthcare Support Services
- NCFE CACHE Level 2 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 2 Certificate in Healthcare Support Services when undertaking this apprenticeship, which can be found on our website at:

http://www.cache.org.uk/Qualifications/Health/HealthL2/Pages/Home.aspx

## Unit achievement log

### NCFE CACHE Level 2 Certificate in Healthcare Support Services

### Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
SHC 21	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	Knowledge / Skills	2	3	23	35	
SHC 22	L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	Knowledge / Skills	2	3	23	39	
SHC 23	R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	Knowledge / Skills	2	2	20	43	
HSC 025	J/601/8576	The role of the health and social care worker	Knowledge / Skills	2	2	14	47	
HSC 027	R/601/8922	Contribute to health and safety in health and social care	Knowledge / Skills	2	4	33	51	

### NCFE CACHE Level 2 Certificate in Healthcare Support Services

### 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	
MQS2	Y/502/3674	Maintaining quality standards in the health sector	Knowledge	2	1	8	
SI2	K/502/3680	Service improvement in the health sector	Knowledge	2	2	15	
IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	
Common Unit 1	J/601/9050	Protecting from the risk of violence at work	Knowledge / Skills	2	3	22	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
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	
HSS/GEN025	A/602/3001	Administer appointments in a healthcare environment	Knowledge / Skills	2	3	18	
2GEN9/10	M/601/5039	Maintain and deal with payments	Knowledge / Skills	2	4	30	
2GEN4/10	A/601/5030	Maintain food safety when storing, holding and serving food	Knowledge / Skills	2	4	31	
QC 111	T/600/6312	Clean surfaces using correct methods	Knowledge / Skills	1	3	18	
2010_BA_2_12	T/601/2482	Produce documents in a business environment	Knowledge / Skills	2	4	15	
2010_BA_2_21	H/601/2493	Use office equipment	Knowledge / Skills	2	4	18	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
2010_BA_2_19	R/601/2490	Store and retrieve information	Knowledge / Skills	2	3	17	
2010_BA_2_ 56	Y/601/2457	Meet and welcome visitors	Knowledge / Skills	2	3	23	
2010_BA_2_20	Y/601/2491	Archive information	Knowledge / Skills	2	2	13	
FLT21	D/502/4177	Assist with the maintenance of grass surfaces	Skills	1	3	27	
TBC	J/502/1404	Transport physical resources within the work area	Knowledge / Skills	2	2	15	
2BS8/10	F/601/4932	Prepare and serve hot drinks using specialist equipment	Knowledge / Skills	2	4	36	
1FS4/10	L/601/5016	Provide a counter and take-away service	Knowledge / Skills	1	3	30	
1GEN5/10	A/601/5027	Clean and store crockery and cutlery	Knowledge / Skills	1	3	27	
HSS/GEN010	D/602/4027	Transporting passengers, materials and equipment within the health sector	Knowledge / Skills	2	3	21	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/GEN011	T/602/3000	Assess and respond to accidents, breakdowns and incidents during the transportation of	Knowledge / Skills	2	3	18	
HSS/GEN057	H/602/4028	Collect blood/blood products from storage for transfusion	Knowledge / Skills	2	2	17	
HSS/GEN076	F/602/3002	Store and transport medical gas cylinders	Knowledge / Skills	2	3	18	
