



# APPRENTICESHIP SPECIFICATION:

INTERMEDIATE LEVEL  
APPRENTICESHIP IN CLINICAL  
HEALTHCARE SUPPORT

Children & Young People

Education Support

Health and Social Care

Health

Playwork

Quality of Assessment

Apprenticeships

# Apprenticeship Specification

## NCFE CACHE Intermediate Level Apprenticeship in Clinical Healthcare Support

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### **Apprenticeship:**

NCFE CACHE Intermediate Level Apprenticeship in Clinical Healthcare Support

APP\_CHSL

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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 Intermediate Level Apprenticeship in Clinical Healthcare Support, 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 Diploma in Clinical Healthcare Support 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 <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 Intermediate Level Apprenticeship in Clinical Healthcare Support, learners will need to be registered on the following qualifications:

- NCFE CACHE Level 2 Diploma in Clinical Healthcare Support
- 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 Clinical Healthcare Support. 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 Intermediate Level Apprenticeship in Clinical Healthcare Support the ERR and PLTS components must be evidenced by undertaking the NCFE CACHE Level 2 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 Intermediate Level Apprenticeship in Clinical Healthcare Support. Qualification Specifications for the individual qualifications listed below are available on cachezone and our website [www.cache.org.uk](http://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 2 Diploma in Clinical Healthcare Support
- 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

<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 <http://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

<b>Title</b>	NCFE CACHE Intermediate Level Apprenticeship in Clinical Healthcare Support
<b>Aim</b>	<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>Clinical healthcare support workers/healthcare assistants provide vital assistance to healthcare professionals in diagnosing, treating and caring for patients. Clinical healthcare support workers work in a variety of healthcare settings, depending upon their role, including:</p> <ul style="list-style-type: none"> <li>• a specific hospital department (e.g. therapy, cardiac or radiotherapy department)</li> <li>• a community clinic or health centre</li> <li>• patients' homes</li> <li>• care homes</li> <li>• a hospital labour or maternity ward</li> <li>• a community delivery suite</li> <li>• a laboratory</li> <li>• a hospital neonatal or postnatal unit or clinic</li> <li>• a GP clinic</li> </ul> <p>As a guide, clinical duties at Intermediate Level may include:</p> <ul style="list-style-type: none"> <li>• generally assisting with patients' overall comfort and wellbeing</li> <li>• assisting healthcare professionals with clinical tasks</li> <li>• monitoring patients' conditions e.g. taking temperatures, pulse, respiration's and weight</li> <li>• helping people to mobilise</li> <li>• washing and dressing</li> <li>• feeding</li> <li>• toileting</li> <li>• bed making</li> </ul>
<b>Apprenticeship components</b>	<ul style="list-style-type: none"> <li>• NCFE CACHE Level 2 Diploma in Clinical Healthcare Support</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>

<b>Apprenticeship guided learning hours</b>	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 <a href="http://www.afo.sscalliance.org/frameworkslibrary/">www.afo.sscalliance.org/frameworkslibrary/</a> , for clarification of GLH requirements.
<b>Apprenticeship credit value</b>	67
<b>Minimum age of learner</b>	16
<b>Rules of Combination</b>	<p>Learners must complete a minimum of 50 credits to gain the NCFE CACHE Level 2 Diploma in Clinical Healthcare Support, 29 credits from Mandatory Group A and at least 21 credits from Optional Group B.</p> <p>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).</p> <p>The remaining 10 credits must be achieved through the completion of Level 1 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 <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.</p>
<b>Progression</b>	<p>Learners may progress from this pathway 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 Health (Clinical Healthcare Support), vocational qualifications or other work-related education and training to support Continuing Professional Development.</p> <p>Many clinical healthcare support apprentices complete their apprenticeships and continue to work as clinical healthcare support workers or healthcare assistants with delegated duties assigned to them by the practitioners they work alongside.</p>
<b>Assessment requirements</b>	<p>All units must be internally assessed, using a range of methods including:</p> <ul style="list-style-type: none"> <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>

