Qualification Specification

NCFE CACHE Level 2 Technical Award in Health and Social Care

QRN: 603/3294/3

Contents

Section 1: General introduction

About this Qualification Specification

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

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

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

Example unit layout

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

Unit reference	L/508/3709	Unit level	2
Unit hours	60		
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of equality, diversity and rights in health and social care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learners will:	Content: Scope of learning:
1. Understand equality, diversity and inclusion in health and social care.	1.1. **The terms:** • equality • diversity • inclusion. 1.2. **Legislation, policies, procedures and codes of practice in relation to equality, diversity and inclusion:** • Care Act 2014

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit (NCFE).
Unit reference	The unique reference number given to each unit by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do as a result of a process of learning.
Content	Contains the scope of knowledge and understanding that must be delivered within each learning outcome. Tutors may wish to include other relevant content during delivery.
Unit guidance	The mandatory teaching and learning requirements for a unit.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) comprises the following two elements:

- the number of hours that we have allocated to a qualification for **Guided Learning**
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Usually begin with 'Be able to'.

Knowledge-based learning outcomes:

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

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, it is a skills unit or contains a mix of knowledge and skills.

How to sign off a unit

Knowledge learning outcomes

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

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

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

Glossary of terms used at Level 2 **(not all verbs are used in this qualification)**	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.

List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks for or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure that you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

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

- Key Facts
- Qualification Specification
- Other support materials.

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

- Complaints Procedure
- Appeals Process

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. **This site is for Centres only.**

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

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our website: www.cache.org.uk/media/3996/reasonable-adjustments-and-special-considerations-policy-v13-310518.pdf

Plagiarism

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

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 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Technical Award in Health and Social Care
Qualification number	603/3294/3
Aim	The Level 2 Technical Award in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation the health and social care sector. This qualification will be delivered as part of the curriculum for learners studying at Key Stage 4. The qualification will cover: • an introduction to the health and social care sector • professional practice and the health and social care practitioner • human growth and development through the life stages. The qualification gives a broad and sufficiently in-depth base from which Level 2 learners at Stage 4 in their compulsory education can begin to make informed decisions concerning future career goals and aspirations. This programme of study promotes 'widening participation' through vocational opportunities for further study. By completing three extensive core mandatory units, learners will explore key areas within health and social care in order to establish a firm foundation from which future knowledge can develop and grow.
Performance tables	The Department for Education (DfE) has approved this qualification to count in the 2020 key stage 4 performance tables in the Technical Award category.
Purpose Ofqual code and description	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.
Total Qualification Time (hours)	140
Guided Learning (hours)	120
Minimum age of learner	14

Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification, therefore no work placement is required. Learners will be introduced to skills, attributes and behaviours applied in the sector in relation to best practice in health and social care.
Rules of combination	To gain this qualification, learners must achieve a minimum of a Pass grade in: • each of the 3 internal mandatory assessments (externally set, internally marked) • the scenario based short answer examination (externally set, externally marked).
Progression	Learners will be able to progress to the next level of learning in health and social care – for example, the Technical Level 3 Certificate in Health and Social Care.
Assessment methods	For units TAHSC 1, 2 and 3, learners will need to achieve a minimum of a Pass grade in: • the externally set, internally marked, mandatory assessments for each unit, which will be subject to internal and external quality assurance • the externally set, externally marked synoptic assessment (Short Answer Examination).
Additional assessment requirements	All units must be assessed in line with our Assessment Strategy.
Grading system	Pass, Merit, Distinction.
How long will it take to complete?	This qualification can usually be completed in two years or less.
Complementary qualifications/subjects	Learners may wish to study the Level 2 Technical Award in Child Development and Care alongside this qualification as it serves as an introduction to child development and well-being. Both of these qualifications will provide a starting point for learners to decide whether a career in health and social care and/or child care and education is right for them.
Entry requirements/ recommendations	Learners must be at least 14 years old to complete this qualification. We do not set any other entry requirements, but schools or colleges may have their own guidelines.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 603/3294/3.