HSS/GEN080	K/602/4029	Moving and transporting individuals within a healthcare environment	Knowledge / Skills	2	2	18	
HSS/GEN081	J/602/3003	Collect linen and make beds in a healthcare environment	Knowledge / Skills	2	2	15	
HSS/GEN082	D/602/4030	Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	Knowledge / Skills	2	3	22	
HSS/GEN083	L/602/3004	Deliver a trolley service in a healthcare environment	Skills	2	3	23	
HSS/GEN087	R/602/3005	Provide a table/tray service in a healthcare environment	Knowledge / Skills	2	3	23	
HSS/GEN009	R/602/2999	Prepare vehicles for the transport of people, materials and/or equipment within the health	Knowledge / Skills	2	3	18	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/IPC004	K/602/4032	Clean and store care equipment to minimise the risks of spreading infection	Knowledge / Skills	2	2	17	
HSS/IPC008	A/602/4035	Minimise the risk of infection when transporting and storing healthcare waste	Knowledge / Skills	2	3	20	
HSS/IPC009	J/602/4040	Minimise the risk of infection during the removal of used linen	Knowledge / Skills	2	2	15	
HSS/IPC010	J/602/4765	Minimise the risks of spreading infection when transporting linen	Knowledge / Skills	2	2	19	
HSS/IPC012	R/602/4767	Minimise the risks of spreading infection when storing and using clean linen	Knowledge / Skills	2	2	11	
QC2 05	K/600/6324	Clean and maintain internal surfaces and areas	Knowledge / Skills	2	4	33	
CU16	K/502/4098	Assist with maintaining structures and surfaces	Knowledge / Skills	1	2	18	
QC2 11	J/600/6332	Clean food areas	Knowledge / Skills	2	4	32	
QC2 15	M/600/6342	Clean glazed surfaces and facades	Knowledge / Skills	2	3	23	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
216	L/502/2294	Periodic cleaning of soft floors and furnishings	Skills	2	3	22	
Unit LDC 16c	D/600/8877	Repair, alter and maintain fabrics and materials	Skills	2	2	7	
Unit LDC 3c	H/600/8847	Classify items and make up loads for cleaning	Skills	2	3	10	
Unit LDC 4c	M/600/8849	Carry out the washing process	Skills	2	3	14	
Unit LDC 8c	L/600/8857	Press and finish garments following laundry	Skills	2	2	10	
HSS/RM006	J/602/4913	Administer the current records system	Knowledge / Skills	2	3	23	
HSS/SS034	L/602/4914	Provide authorised access to records	Knowledge / Skills	2	3	23	
HSS/SS035	Y/602/4916	Protect records	Knowledge / Skills	2	3	23	
HSS/SS036	H/602/4918	Maintain the arrangements of records	Knowledge / Skills	2	3	23	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
211	D/600/6773	Sort mail	Knowledge / Skills	2	5	26	
212	H/600/6774	Deliver mail	Knowledge / Skills	2	6	28	
207	F/600/6765	Collect mail	Knowledge / Skills	2	5	27	
PCVD 5	R/601/9469	Provide professional customer service to passengers with additional needs on a bus or	Knowledge / Skills	2	4	19	
HSS/GoSkills011	L/602/4881	Move and transport individuals with special requirements who use community transport	Knowledge / Skills	3	4	31	
HSS/GoSkills002	L/602/4878	Drive community transport safely and efficiently	Knowledge / Skills	3	4	30	
211	T/502/2287	Deep cleaning of internal equipment, surfaces and areas	Skills	2	4	32	
2SfL25	K/601/7923	Receive goods in logistics operations	Knowledge / Skills	2	3	15	
2SfL30	J/601/7931	Assemble orders for dispatch in logistics operations	Knowledge / Skills	2	3	12	