	<p>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.</p>
<b>How long will it take to complete?</b>	<p>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.</p>
<b>Entry requirements / recommendations</b>	<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><b>Apprentices should:</b></p> <ul style="list-style-type: none"> <li>• Show enthusiasm for working in the health sector</li> <li>• Have basic literacy, numeracy and communication skills on which the apprenticeship will build</li> <li>• Have a suitable level of physical fitness to perform some aspects of the job roles (e.g. assisting in moving and handling of people)</li> <li>• 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)</li> <li>• Be flexible as there may be a requirement to work shifts.</li> </ul> <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><b>Initial Assessment</b></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 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.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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](http://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 2 Diploma in Clinical Healthcare Support
- 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 Diploma in Clinical Healthcare Support 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 Diploma in Clinical Healthcare Support






#### 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	31	
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	35	
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	39	
SHC 24	H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9	43	
HSC 024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	45	
HSC 025	J/601/8576	The role of the health and social care worker	Knowledge / Skills	2	2	14	51	
HSC 026	A/601/8140	Implement person centred approaches in health and social care	Knowledge / Skills	2	5	33	55	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 027	R/601/8922	Contribute to health and safety in health and social care	Knowledge / Skills	2	4	33	61	
HSC 028	J/601/8142	Handle information in health and social care settings	Knowledge / Skills	2	1	10	67	
IC 01	L/501/6737	The principles of infection prevention and control	Knowledge / Skills	2	3	30	71	
IC 02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20	75	



## Optional units

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
	HP1	R/502/3138	Principles of health promotion	Knowledge	2	2	13	
	HP3	R/502/3141	Promotion of general health and wellbeing	Knowledge	2	2	12	
	MQS2	Y/502/3674	Maintaining quality standards in the health sector (Tech Cert)	Knowledge	2	1	8	
	SI2	K/502/3680	Service improvement in the health sector (Tech Cert)	Knowledge	2	2	15	
	DEM 201	J/601/2874	Dementia awareness	Knowledge	2	2	17	
	HSS/BDS001	R/602/0928	Carry out pre-donation assessment at blood/blood component donation sessions	Knowledge / Skills	2	4	31	
	HSS/BDS003	Y/602/0929	Prepare donors for blood or blood component donation and monitor the donation process	Knowledge / Skills	2	5	38	
	HSS/BDS004	Y/602/0932	Conclude the collection of blood or blood component donations	Knowledge / Skills	2	3	27	
	HSS/BDS005	A/602/0938	Manage the refreshment area at blood donation sessions	Knowledge / Skills	2	3	23	





Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/BDS006	T/602/0940	Contribute to the promotion and effective functioning of blood and blood component sessions and services	Knowledge / Skills	2	3	23	
HSS/BDS007	F/602/0942	Register donors at blood donation sessions	Knowledge / Skills	2	2	15	
HSS/BDS008	Y/602/0946	Record and organise information related to blood donation sessions	Knowledge / Skills	2	2	17	
HSS/BDS009	H/602/0951	Prepare blood donations, samples and documentation for transport	Knowledge / Skills	2	2	17	
HSS/BDS010	A/602/0955	Welcome donors at donation sessions and provide information	Knowledge / Skills	2	2	15	
HSS/GEN002	K/602/1034	Select and wear appropriate personal protective equipment for work in health care settings	Knowledge / Skills	2	2	15	
HSS/GEN004	J/602/3096	Prepare individuals for healthcare activities	Knowledge / Skills	2	3	17	
HSC 2025	L/601/8725	Support individuals undergoing healthcare activities	Knowledge / Skills	2	3	22	
HSS/GEN007	K/602/3883	Monitor and maintain the environment and resources during and after clinical/ therapeutic activities	Knowledge / Skills	2	3	20	