Section 3: Units

Unit list – Level 2 Technical Award in Health and Social Care

Mandatory Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Guided learning (hours)	Notes
	TAHSC 1	L/615/7592	Introduction to the health and social care sector	Knowledge	2	40	
	TAHSC 2	R/615/7593	Professional practice and the health and social care practitioner	Knowledge	2	40	
	TAHSC 3	Y/615/7594	Human growth and development through the life stages	Knowledge	2	40	

TAHSC 1: Introduction to the health and social care sector

Unit reference	L/615/7592	Unit level	2
Guided learning (hours)	40		
Unit aim	This unit provides learners with a broad and in-depth knowledge base providing the opportunity to explore the health and social care sector. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that must be included are: • types of provision: function and purpose • job roles of health and social care practitioners • access/referral procedures • ever-changing care needs • formal and informal care provision • regulation and inspection.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes The learner will:	Content Scope of learning:
1. Understand health and social care provision.	1.1 **Types** of health and social care services. To include both the health and social care sector, national and local services: • statutory • private • voluntary.
	1.2 **Functions** of health and social care services. **Functions** • long-term/short-term • residential • respite • community • rehabilitation • specific service provision to meet needs.

Learning outcomes The learner will:	Content Scope of learning:
2. Understand job roles of health and social care practitioners.	2.1 **Job roles** within the health and social care sector. **Job roles:** • social worker • nurse • doctor • health care assistant • activities co-ordinator • outreach worker • occupational therapist • counsellor • dietician.
3. Understand how health and social care services are accessed.	3.1 **Types of referral used to access health and social care services.** **Access:** • **types of referral** (self, professional, compulsory, third party).
	3.2 **Barriers** to accessing health and social care service.
	3.3 How **barriers** to accessing health and social care services may be overcome. **Barriers:** • communication • cultural values and beliefs • cost • location • physical access • psychological • lack of resources • time.
4. Understand specific care needs and services accessed by individuals throughout the life stages.	4.1 Care needs of individuals through the **life stages**. 4.2 Health and social care services accessed by individuals through the **life stages**. **Life stages:** • infancy • childhood • adolescence • early, middle, late adulthood.

Learning outcomes The learner will:	Content Scope of learning:
5. Understand informal care.	5.1 The role of informal care. 5.2 Types of **informal carers**. **Informal carers:** • family • friends • neighbours • community groups • volunteers.
6. Understand regulation and inspection in health and social care provision.	6.1 The role of **regulatory and inspection bodies**. **Regulatory and inspection bodies:** • the Care Quality Commission (CQC) • Ofsted.

The following pages identify the mandatory teaching and learning requirements for this unit and are a useful resource when planning. These requirements must be met in order to achieve sufficient breadth and depth of study in relation to health and social care at this level.

Please note the following terms and their wider definitions in context throughout the delivery of this qualification:

- 'client' or 'service user' to describe an individual accessing a health and social care service
- 'client group' to describe a group of individuals accessing a health and social care service
- 'individual' to imply person, man, woman or child.

Each unit has specific assessment criteria which is reflected through a mandatory assessment of learning and the information provided here has been written to support this.

Key learning from this unit will be further assessed through synoptic external assessment when all teaching and learning for each unit is complete.

What is this unit about?

Aim: This unit provides learners with a broad and in-depth knowledge base providing the opportunity to explore the health and social care sector. The learner will be required to apply knowledge and understanding through an **internally assessed assessment** which will be subject to internal and external **quality assurance**. Areas that **must** be included are:

- types of provision: function and purpose
- job roles of health and social care practitioners
- access/referral procedures
- ever-changing care needs
- formal and informal care provision
- regulation and inspection.

Learning outcome 1: Understand health and social care provision.
To introduce this unit it may be helpful to discuss the overarching aims of health and social care provision. To achieve breadth and depth, teaching and learning **must** include a range of the diverse types of health and social care services within the sector and national and local services must be understood.

Learners must have an understanding of the purpose of different services including those allocated across:

- statutory provision
- private provision
- voluntary provision.