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	

## Unit equivalencies

The rules of combination of the NCFE CACHE Level 2 Certificate 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
F/601/5465	SHC 21	Introduction to communication in health, social care or children's and young people's settings	T/502/3651	Communication skills for working in the health sector
R/601/5471	SHC 23	Introduction to equality and inclusion in health, social care or children's and young people's settings	T/502/3665	Equality and diversity in the health sector

## Barred unit combinations

The rules of combination of the NCFE CACHE Level 2 Certificate 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	
Y/502/3674	MQS2	Maintaining quality standards in the health sector	K/502/3680	SI2	Service improvement in the health sector	

### NCFE CACHE Level 2 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	201a	Understand employment responsibilities and rights in health, social care or children and young people's settings	Knowledge	2	3	24	57	
H/602/4529	Unit 1a	Preparing for an Apprenticeship	Knowledge / Skills	2	1	10	61	
K/602/4547	Unit 5a	Using enquiry and investigative techniques to solve problems	Skills	2	1	10	63	
Y/602/4544	Unit 7a	Manage own learning	Skills	2	1	10	65	
H/602/4546	Unit 6a	Participating in teamwork	Knowledge / Skills	2	1	10	67	

# SHC 21: Introduction to communication in health, social care or children's and young people's settings

Unit reference	F/601/5465	Level	2
Credit value	3	GLH	23

**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 introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue 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 a real work environment.							
1. Understand why communication is	1.1. Identify different reasons why people communicate.						
important in the work setting.	1.2. Explain how effective communication affects all aspects of own work.						
	1.3. Explain why it is important to observe an individual's reactions when communicating with them.						
2. Be able to meet the communication and language needs, wishes and <b>preferences</b> of individuals.	2.1. Find out an individual's communication and language needs, wishes and preferences.						
inuiviuuais.	2.2. Demonstrate communication methods that meet an individual's communication needs, wishes 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
	2.3. Show how and when to seek advice about communication.		
3. Be able to reduce barriers to communication.	3.1. Identify barriers to communication.		
	3.2. Demonstrate how to reduce barriers to communication in different ways.		
	3.3. Demonstrate ways to check that communication has been understood.		
	3.4. Identify sources of information and support or <b>services</b> to enable more effective communication.		
<ol> <li>Be able to apply principles and practices relating to confidentiality at work.</li> </ol>	4.1. Explain the term 'confidentiality'.		
connuentiality at work.	4.2. Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .		
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4. Explain how and when to seek advice about confidentiality.		

# 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 21 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

Additional information about the unit:	
Relationship to occupational standards	CCLD 201 GEN 22 HSC 21
	Themes recur as knowledge requirements and core values throughout HSC NOS.
Guidance for developing assessment	arrangements for the unit:
Guidance for developing unit assessment	Communication methods may include:
arrangements – provided with the unit	<ul> <li>non-verbal communication:</li> </ul>
	- eye contact
	- touch
	- physical gestures
	<ul> <li>body language</li> </ul>
	- behaviour
	<ul> <li>verbal communication:</li> </ul>
	- vocabulary
	- linguistic tone
	- pitch
	<ul> <li>technological aids.</li> </ul>
	Preferences may be based on:
	beliefs
	values
	• culture.
	Services may include:
	<ul> <li>translation services</li> </ul>
	<ul> <li>interpreting services</li> </ul>
	<ul> <li>speech and language services</li> </ul>
	<ul> <li>advocacy services.</li> </ul>
	<b>Agreed ways of working</b> include policies and procedures where these exist.
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills fo Care and Development's Assessment Principles.
	Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

# SHC 22: Introduction to personal development in health, social care or children's and young people's settings

Unit reference	L/601/5470	Level	2
Credit value	3	GLH	23
Unit aim	This unit is aimed at those with children or young peop		

m 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 introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

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	d 4 must be assessed in a real wor	rk environmen	t
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own role.		
own work role.	1.2. Identify <b>standards</b> that influence the way the role is carried out.		
	1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.		
2. Be able to reflect on own work activities.	2.1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice.		
	2.2. Assess how well own knowledge, skills and understanding meet standards.		

2.3. Demonstrate the ability to reflect on work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<ol> <li>Be able to agree a personal development plan.</li> </ol>	3.1. Identify <b>sources of support</b> for own learning and development.		
	3.2. Describe the process for agreeing a personal development plan and who should be involved.		
	3.3. Contribute to drawing up own personal development plan.		
4. Be able to develop own knowledge, skills and understanding.	4.1. Show how a learning activity has improved own knowledge, skills and understanding.		
	4.2. Show how reflecting on a situation has improved own knowledge, skills and understanding.		
	4.3. Show how feedback from others has developed own knowledge, skills and understanding.		
	4.4. Show how to record progress in relation to personal development.		