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	
HSC 2027	J/601/8853	Obtain and test specimens from individuals	Knowledge / Skills	2	2	12	
HSC 2005	D/601/8017	Support individuals to carry out their own health care procedures	Knowledge / Skills	2	2	15	
HSC 2004	M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	Knowledge / Skills	2	2	18	
HSC2003	K/601/9025	Provide support to manage pain and discomfort	Knowledge / Skills	2	2	15	
HSC2001	D/601/9023	Provide support for therapy sessions	Knowledge / Skills	2	2	14	
HSC 2024	T/601/8721	Undertake agreed pressure area care	Knowledge / Skills	2	4	30	
HSC 2028	J/601/8027	Move and position individuals in accordance with their plan of care	Knowledge / Skills	2	4	26	
TDA 2.20	A/601/9420	Assist in the administration of medication	Knowledge / Skills	2	4	25	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/CHS001	K/602/3091	Receive and store medication and products	Knowledge / Skills	2	2	18	
HSC 2012	L/601/8143	Support individuals who are distressed	Knowledge / Skills	2	3	21	
HSC 2015	F/601/8060	Support individuals to meet personal care needs	Skills	2	2	16	
HSC 2022	R/601/8256	Contribute to the care of a deceased person	Knowledge / Skills	2	3	24	
HSS/GEN008	J/602/3924	Assist the practitioner to carry out health care activities	Knowledge / Skills	2	2	13	
HSC 2014	M/601/8054	Support individuals to eat and drink	Skills	2	2	15	
HSC 2011	A/601/7926	Support individuals to access and use information about services and facilities	Knowledge / Skills	2	3	20	
HSC 2016	J/601/8058	Support individuals to manage continence	Knowledge / Skills	2	3	19	
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
HSC 2030	Y/601/9490	Provide support for sleep	Knowledge / Skills	2	2	13	
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	
 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	
HSC 2026	T/601/8850	Obtain and test capillary blood samples	Knowledge / Skills	3	4	30	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge / Skills	3	7	53	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/PCS001_23	L/602/4489	Transport, transfer and position individuals and equipment within the perioperative environment	Knowledge / Skills	3	5	32	

## Unit equivalencies

The rules of combination of the NCFE CACHE Level 2 Diploma in Clinical Healthcare Support 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	SHC23	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 Diploma in Clinical Healthcare Support 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	Knowledge	2	3	24	79	
H/602/4529	Unit 1a	Preparing for an Apprenticeship	Knowledge / Skills	2	1	10	83	
K/602/4547	Unit 5a	Using enquiry and investigative techniques to solve problems	Skills	2	1	10	85	
Y/602/4544	Unit 7a	Manage own learning	Skills	2	1	10	87	
H/602/4546	Unit 6a	Participating in teamwork	Knowledge / Skills	2	1	10	89	

## 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.

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed a real work environment.</b>			
1. Understand why <b>communication</b> is important in the work setting.	1.1. Identify different reasons why people communicate.		
	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.		
	2.2. Demonstrate communication methods that meet an individual's communication needs, wishes and preferences.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	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:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>CCLD 201 GEN 22 HSC 21</p> <p>Themes recur as knowledge requirements and core values throughout HSC NOS.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Communication</b> methods may include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication: <ul style="list-style-type: none"> <li>- eye contact</li> <li>- touch</li> <li>- physical gestures</li> <li>- body language</li> <li>- behaviour</li> </ul> </li> <li>• verbal communication: <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- linguistic tone</li> <li>- pitch</li> </ul> </li> <li>• technological aids.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul> <p><b>Agreed ways of working</b> include policies and procedures where these exist.</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, 3 and 4 must be assessed in a real work environment.</p>

## 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 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in a real work environment</b>			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to agree a <b>personal development plan</b> .	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 <b>who should be involved</b> .		
	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.		

**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 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:

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 204 GEN 12, 13 HSC 23</p> <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organization.</li> </ul> <p><b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul>
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, 3 and 4 must be assessed in a real work environment.</p>



## 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** 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 equality, diversity and inclusion which are fundamental to such roles.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand the importance of equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <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.		
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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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:

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	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	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.  Learning outcome 2 must be assessed in a real work environment.



## SHC 24: Introduction to duty of care in health, social care or children's and young people's settings



**Unit reference** H/601/5474

**Level** 2

**Credit value** 1

**GLH** 9

**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. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.		
	1.2. Describe how the duty of care affects own work role.		
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.		
	2.2. Explain where to get additional support and advice about how to resolve such dilemmas.		
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Identify the main points of agreed procedures for handling complaints.		

**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 24**

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 203 HSC 24 GCU 2</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	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.