Guidance for unit delivery

Learners **must** also understand the functions of the services such as:

- meeting long-term and short-term needs
- residential provision
- respite provision
- community provision
- rehabilitation provision
- specific service provision to meet needs.

Learning outcome 2: Understand job roles of health and social care practitioners.

Learners **must** be able to show an understanding of the roles and responsibilities of health and social care practitioners. This can be achieved through consideration of the **diverse range of occupations**, their **specialist care functions** and **general competency requirements**.

Job roles within the health and social care sector for exploration include:

- social worker
- nurse
- doctor
- health care assistant
- activities co-ordinator
- outreach worker
- occupational therapist
- counsellor
- dietician.

Learning outcome 3: Understand how health and social care services are accessed.

Learners **must** be aware of **when**, **how** and **why** referral processes should be initiated within health and social care provision. This can be shown through a description of diverse types of referral processes used to access health and social care services, and should include an awareness of:

- types of referral
    - self
    - professional
    - compulsory
    - third party.

It is important for the learners to be able to identify and subsequently problem-solve any potential **barriers** when considering access to health and social care services for individuals.

Barriers include:

- communication
- cultural values and beliefs
- cost
- location
- physical access
- psychological
- lack of resources
- time.

Learning outcome 4: Understand specific care needs and services accessed by individuals throughout the life stages.

In order to apply learning, a broad and appropriate knowledge and understanding of the care needs of individuals throughout the life stages **must** be shared with learners including those typical to:

- infancy
- childhood
- adolescence
- early, middle and late adulthood.

Learners **must** then be able to consider care needs of individuals through each life stage and the range of support services accessible.

Learning outcome 5: Understand informal care.

Learners **must** show an acknowledgement and appreciation for formal and informal care service provision. Learners need to be able to define informal care and identify types of informal carers such as:

- family
- friends
- neighbours
- community groups
- volunteers.

Through simulated classroom activities learners must be able to apply knowledge of health and social care services and/or informal care to meet the care needs of individuals.

Learning outcome 6: Understand regulation and inspection in health and social care provision.

To fully understand the sector learners **must** understand the **role** of **regulatory** and **inspection** bodies in relation to ensuring the quality of provision to include:

- the Care Quality Commission (CQC)
- Ofsted.

TAHSC 1: Assessment grading criteria

Each unit is subject to individual assessment of learning to challenge learners across each Learning Outcome as appropriate. Each learner must achieve a minimum Pass grade outcome in order to achieve the unit. In order to secure a Pass grade, learners must show an application of knowledge and understanding across each Learning Outcome reflecting the breadth of the unit content. Merit and Distinction grade outcomes build on theory and concept relevant to the qualification.

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

Learner name:		PIN:		Centre no:		ULN:	

	Learning outcome	Assessment of learning	Evidence record
P1	1	**Identify** one (1) example of a health and social care service from each of the following types of provision that can be found in your local area: • statutory • private • voluntary. **List** the functions of each of the services identified.	

	Learning outcome	Assessment of learning	Evidence record
P2	2	**Describe** one (1) health and social care job role held within each of the services identified in P1: • statutory • private • voluntary.	
P3	3	**Identify** two (2) types of referral used to access health and social care services.	
P4	3	**Explain** how three (3) barriers to accessing health and social care services may be overcome.	
P5	4	**Outline** one (1) health and social care service typically accessed at each life stage.	
P6	5	Give two (2) examples of informal care.	
P7	6	**Describe** the role of regulatory and inspection bodies for health and social care.	
M1	1	**Describe** the functions of one (1) type of health and social care service from each of the following: • statutory provision • private provision • voluntary provision.	

	Learning outcome	Assessment of learning	Evidence record
M2	3	**Explain** two (2) types of referral used to access health and social care services.	
M3	4	**Explain** how health and social care services meet the care needs of individuals at each life stage	
D1	5	**Compare and contrast** formal and informal care services	
D2	6	**Explain** the impact of regulatory inspection on: • individuals accessing health and social care • the service provider • public trust.	