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

Learner signature:

Date:

# Assessor sign off of completed unit: SHC 22

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

Assessor name:

Signature:

Date:

Additional information about the unit:	
Relationship to occupational standards	CCLD 204 GEN 12, 13 HSC 23 Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.
Guidance for developing assessment	
Guidance for developing unit assessment arrangements – provided with the unit	Standards may include:         • codes of practice         • regulations         • minimum standards         • national occupational standards.         A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.         Sources of support may include:         • formal support         • informal support         • supervision         • appraisal         • within the organisation         • beyond the organisation.         Who should be involved may include:         • the individual         • carers         • advocates         • supervisor, line manager or employer         • other professionals.
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

# SHC 23: Introduction to equality and inclusion in health, social care or children's and young people's settings

Unit reference	R/601/5471	Level	2
Credit value	2	GLH	20
Unit aim	with children or young peop	le in a wid	n health or social care settings on the art of settings. The unit inversity and inclusion which are

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 outcome 2 must b	e assessed in a real work environ	ment.	
1. Understand the importance of equality and inclusion.	<ul> <li>1.1. Explain what is meant by: <ul> <li>diversity</li> <li>equality</li> <li>inclusion</li> <li>discrimination.</li> </ul> </li> <li>1.2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.</li> <li>1.3. Explain how practices that</li> </ul>		
	support equality and inclusion reduce the likelihood of discrimination.		
2. Be able to work in an inclusive way.	2.1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role.		

or

SHC 23: Introduction to equality and inclusion in health, social care or children's and young people's settings

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. Show interaction with individuals that respects their beliefs, culture, values and preferences.		
	2.3. Describe how to challenge discrimination in a way that encourages change.		
3. Know how to access information, advice and support about diversity, equality and inclusion.	3.1. Identify a range of sources of information, advice and support about diversity, equality and inclusion.		
	3.2. Describe how and when to access information, advice and support about diversity, equality and inclusion.		

# 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 23
I confirm that the learner has met the requirements for all assessment criteria demonstrating
knowledge and skills for this unit.

Assessor name:

Signature:

Date:

Additional information about the unit:			
Relationship to occupational standards	CCLD 203 GEN 12 GCU 5 HSC 24 HSC 234 Themes recur as knowledge requirements and core values throughout HSC NOS.		
Guidance for developing assessment arrangements for the unit:			
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcome 2 must be assessed in a real work environment.		

# 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:

<b>Learning outcomes</b> 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 of	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 <b>agreed ways of</b> 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 <b>others.</b>		

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><li>partnership working</li><li>resolving conflicts.</li></ul>		

Learner declaration of authenticity: I declare that the work presented for this	unit is entirely my own work.
Learner signature:	Date:

<b>Assessor sign off of completed unit:</b> 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:		

Additional information about the unit:		
Relationship to occupational standards	HSC 23, HSC 227	
Guidance for developing assessment a	arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<ul> <li>Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.</li> <li>Others may include: <ul> <li>team members and colleagues</li> <li>other professionals</li> <li>individuals who require care or support</li> <li>families, friends, advocates or others who are important to individuals.</li> </ul> </li> </ul>	
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.	

# HSC 027: Contribute to health and safety in health and social care

Learner name:			Centre no:
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 carry out their work safely.		
Credit value	4	GLH	33
Unit reference	R/601/8922	Level	2

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 4, 5 and	8 must be assessed in a real wor	k environmen	t.
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1. Identify legislation relating to general health and safety in a health or social care work setting.		
in the <b>work setting</b> .	1.2. Describe the main points of the health and safety <b>policies</b> <b>and procedures</b> agreed with the employer.		
	<ul> <li>1.3. Outline the main health and safety responsibilities of:</li> <li>self</li> <li>the employer or manager</li> <li>others in the work setting.</li> </ul>		
	1.4. Identify <b>tasks</b> relating to health and safety 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
	1.5. Explain how to access additional support and information relating to health and safety.		
2. Understand the use of risk assessments in relation to health and safety.	2.1. Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities.		
	2.2. Explain how and when to report potential health and safety risks that have been identified.		
	2.3. Explain how risk assessment can help address dilemmas between rights and health and safety concerns.		
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. Outline the procedures to be followed if an accident or sudden illness should occur.		
4. Be able to reduce the spread of infection.	4.1. Demonstrate the recommended method for hand washing.		
	4.2. Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.		
5. Be able to move and handle equipment and other objects safely.	5.1. Identify legislation that relates to moving and handling.		
	5.2. Explain principles for moving and handling equipment and other objects safely.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Move and handle equipment or other objects safely.		
<ol> <li>Know how to handle hazardous substances and materials.</li> </ol>	6.1. Identify hazardous substances and materials that may be found in the work setting.		
	6.2. Describe safe practices for:		
	<ul> <li>storing hazardous substances</li> </ul>		
	<ul> <li>using hazardous substances</li> </ul>		
	<ul> <li>disposing of hazardous substances and materials.</li> </ul>		
7. Understand how to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from:		
	• starting		
	spreading.		
	7.2. Outline emergency procedures to be followed in the event of a fire in the work setting.		
	7.3. Explain the importance of maintaining clear evacuation routes at all times.		
8. Be able to implement security measures in the work setting.	8.1. Use agreed ways of working for checking the identity of anyone requesting access to:		
	<ul><li>premises</li><li>information.</li></ul>		
	8.2. Implement measures to protect own security and the security of others in the work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage own stress.	9.1. Identify common signs and indicators of stress.		
	9.2. Identify circumstances that tend to trigger own stress.		
	9.3. Describe ways to manage own stress.		