## HSC 024: Principles of safeguarding and protection in health and social care



**Unit reference** A/601/8574

**Level** 2

**Credit value** 3

**GLH** 26

**Unit aim**

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional / psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others.</li> </ul>		
	1.2. Identify the signs and/or symptoms associated with each type of abuse.		
	1.3. Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the <b>actions to take</b> if there are suspicions that an individual is being abused.		
	2.2. Explain the actions to take if an individual alleges that they are being abused.		
	2.3. Identify ways to ensure that evidence of abuse is preserved.		
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse.		
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		
	3.3. Identify reports into serious failures to protect individuals from abuse.		
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights.</li> </ul>		
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Know how to recognise and report unsafe practices.	5.1. Describe <b>unsafe practices</b> that may affect the well-being of individuals.		
	5.2. Explain the actions to take if unsafe practices have been identified.		
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.		

**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 024**

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 24, HSC 240. 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><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual.</li> </ul> <p>An <b>individual</b> will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p>The <b>actions to take</b> constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others.</li> </ul> <p>A setting where there is no formal duty of care includes adult health or social care settings.</p> <p><b>Local systems</b> may include:</p> <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for a locality.</li> </ul> <p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership.</li> </ul>

	<p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Unsafe practices</b> may include:</p> <ul style="list-style-type: none"><li>• poor working practices</li><li>• resource difficulties</li><li>• operational difficulties.</li></ul>
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.



## 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.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment.</b>			
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 working</b> .		
	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> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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"> <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:

**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><b>Agreed ways of working</b> include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <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>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with the Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>



## HSC 026: Implement person-centred approaches in health and social care

**Unit reference** A/601/8140

**Level** 2

**Credit value** 5

**GLH** 33

**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 implement person-centred approaches.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment</b>			
1. Understand person-centred approaches for care and support.	1.1. Define <b>person-centred values</b> .		
	1.2. Explain why it is important to work in a way that embeds person-centred values.		
	1.3. Explain why risk-taking can be part of a person-centred approach.		
	1.4. Explain how using an individual's <b>care plan</b> contributes to working in a person-centred way.		
2. Be able to work in a person-centred way.	2.1. Find out the history, preferences, wishes and needs of the <b>individual</b> .		
	2.2. Apply person-centred values in day-to-day work taking into account the history, preferences, wishes and needs of the individual.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to establish <b>consent</b> when providing care or support.	3.1. Explain the importance of establishing consent when providing care or support.		
	3.2. Establish consent for an activity or action.		
	3.3. Explain what steps to take if consent cannot be readily established.		
4. Be able to encourage <b>active participation</b> .	4.1. Describe how active participation benefits an individual.		
	4.2. Identify possible barriers to active participation.		
	4.3. Demonstrate ways to reduce the barriers and encourage active participation.		
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices.		
	5.2. Use agreed risk assessment processes to support the right to make choices.		
	5.3. Explain why a worker's personal views should not influence an individual's choices.		
	5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.		
6. Be able to promote individuals' <b>well-being</b> .	6.1. Explain how individual identity and self-esteem are linked with well-being.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.2. Describe attitudes and approaches that are likely to promote an individual's well-being.		
	6.3. Support an individual in a way that promotes a sense of identity and self-esteem.		
	6.4. Demonstrate ways to contribute to an environment that promotes well-being.		

**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 026**

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 24, HSC 26, HSC 234 Content recurs throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership.</li> </ul> <p>A <b>care plan</b> may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>An <b>individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Consent</b> means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• spiritual</li> <li>• emotional</li> <li>• cultural</li> <li>• religious</li> <li>• social</li> <li>• political.</li> </ul>

<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>
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## HSC 027: Contribute to health and safety in health and social care

Unit reference R/601/8922

Level 2

Credit value 4

GLH 33

**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.

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
<b>Learning outcomes 4, 5 and 8 must be assessed in a real work environment.</b>			
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.		
	1.2. Describe the main points of the health and safety <b>policies and procedures</b> agreed with the employer.		
	1.3. Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
	6.2. Describe safe practices for: <ul style="list-style-type: none"> <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.	7.1. Describe practices that prevent fires from: <ul style="list-style-type: none"> <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.		
	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 style="list-style-type: none"> <li>• premises</li> <li>• information.</li> </ul>		
	8.2. Implement measures to protect own security and the security of others in the work setting.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