TAHSC 2: Professional practice and the health and social care practitioner

Unit reference	R/615/7593	Unit level	2
Guided learning (hours)	40		
Unit aim	This unit provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that must be included are:: • responsibilities, skills, behaviours and attributes of health and social care practitioners • professional practice • professional development • legal frameworks, values and guidance • components of person-centred practice • teamwork and partnership working • career pathways.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Content Scope of learning:
1. Understand the responsibilities of health and social care practitioners.	1.1 Professional **skills, behaviours and attributes** required by health and social care practitioners. **Professional skills, behaviours and attributes:** • be trustworthy • be objective • be patient • be respectful • show empathy • show commitment • use communication and interpersonal skills • use initiative • use observation skills • be able to problem-solve • be able to work as part of a team • be a reflective practitioner.
	1.2 **Reasons** for health and social care practitioners adhering to their job description. **Reasons** • policies and procedures • professionalism • limits and boundaries • commitment.
	1.3 Why continuing professional development is **integral to the role** of the health and social care practitioner. **Integral to the role:** • up-to-date knowledge and practice • continuous improvement in provision and outcomes • regulatory requirement • personal and professional growth • reflective practitioner • application of learning.

Learning outcomes The learner will:	Content Scope of learning:
2. Understand health and social care values underpinning practice.	2.1 **Legislation and standards** which underpin practice. **Legislation:** • Generel Data Protection Regulation • Human Rights Act 1998 • Equality Act 2010 • Health and Social Care Act 2012 • Care Act 2014. **Standards:** • codes of practice • regulations • National Occupational Standards • 6Cs.
	2.2 **Health and social care values**. **Health and social care values:** • duty of care • safeguarding • person-centred • partnership • dignity • respect • rights • confidentiality • independence.
	2.3 **How individuals accessing health and social care services are valued**. **How individuals accessing services are valued:** • during daily routines: mealtimes, personal care, activities and decision making • consider: individual needs and preferences, informed choice, active support, aids and adaptations, health and safety, confidentiality.
	2.4 Define **person-centred practice**.

Learning outcomes The learner will:	Content Scope of learning:
	2.5 **Impact** for individuals of person-centred practice. **Impacts:** • meeting individual needs (social, emotional, cognitive and physical) • promote and uphold rights • health and well-being.
3. Understand partnership working in health and social care.	3.1 Distinguish between **a working relationship and a personal relationship**. **A working relationship and a personal relationship:** • policies and procedures • limits and boundaries of professional relationships • underpinned by health and social care values • confidentiality.
	3.2 How health and social care practitioners **work in partnership**. **Work in partnership:** • multi-agency: organisations (agencies) working together to meet an individual's needs • multi-disciplinary: health and social care practitioners with different roles and responsibilities (disciplines) working together to meet an individual's needs • to include national and local approaches to safeguarding, ie safeguarding boards, Team Around the Child.

Learning outcomes The learner will:	Content Scope of learning:
	3.3 How partnership working **meets the needs of individuals**. **Meets the needs of individuals:** • benefit from expertise • working together towards shared goals • defined roles and responsibilities • care planning • intervention • referrals • consistent and continuous care • safeguarding.
	3.4 Barriers to partnership working. **Barriers:** • ineffective communication • time management • resources.
	3.5 Strategies **to overcome barriers** to partnership working. **Strategies to overcome barriers:** • effective communication • co-operation • collaboration • understand viewpoints • problem-solving • resolution.
4. Understand different career pathways in the health and social care sector.	4.1 **Opportunities for career development** in health and social care. **Opportunities for career development:** • volunteering • education • employment • progression.

Learning outcomes The learner will:	Content Scope of learning:
	4.2 **Sources of information** in relation to career development. **Sources of information:** • organisations and services • careers advisors • internet • media • work experience/placement.
	4.3 **Qualifications and training opportunities** in relation to career development. **Qualifications and training:** • further education • higher education • apprenticeships • required for specific roles • continuous professional development.
	4.4 How to create a **personal development plan**. **Personal development plan:** • career aspirations • learning needs • short-, medium- and long-term goals • implementation • review.