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

Learner signature:	
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Date:

# Assessor sign off of completed unit: HSC 027

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

Assessor name:

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Date:

Additional information about the unit:	
Relationship to occupational standards	HSC 22, HSC 221, HSC 223 Content recurs throughout HSC NOS knowledge requirements.
Guidance for developing assessment a	arrangements for the unit:
Guidance for developing unit assessment arrangements – provided with the unit	<b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.
	<b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.
	Others may include:
	team members
	other colleagues
	<ul> <li>those who use or commission their own health or social care services</li> </ul>
	<ul> <li>families, carers and advocates.</li> </ul>
	<b>Tasks</b> that the learner should not carry out without special training may include those relating to:
	<ul> <li>use of equipment</li> </ul>
	first aid
	medication
	<ul><li>health care procedures</li><li>food handling and preparation.</li></ul>
	<b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
	Learning outcomes 4, 5 and 8 must be assessed in a real work environment.

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



Unit reference	R/602/2954	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.			
	<ul> <li>awareness of own sector</li> <li>agreed ways of wo</li> <li>career pathways</li> </ul>	occupatio rking with	rights of employees and employers nal role and how it fits within the employer how these may influence changes in	

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 <b>law</b> .		
	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.		

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand <b>agreed ways of</b> <b>working</b> 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.		
	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 <b>effect</b> 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 <b>representative bodies</b> 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 <b>next steps</b> in own career pathway.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand how <b>issues of</b> <b>public concern</b> 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.		
	5.4. Describe recent changes in service delivery which have affected own area of work.		

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

l oarnor	signature:
Leamer	Signature.

Date:

#### Assessor sign off of completed unit: 201a

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

Assessor name:

Signature:

Date:

# Unit 1a: Preparing for an Apprenticeship

Unit reference	H/602/4529	Unit level	2
Credit value	1	GLH	10
Unit aim	This aim of this unit is to enable learners to prepare for their Level 2 Apprenticeship. It supports the learner's understanding of their induction to the Apprenticeship, helps them plan targets for their learning and consider progression routes.		

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 components of the Apprenticeship.	1.1. Discuss the relevance of each of the components.		
	1.2. Describe how each component will be assessed.		
	1.3. Describe the purpose of the Apprenticeship agreement.		
2. Be able to set goals for the coming year.	2.1. Describe the importance of meeting deadlines.		
	2.2. Describe the importance of being organised.		
	2.3. Create targets for own skills development and completion of the Apprenticeship.		
3. Understand the progression routes.	3.1. Discuss the sources of information regarding progression routes.		
	3.2. Compare possible 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: Ur	it 1a

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

Assessor name:

Signature:

Date:

# Unit 5a: Using enquiry and investigative techniques to solve problems

Unit reference	K/602/4547	Unit level	2
Credit value	1	GLH	10

**Unit aim** The aim of this unit is to enable learners to develop a plan of enquiry for a specific problem and assess their findings.