**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 027**

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 22, HSC 221, HSC 223 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><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> <li>• use of equipment</li> <li>• first aid</li> <li>• medication</li> <li>• health care procedures</li> <li>• food handling and preparation.</li> </ul> <p><b>Stress</b> 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 4, 5 and 8 must be assessed in a real work environment.</p>



## HSC 028: Handle information in health and social care settings

**Unit reference** J/601/8142

**Level** 2

**Credit value** 1

**GLH** 10

**Unit aim** This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment</b>			
1. Understand the need for secure handling of information in health and social care settings.	1.1. Identify the legislation that relates to the recording, storage and sharing of information in health and social care.		
	1.2. Explain why it is important to have secure systems for recording and storing information in a health and social care setting.		
2. Know how to access support for handling information.	2.1. Describe how to access guidance, information and advice about handling information.		
	2.2. Explain what actions to take when there are concerns over the recording, storing or sharing of information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to handle information in accordance with <b>agreed ways of working</b> .	3.1. Keep records that are up to date, complete, accurate and legible.		
	3.2. Follow agreed ways of working for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information.</li> </ul>		

**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 028**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 21 Themes recur throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<b>Agreed ways of working</b> will include policies and procedures where these exist.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.  Learning outcome 3 must be assessed in a real work environment.



## IC 01: The principles of infection prevention and control

**Unit reference** L/501/6737

**Level** 2

**Credit value** 3

**GLH** 30

**Unit aim** To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2. Explain employers' responsibilities in relation to the prevention and control of infection.		
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.		
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.		
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term "risk."		
	4.2. Outline potential risks of infection within the workplace.		
	4.3. Describe the process of carrying out a risk assessment.		
	4.4. Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.		
	5.2. Describe different types of PPE.		
	5.3. Explain the reasons for use of PPE.		
	5.4. State current relevant regulations and legislation relating to PPE.		
	5.5. Describe employees' responsibilities regarding the use of PPE.		
	5.6. Describe employers' responsibilities regarding the use of PPE.		
	5.7. Describe the correct practice in the application and removal of PPE.		
	5.8. Describe the correct procedure for disposal of used PPE.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1. Describe the key principles of good personal hygiene.		
	6.2. Demonstrate good hand washing technique.		
	6.3. Describe the correct sequence for hand washing.		
	6.4. Explain when and why hand washing should be carried out.		
	6.5. Describe the types of products that should be used for hand washing.		
	6.6. Describe correct procedures that relate to skincare.		

**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: IC01**

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>There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.</p> <p>This unit is based upon the Skills for Health Infection Control workplace competencies.</p>
Additional unit assessment requirements	<p>This unit needs to be assessed in line with our Assessment Principles.</p>

## IC 02: Causes and spread of infection



<b>Unit reference</b>	H/501/7103	<b>Level</b>	2
<b>Credit value</b>	2	<b>GLH</b>	20

<b>Unit aim</b>	This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infections enter the body and key factors that may lead to infection occurring.
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<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3. Describe what is meant by "infection" and "colonisation."		
	1.4. Explain what is meant by "systemic infection" and "localised infection."		
	1.5. Identify poor practices that may lead to the spread of infection.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.		
	2.2. Explain the ways an infective agent might enter the body.		
	2.3. Identify common sources of infection.		
	2.4. Explain how infective agents can be transmitted to a person.		
	2.5. Identify the key factors that will make it more likely that infection will occur.		

**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: IC02**

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>There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.</p> <p>Health and Social Care NVQ level 2 unit HCS22 Health NVQ level 2 unit GEN 3.</p> <p>Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others. Infection Control NOS.</p>
Additional unit assessment requirements provided with the unit	<p>This unit needs to be assessed in line with our Assessment Principles.</p>



## 201a: 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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: 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:

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



## 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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: Unit 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:

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

## 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

**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 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:

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

## Unit 7a: Manage own learning

**Unit reference** Y/602/4544

**Unit level** 2

**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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

**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 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:

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

## 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Communicate to others, areas of improvement in their performance in a constructive manner.		