Guidance for unit delivery

The following pages identify the mandatory teaching and learning requirements for this unit and are a useful resource when planning. These requirements must be met in order to achieve sufficient breadth and depth of study in relation to health and social care at this level.

Please note the following terms and their wider definitions in context throughout the delivery of this qualification:

- 'client' or 'service user' to describe an individual accessing a health and social care service
- 'client group' to describe a group of individuals accessing a health and social care service
- 'individual' to imply person, man, woman or child.

Each unit has specific assessment criteria which is reflected through a mandatory assessment of learning and the information provided here has been written to support this.

Key learning from this unit will be further assessed through synoptic external assessment when all teaching and learning for each unit is complete.

What is this unit about?

Aim: This unit provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care. The learner will be required to apply knowledge and understanding through an **internally assessed assignment** which will be subject to internal and external **quality assurance**. Areas that **must** be included are:

- responsibilities, skills, behaviours and attributes of health and social care practitioners
- professional practice
- professional development
- legal frameworks, values and guidance
- components of person-centred practice
- teamwork and partnership working
- career pathways.

Learning outcome 1: Understand the responsibilities of health and social care practitioners.

To introduce and focus the unit, learners **must** consider **skills**, **behaviours** and **attributes** required by health and social care practitioners to include an **applied understanding** of the following:

- trust
- objectivity
- patience
- respect
- empathy
- commitment
- effective communication and interpersonal skills
- initiative
- observation skills
- professionalism
- problem-solving skills
- teamwork
- reflective practitioner.

Learners **must** be equipped with the knowledge, skills and understanding to be able to offer relevant descriptions of reasons why health and social care practitioners must adhere to their job description. Aspects to consider in relation to adherence to job description may include:

- policies and procedures
- professionalism
- limits and boundaries
- commitment.

Learners **must** be able to explain **what** continuing professional development is, as well as explain **why** and **how** it is integral to the role of the health and social care practitioner.

Learners **must** be able to discuss continuing professional development in relation to:

- up-to-date knowledge and practice
- continuous improvement in provision and outcomes
- regulatory requirements
- personal and professional growth
- reflective practitioner
- application of learning.

Learning outcome 2: Understand health and social care values underpinning practice.

In order to understand the legislative framework governing health and social care provision, learners are required to be able to identify legislation and standards which underpin practice.

Legislation and standards that **must** be taught include:

- legislation:
    - Generel Data Protection Regulation
    - Human Rights Act 1998
    - Equality Act 2010
    - Health and Social Care Act 2012
    - Care Act 2014
- standards:
    - codes of practice
    - regulations
    - National Occupational Standards
    - 6Cs.

Learners need to be able to understand health and social care values. Health and social care values include:

- duty of care
- safeguarding
- person-centred approaches
- partnership working
- dignity
- respect
- rights of individuals
- confidentiality
- independence.

Recognising the rights of individuals within a health and social care context is critical for positive outcomes. This is fundamental to, and representative of, person-centred practice, therefore learners **must** be able to describe how individuals accessing health and social care services are valued. The ways in which this can be achieved could include daily routines involving mealtimes, personal care, activities and decision making with consideration to:

- individual needs and preferences
- informed choice
- active support
- aids and adaptations
- health and safety
- confidentiality.

Throughout the unit the **significance of person-centred care** will be emphasised and learners need to be equipped with the knowledge and understanding of this model of care. This is in order to accurately define person-centred practice and consider **sensitively and holistically** any **impact** for individuals of person-centred practice from the service and individual's perspective.

Impacts:
- meeting individual needs (social, emotional, cognitive and physical)
- promoting and upholding rights
- health and well-being.

Through simulated classroom activities learners must be able to explore how health and social care values can be applied to individual case studies.

Learning outcome 3: Understand partnership working in health and social care.

Working with others in partnership is a requirement for any team. For the health and social care practitioner, partnerships are often complex and involve multi-agency/multi-disciplinary working in order to achieve positive outcomes.