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 ideas for enquiry which result from a specific identified problem.		
	1.2. Define enquiry questions relating these to the specific problem.		
	1.3. Identify investigative techniques to use that meet the aims of the enquiry.		
	1.4. Create a structured plan for the enquiry.		
	1.5. Conduct the enquiry following the plan.		
2. Be able to assess enquiry outcomes on a specific problem.	2.1. Select the information that is useful and relevant from the data.		
	2.2. Assess the findings referring to the intentions in the enquiry plan.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the factors that influenced decisions in the methodology.		
	2.4. Identify assumptions in methodology used.		
	2.5. Discuss the impact alternative investigation methods could have on the outcomes.		

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 5a I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.		
Assessor name:		
Signature:	Date:	

# Unit 7a: Manage own learning

Unit reference	Y/602/4544	Unit level	2
Credit value	1	GLH	10
l Init aim	The aim of the unit is for lear	ners to organis	so and man

**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. Assess own skills and learning requirements.		
	1.2. Describe learning goals to enable learning to be completed on time and to a high standard.		
	1.3. Describe risks to learning not being completed on time.		
	1.4. Plan work and personal life commitments to ensure needs are met.		
	1.5. Maintain relationships with peers to enable 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. Assess 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. Assess where own learning has been successful and where learning strategies could be improved.		
	2.3. Devise positive and constructive actions in response to feedback from others.		
	2.4. Revise learning goals to respond to outcomes of reflection.		
	2.5. Communicate outcomes of learning experiences to others.		

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

l earner	signature:
Louinoi	Signature.

Date:

# Assessor sign off of completed unit: Unit 7a

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

Assessor name:

Signature:

Date:

# Unit 6a: Participating in teamwork

Unit reference	H/602/4546	Unit level	2
Credit value	1	GLH	10

**Unit aim** The aim of this unit is to complete a task as a member of a team working to an agreed code of conduct.

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 the need for a team to work to an agreed code of conduct.	1.1. Contribute to discussion with others to agree a team task that contributes to the local context.		
	1.2. Contribute to discussion with team members to agree a code of conduct for effective team work.		
	1.3. Describe agreed consequences for team members who do not follow the code of conduct.		
2. Be able to work positively as a member of a team to complete a task.	2.1. Complete a task, showing adherence to the code of conduct.		
	2.2. Undertake contrasting roles within the team task, showing evidence of adapting behaviour to meet task needs.		
	2.3. Describe areas for improvement in own performance in the task.		

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. Communicate to others, areas of improvement in their performance in a constructive manner.		

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 6a

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

Assessor name:

Signature:

Date:

# Progress tracker

Learner/Class:	Tutor Name:	Assessor Name:
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NCFE CACHE Level 2 Certificate in Healthcare Support Services		Date Achieved											
	Unit Number												
FUNCTIONAL SKILLS													
Level 1 English													
Level 1 Mathematics													

NCFE CACHE LEVEL 2 AWARD IN EMPLOYMENT AND PERSONAL LEARNING SKILLS IN HEALTH (EPLS)											
Unit 201a											
Unit 1a											
Unit 5a											
Unit 6a											
Unit 7a											

# 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	<ul> <li>Direct observation of learner by assessor</li> <li>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</li> </ul>	Yes	Yes
В	Professional discussion	Yes	Yes
С	<ul> <li>Expert Witness evidence*</li> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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
Н	<ul><li>Portfolio of evidence</li><li>may include simulation**</li></ul>	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
К	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
М	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 Intermediate Level Apprenticeship in Healthcare Support Services to the mandatory units of the NCFE CACHE Level 2 Certificate 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

Loorning		ERR			PL	TS			Functional Sk	kills Level 2
Learning Outcome	Assessment Criteria	ERR	IE	СТ	RL	тw	SM	EP	English	Maths
1. Be able to meet the communication and language	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
needs, wishes and preferences of individuals.	1.2. Demonstrate a range of communication methods and styles to meet individual needs.					TW2, 4				
	1.3. Demonstrate how to respond t an individual's reactions when communicating.	2.5								
				(			_			
ing Outcome 2, As the ERR unit maps ssment criteria (1.3 unit	to the specified		assess		riteria (	nap to th 1.2) of th			Functional Skil pecified assess	o of the highlighted le Ils in Maths map to th ment criteria (1.1) of ndatory unit