**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 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:

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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<b>NCFE CACHE Level 2 Diploma in Clinical Healthcare Support</b>	<b>Date Achieved</b>												
	<b>Unit Number</b>												
<b>FUNCTIONAL SKILLS</b>													
Level 1 English													
Level 1 Mathematics													

<b>NCFE CACHE LEVEL 2 AWARD IN EMPLOYMENT AND PERSONAL LEARNING SKILLS IN HEALTH (EPLS)</b>													
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	Direct observation of learner by assessor <ul style="list-style-type: none"><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
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"><li>when directed by the Sector Skills Council or other assessment strategy/principles</li></ul>	Yes	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"><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
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 Intermediate Level Apprenticeship in Clinical Healthcare Support to the mandatory units of the NCFE CACHE Level 2 Diploma in Clinical Healthcare Support, 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

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

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
1. Understand why communication is important in the work setting.	1.1. Identify different reasons why people communicate.							
	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.							
2. Be able to meet the communication and language needs, wishes and preferences 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.						SLC: 1 a, b, c, d	
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.			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 principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.							
	4.2. Demonstrate confidentiality in day to day communication, in line with <b>agreed ways of working</b> .					2.1		
	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 personal development in health, social care or children's and young people's settings

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
1. Understand what is required for competence in own work role.	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		
	1.2. Identify <b>standards</b> 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 <b>personal development plan</b> .	3.1. <b>Identify sources of support</b> for own learning and development.		2.3		1.4			
	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, 2.2, 2.3		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 understanding.	4.1. Show how a learning activity has improved own knowledge, skills and understanding.		2.1, 2.3		1.1, 2.1			
	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			

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

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
1. Understand the importance of equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <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 and support about diversity, equality and inclusion.	3.1. Identify a range of sources of information, advice and support about diversity, equality and inclusion.						R: 2 a, b, c, d, e	
	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	

## SHC 24: Introduction to duty of care in health, social care or children's and young people's settings

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
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.							
	1.2. Describe how the duty of care affects own work role.	1.1, 1.2						
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.							
	2.2. Explain where to get additional support and advice about how to resolve such dilemmas.							
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.							
	3.2. Identify the main points of agreed procedures for handling complaints.							



## HSC 024: Principles of safeguarding and protection in health and social care

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
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> <li>physical abuse</li> <li>sexual abuse</li> <li>emotional / psychological abuse</li> <li>financial abuse</li> <li>institutional abuse</li> <li>self-neglect</li> <li>neglect by others.</li> </ul>							
	1.2. Identify the signs and/or symptoms associated with each type of abuse.							
	1.3. Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse.							
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the <b>actions to take</b> if there are suspicions that an individual is being abused.							
	2.2. Explain the actions to take if an individual alleges that they are being abused.							
	2.3. Identify ways to ensure that evidence of abuse is preserved.							
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse.							
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.							
	3.3. Identify reports into serious failures to protect individuals from abuse.							
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.							

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
4. Understand ways to reduce the likelihood of abuse	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>working with <b>person-centred values</b></li> <li>encouraging <b>active participation</b></li> <li>promoting choice and rights.</li> </ul>							
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.							
5. Know how to recognise and report unsafe practices.	5.1. Describe <b>unsafe practices</b> that may affect the well-being of individuals.							
	5.2. Explain the actions to take if unsafe practices have been identified.							
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.							

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

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
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							

## HSC 026: Implement person centred approaches in health and social care

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
1. Understand person-centred approaches for care and support.	1.1. Define person-centred values.							
	1.2. Explain why it is important to work in a way that embeds person-centred values.							
	1.3. Explain why risk-taking can be part of a person-centred approach.							
	1.4. Explain how using an individual's care plan contributes to working in a person-centred way.							
2. Be able to work in a person-centred way.	2.1. Find out the history, preferences, wishes and needs of the individual.							
	2.2. Apply person-centred values in day-to-day work taking into account the history, preferences, wishes and needs of the individual.							
3. Be able to establish <b>consent</b> when providing care or support.	3.1. Explain the importance of establishing consent when providing care or support.							
	3.2. Establish consent for an activity or action.							
	3.3. Explain what steps to take if consent cannot be readily established.							
4. Be able to encourage <b>active participation</b>	4.1. Describe how active participation benefits an individual.							
	4.2. Identify possible barriers to active participation.							
	4.3. Demonstrate ways to reduce the barriers and encourage active participation.							