Learners **must** be given opportunities to explore professional relationships so that they are **confidently able** to **distinguish** between a working relationship and a personal relationship.

In order to distinguish between a working relationship and a personal relationship, the following aspects of health and social care provision can be explored:

- policies and procedures
- limits and boundaries of professional relationships
- health and social care values
- confidentiality.

Learners **must** be able to **apply their knowledge** regarding professional relationships in context for health and social care practice. This can be shown by outlining how health and social care practitioners **establish** and **sustain** effective partnerships. Examples of partnership working have been identified to include:

- multi-agency: organisations (agencies) working together to meet an individual's needs
- multi-disciplinary: health and social care practitioners with different roles and responsibilities (disciplines) working together to meet an individual's needs
- national and local approaches to safeguarding, ie safeguarding boards and approaches such as Team Around the Child.

Effective partnerships meet the needs of and contribute to positive outcomes for individuals accessing health and social care provision. It is vital that learners are able to **apply** their **knowledge** and **understanding** in order to **recognise** and **understand** the **value** of partnership work. Learners must therefore consider:

- expertise from partnership working
- working together towards shared goals
- defined roles and responsibilities within the partnership
- care planning and partnership working
- intervention and partnership working
- referrals and partnership working
- consistent and continuous care within partnership working
- safeguarding within partnership working.

In order to fully understand partnership working, learners should be given the opportunity to **consider and discuss** barriers to partnership working so that they are **confidently** able to **apply** their knowledge to **problem-solve** as appropriate to this level of study. Barriers to consider and discuss may include:

- ineffective communication
- time management
- resources.

Strategies to overcome barriers to partnership working that can be explored and developed may include:

- effective communication
- co-operation
- collaboration
- understanding viewpoints
- problem-solving
- resolution.

Learning outcome 4: Understand different career pathways in the health and social care sector.

Learners **must** then be given time to explore available career pathways in the health and social care sector. Exploration **must** include potential **opportunities for career development** from:

- volunteer work
- education
- employment
- progression pathways.

Internal and external sources of relevant information in relation to career development can then be considered. Sources **must** include:

- organisations and services
- careers advisors
- internet
- media
- work experience/placement.

Reviewing career pathways requires knowledge and understanding of essential and desirable qualifications and training. Learners **must** recognise a range of **qualifications and training activities** which support **progression and development** in relation to roles within the health and social care sector that can be accessed through:

- further education
- higher education
- apprenticeships
- qualifications/training required for specific roles
- continuing professional development activities.

Learners **must** then be able to **apply** their knowledge to understand how to create a personal development plan. The following areas **must** be explored:

- identifying career aspirations
- recognising learning needs
- setting short-, medium- and long-term SMART goals
- how to implement
- role of reviewing progress towards achievement.

TAHSC 2: Assessment grading criteria

Each unit is subject to individual assessment of learning to challenge learners across each Learning Outcome as appropriate. Each learner must achieve a minimum Pass grade outcome in order to achieve the unit. In order to secure a Pass grade, learners must show an application of knowledge and understanding across each Learning Outcome reflecting the breadth of the unit content. Merit and Distinction grade outcomes build on theory and concept relevant to the qualification.

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

Learner name:		PIN:		Centre no:		ULN:	

	Learning outcome	Assessment of learning	Evidence record
P1	2	**Identify** current legislation and standards that underpin practice in health and social care. A minimum of two (2) pieces of legislation and one (1) standard must be included**.**	
P2	1	**Describe** four (4) professional skills, behaviours and attributes required by health and social care practitioners.	
P3	2	**List** four (4) health and social care values**.**	
P4	1	**Explain** using examples, two (2) reasons why health and social care practitioners must work within the requirements of their given job role.	