SHC 21: Introduction to communication in health, social care or children's and young people's settings

I	A	L2 A	ward in Employ	ment and Pers	sonal Learning	Skills	Functional Skills Level 1		
Learning outcome	Assessment criteria	201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	English	Maths	
1. Understand why	1.1. Identify different reasons why people communicate.								
communication is important in the work setting.	1.2. Explain how effective communication affects all aspects of own work.					2.4			
	1.3. Explain why it is important to observe an individual's reactions when communicating with them.						SLC: 1 a, b, c, d		
2. Be able to meet the communication and language needs, wishes and <b>preferences</b> of individuals.	2.1. Find out an individual's communication and language needs, wishes and preferences.						SLC: 1 a, b, c, d		
	2.2. Demonstrate communication methods that meet an individual's communication needs, wishes and preferences.						SLC: 1 a, b, c, d		
	2.3. Show how and when to seek advice about communication.								
3. Be able to reduce	3.1. Identify barriers to communication.								
barriers to communication.	3.2. Demonstrate how to reduce barriers to communication in different ways.			1.1					
	3.3. Demonstrate ways to check that communication has been understood.								
	3.4. Identify sources of information and support or <b>services</b> to enable more effective communication.								
4. Be able to apply	4.1. Explain the term 'confidentiality'.								
principles and practices relating to confidentiality at	4.2. Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .					2.1			
work.	4.3. Describe situations where information normally considered to be confidential might need to be passed on.								
	4.4. Explain how and when to seek advice about confidentiality.								

SHC 22: Introduction to	rsonal development in health, social care or children's and young people's	settings	
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	Accessment exiteria	L2 Av	ward in Employ	ment and Pers	sonal Learning	Skills	Functional S	kills Level 1
Learning outcome	Assessment criteria	201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	English	Maths
1. Understand what is required for	1.1. Describe the duties and responsibilities of own role.	1.1, 2.1, 2.3, 2.4, 3.1	2.1, 2.2			1.1		
competence in own work role.	1.2. Identify standards that influence the way the role is carried out.	3.2						
	1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.	3.2						
2. Be able to reflect on own work activities.	2.1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice.			1.1	1.3			
-	2.2. Assess how well own knowledge, skills and understanding meet standards.		1.1, 1.2, 1.3		1.1, 2.1			
	2.3. Demonstrate the ability to reflect on work activities.							
3. Be able to agree a	3.1. Identify <b>sources of support</b> for own learning and development.		2.3		1.4			
personal development plan.	3.2. Describe the process for agreeing a personal development plan and <b>who should be involved.</b>				1.5, 2.5			
	3.3. Contribute to drawing up own personal development plan.	4.1, 4.2, 4.3	2.1, 2.3, 2.2		1.2, 1.6, 2.1, 2.3		W: 3 a, b, c, d, e, f	
4. Be able to develop own knowledge, skills and	4.1. Show how a learning activity has improved own knowledge, skills and understanding.		2.1, 2.3		1.1, 2.1			
understanding.	4.2. Show how reflecting on a situation has improved own knowledge, skills and understanding.							
	4.3. Show how feedback from others has developed own knowledge, skills and understanding.				1.5, 2.3			
	4.4. Show how to record progress in relation to personal development.		2.3		2.2, 2.4, 2.5			

	Assessment criteria	L2 Av	ward in Employ	ment and Pers	onal Learning	Skills	Functional Skills Level 1			
Learning outcome	Assessment criteria	201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	English	Maths		
1. Understand the importance of equality and inclusion.	<ul> <li>1.1. Explain what is meant by:</li> <li>diversity</li> <li>equality</li> <li>inclusion</li> <li>discrimination.</li> </ul>									
	1.2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.									
	1.3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.			1.1						
2. Be able to work in an inclusive way.	2.1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role.						R: 2 a, b, c, d, e			
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.									
	2.3. Describe how to challenge discrimination in a way that encourages change.									
3. Know how to access information, advice	<ol> <li>Identify a range of sources of information, advice and support about diversity, equality and inclusion.</li> </ol>						R: 2 a, b, c, d, e			
and support about diversity, equality and inclusion.	3.2. Describe how and when to access information, advice and support about diversity, equality and inclusion.						W: 3 a, b, c, d, e, f			