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
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices.							
	5.2. Use agreed risk assessment processes to support the right to make choices.							
	5.3. Explain why a worker's personal views should not influence an individual's choices.							
	5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.							
6. Be able to promote individuals' well-being.	6.1. Explain how individual identity and self-esteem are linked with well-being.							
	6.2. Describe attitudes and approaches that are likely to promote an individual's well-being.							
	6.3. Support an individual in a way that promotes a sense of identity and self-esteem.							
	6.4. Demonstrate ways to contribute to an environment that promotes well-being.							

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

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
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.	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 policies and procedures agreed with the employer.						R: 2 a, b, c, d, e	
	1.3. Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <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 tasks 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 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.						W: 3 a, b, c, d, e, f	
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.						W: 3 a, b, c, d, e, f	
	3.2. Outline the procedures to be followed if an accident or sudden illness should occur.						W: 3 a, b, c, d, e, f	

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
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.						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.							
	6.2. Describe safe practices for: <ul style="list-style-type: none"> <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.	7.1. Describe practices that prevent fires from: <ul style="list-style-type: none"> <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.							
	7.3. Explain the importance of maintaining clear evacuation routes at all times.						W: 3 a, b, c, d, e, f	

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.	8.1. Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <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 <b>stress</b> .	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			



## HSC 028: Handle information in health and social care settings

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
1. Understand the need for secure handling of information in health and social care settings.	1.1. Identify the legislation that relates to the recording, storage and sharing of information in health and social care.						R: 2 a, b, c, d, e	
	1.2. Explain why it is important to have secure systems for recording and storing information in a health and social care setting.						R: 2 a, b, c, d, e	
2. Know how to access support for handling information.	2.1. Describe how to access guidance, information and advice about handling information.							
	2.2. Explain what actions to take when there are concerns over the recording, storing or sharing of information.							
3. Be able to handle information in accordance with <b>agreed ways of working</b> .	3.1. Keep records that are up to date, complete, accurate and legible.							
	3.2. Follow agreed ways of working for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information.</li> </ul>							

## IC01: The principles of infection prevention and control

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
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.						SLC: 1 a, b, c, d	
	1.2. Explain employers' responsibilities in relation to the prevention and control of infection.							
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.							
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.							
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.						W: 3 a, b, c, d, e, f	
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.						W: 3 a, b, c, d, e, f	
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term "risk."							
	4.2. Outline potential risks of infection within the workplace.							
	4.3. Describe the process of carrying out a risk assessment.							
	4.4. Explain the importance of carrying out a risk assessment.							

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
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.							
	5.2. Describe different types of PPE.							
	5.3. Explain the reasons for use of PPE.							
	5.4. State current relevant regulations and legislation relating to PPE.							
	5.5. Describe employees' responsibilities regarding the use of PPE.							
	5.6. Describe employers' responsibilities regarding the use of PPE.							
	5.7. Describe the correct practice in the application and removal of PPE.							
	5.8. Describe the correct procedure for disposal of used PPE.							
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1. Describe the key principles of good personal hygiene.							
	6.2. Demonstrate good hand washing technique.							
	6.3. Describe the correct sequence for hand washing.							
	6.4. Explain when and why hand washing should be carried out.							
	6.5. Describe the types of products that should be used for hand washing.							
	6.6. Describe correct procedures that relate to skincare.							

## IC02: Causes and spread of infection

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
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.							
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.							
	1.3. Describe what is meant by "infection" and "colonisation."							
	1.4. Explain what is meant by "systemic infection" and "localised infection."							
	1.5. Identify poor practices that may lead to the spread of infection.							
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.							
	2.2. Explain the ways an infective agent might enter the body.							
	2.3. Identify common sources of infection.							
	2.4. Explain how infective agents can be transmitted to a person.							
	2.5. Identify the key factors that will make it more likely that infection will occur.							



## 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](#).