	Learning outcome	Assessment of learning	Evidence record
P5	1 and 4	**Identify** benefits of continuing professional development for: • self and own career development • career pathways and progression in health and social care • individuals accessing health and social care services • health and social care practitioners.	
P6	4	**Create** a personal development plan to identify own training and development needs in relation to career development. **Identify** own training and development needs through a personal development plan**.**	
P7	2	**Define** person-centred practice.	
P8	3	**Compare** professional and personal relationships for partnership working.	
M1	1	**Explain** the impact of professional skills, behaviours and attributes of the health and social care practitioner on an individual accessing a service .	
M2	2	**Explain** how person centred care meets the holistic needs of individuals accessing health and social care services	

	Learning outcome	Assessment of learning	Evidence record
M3	3	**Describe** characteristics of partnership working and identify barriers to working effectively with others. A minimum of three (3) barriers must be identified	
D1	2	**Explain** how health and social care values are embedded into the role of the health and social care practitioner. Examples from daily practice must be included**.** Use examples to explain three (3) ways that the health and social care practitioner values individuals accessing services.	
D2	3	**Summarise** how partnership working meets the needs of individuals accessing health and social care services.	

TAHSC 3: Human growth and development through the life stages

Unit reference	Y/615/7594	Unit level	2
Guided learning (hours)	40		

Unit aim	This unit provides breadth and depth of knowledge and understanding in relation to human growth and development through the life stages. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that must be included are:
	
	• stages of development from conception to birth
	• potential effects on development of pre-conception experiences, pre-birth experiences and during birth experiences
	• life stages:
	  - infancy
	  - childhood
	  - adolescence
	  - early, middle and late adulthood
	• holistic development
	• theoretical perspectives
	• factors impacting on human growth and development
	• transition and significant life events across life stages
	• the role of care planning in relation to meeting individual needs and promoting well-being.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes The learner will:	Content Scope of learning:
1. Understand development from conception to birth.	1.1 **Stages of development** from conception to birth. **Stages of development:** gestation period from conception to birth to include significant developments.

Learning outcomes The learner will:	Content Scope of learning:
	1.2 The potential effects on development of: • **pre-conception experiences** • **pre-birth experiences** • **birth experiences.** **Pre-conception experiences:** • alcohol • drugs • smoking • diet • health • environment. **Pre-birth experiences:** • antenatal care • alcohol • drugs • smoking • diet • health • environment • complications during pregnancy. **Birth experiences:** • complications during labour for baby and mother.
2. Understand development across the life span.	2.1 The **life stages** of human development. **Life stages:** • infancy • childhood • adolescence • early, middle, late adulthood.
	2.2 Social, emotional, cognitive and physical **developments** within each life stage. **Developments:** • social: relationships, independence, cultural • emotional: attachment and emotional resilience, self-image, self-esteem • cognitive: language, memory, reasoning, thinking, problem-solving • physical: early developments and health, puberty, aging process.

Learning outcomes The learner will:	Content Scope of learning:
	2.3 **Holistic development.** **Holistic development:** the ways individuals develop holistically through the interdependency of each area.
3. Understand influences on human development.	3.1 The **nature** versus **nurture debate** in relation to human behaviour and development. • **Nature:** genetic, inherited characteristics, biological influences. • **Nurture:** environmental influences. • **Debate:** extent to which nature or nurture is responsible for an individual's development and behaviour, reasons why nature and nurture is debated.
	3.2 Factors which may influence human development. **Factors:** • biological influences • lifestyle • education • employment • socio-economic • relationships • culture • physical environment • health • bullying • aspiration.
	3.3 Reasons **for recognising and responding to concerns** regarding individuals' development. **Reasons for recognising and responding to concerns:** • to take action • to promote health and well-being • to meet individual needs • to meet the needs of family/carers/friends.

Learning outcomes The learner will:	Content Scope of learning:
4. Understand transitions and significant life events.	4.1 **Transitions and significant life events** across the life stages. **Transitions and significant life events** (to include planned and unplanned): • infancy: separation, nursery, weaning, toilet training • childhood: school, siblings, moving home • adolescence: puberty, exams, leaving home • early, middle, late adulthood: employment, marriage, parenthood, divorce, bereavement, retirement, age-related medical conditions.
	4.2 The **impact** that transitions and significant life events may have on individuals. **Impact** (to include short- and long-term): • emotion • relationships • independence • health • resilience.
	4.3 The **role of the health and social care practitioner:** • in preparing individuals for a planned transition • in supporting the needs of individuals during transition and significant life events. **Role of the health and social care practitioner:** • adhere to policies and procedures • key working • assessment of needs • discuss, explore and reassure • positive relationships • partnership working • access to services • safeguard • understand implications for well-being if not effectively supported.