HSC 025: The role of the health and social care worker
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Loorning outcome	Accomment exiteria	L2 Award in Employment and Personal Learning Skills Functional Skills						
Learning outcome	Assessment criteria	201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	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	3.1. Explain why it is important to work in partnership with others.				1.5			
partnership with others.	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:							
	<ul><li> partnership working</li><li> resolving conflicts.</li></ul>							

		L2 Av	ward in Employ	ment and Pers	onal Learning	Skills	Functional Skills Level 1	
Learning outcome	Assessment criteria	201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	English	Maths
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the <b>work setting</b> .	1.1. Identify legislation relating to general health and safety in a health or social care work setting.						R: 2 a, b, c, d, e	
	1.2. Describe the main points of the health and safety <b>policies and procedures</b> agreed with the employer.						R: 2 a, b, c, d, e	
	<ul> <li>1.3. Outline the main health and safety responsibilities of:</li> <li>self</li> <li>the employer or manager</li> <li>others in the work setting.</li> </ul>						W: 3 a, b, c, d, e, f	
	1.4. Identify <b>tasks</b> relating to health and safety that should not be carried out without special training.					2.1		
	1.5. Explain how to access additional support and information relating to health and safety.							
2. Understand the use of risk assessments	2.1. Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities.							
in relation to health and safety.	2.2. Explain how and when to report potential health and safety risks that have been identified.							
	2.3. Explain how risk assessment can help address dilemmas between rights and health and safety concerns.						W: 3 a, b, c, d, e, f	
3. Understand procedures for	3.1. Describe different types of accidents and sudden illness that may occur in own work setting.						W: 3 a, b, c, d, e, f	
responding to accidents and sudden illness.	3.2. Outline the procedures to be followed if an accident or sudden illness should occur.						W: 3 a, b, c, d, e, f	

		L2 A	ward in Employ	ment and Pers	onal Learning	Skills	Functional Skills Level 1		
Learning outcome	Assessment criteria	201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	English	Maths	
4. Be able to reduce	4.1. Demonstrate the recommended method for hand washing.								
the spread of infection.	4.2. Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.								
handle equipment and other objects safely.	5.1. Identify legislation that relates to moving and handling.						R: 2 a, b, c, d, e		
	5.2. Explain principles for moving and handling equipment and other objects safely.								
	5.3. Move and handle equipment or other objects safely.								
6. Know how to handle hazardous substances and materials.	6.1. Identify hazardous substances and materials that may be found in the work setting.								
	<ul> <li>6.2. Describe safe practices for:</li> <li>storing hazardous substances</li> <li>using hazardous substances</li> <li>disposing of hazardous substances and materials.</li> </ul>								
7. Understand how to promote fire safety in the work setting.	<ul> <li>7.1. Describe practices that prevent fires from:</li> <li>starting</li> <li>spreading.</li> </ul>								
	7.2. Outline emergency procedures to be followed in the event of a fire in the work setting.						W: 3 a, b, c, d, e, f		
	7.3. Explain the importance of maintaining clear evacuation routes at all times.								

Learning outcome	Assessment criteria	L2 Award in Employment and Personal Learning Skills					Functional Skills Level 1	
		201a	Unit 1a	Unit 5a	Unit 7a	Unit 6a	English	Maths
8. Be able to implement security measures in the work setting.	<ul> <li>8.1. Use agreed ways of working for checking the identity of anyone requesting access to:</li> <li>premises</li> <li>information.</li> </ul>							
	8.2. Implement 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 own stress.	9.1. Identify common signs and indicators of stress.							
	9.2. Identify circumstances that tend to trigger own stress.							
	9.3. Describe ways to manage own stress.				1.1			

## **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.