Learning outcomes The learner will:	Content Scope of learning:
5. Understand the role of care planning in meeting the needs of individuals and promoting well-being.	5.1 **Purpose** of individualised care planning. **Purpose:** • individual needs • support needs • action planning and goal setting • risk management • consistency of care • continuity of care.
	5.2 **Care-planning cycle.** **Care-planning cycle:** • person-centred • assess • implement • monitor • review • revise.

Guidance for unit delivery

The following pages identify the mandatory teaching and learning requirements for this unit and are a useful resource when planning. These requirements must be met in order to achieve sufficient breadth and depth of study in relation to health and social care at this level.

Please note the following terms and their wider definitions in context throughout the delivery of this qualification:

- 'client' or 'service user': to describe an individual accessing a health and social care service
- 'client group' to describe a group of individuals accessing a health and social care service
- Individual' to imply person, man, woman or child.

Each unit has specific assessment criteria which is reflected through a mandatory assessment of learning and the information provided here has been written to support this.

Key learning from this unit will be further assessed through synoptic external assessment when all teaching and learning for each unit is complete.

What is this unit about?

Aim: This unit provides **breadth and depth of knowledge and understanding** in relation to human growth and development through the life stages. Learners will be required to **apply their knowledge** and understanding through an **internally assessed assignment**, which will be subject to internal and external **quality assurance**. Areas that **must** be included are:

- stages of development from conception to birth
- potential effects on development of pre-conception experiences, pre-birth experiences and during-birth experiences
- life stages:
  - infancy
  - childhood
  - adolescence
  - early, middle and late adulthood
- holistic development
- theoretical perspectives
- factors impacting human growth and development
- transition and significant life events across life stages
- the role of care planning in relation to meeting individual needs and promoting well-being.

Learning outcome 1: Understand development from conception to birth.

At the end of this unit, learners will be equipped with the knowledge and understanding required to be able to apply their new learning to the role of the health and social care practitioner.

To achieve breadth and depth, teaching and learning **must** give learners the opportunity to develop their understanding of the stages of development from conception to birth. Learners **must** be introduced to and confident in their knowledge of the following:

- ovulation
- fertilisation
- zygote
- foetus
- neonate.

Significant growth periods have been identified here to support planning resources and materials:

- at 5 weeks: formation of the neural tube precedes brain and spinal cord development, blood circulation evident and increased heart development
- at 6–7 weeks: brain growth defines distinct areas, eyes and ears begin to develop, 'small buds' develop – early signs of arm and leg growth
- at 8–9 weeks: baby referred to as 'foetus' (young one). Face slowly forming, eyes more defined, feet and hands beginning to develop and ridges where fingers and toes will be appear. Major internal organs begin to develop
- at 10–12 weeks: foetus is fully formed. Almost all organs and structures have formed and continue to grow until delivery. Foetus is active but mother unable to feel this movement
- at 13–20 weeks: the baby is now growing rapidly. The face takes on human appearance, hair is beginning to grow including eyebrows and eye lashes
- at 21–24 weeks: lanugo covers the baby and movement may be felt by the mother
- at 25–26 weeks: vigorous movement of baby that is also responsive to touch and sound, eyelids open
- at 27–29 weeks: heartbeat strong enough to be heard using a stethoscope, vernix covers baby
- at 30–31 weeks: growth continues, skin fills out giving a plumper appearance, lanugo and vernix disappear
- at 32 weeks: baby prepares for birth
- at 33–42 weeks: baby's head may 'engage'.

Learners **must** understand the potential effects on development at various stages of growth and development, including:

- pre-conception experiences
- pre-birth experiences
- birth experiences.

When exploring the potential effects on development, learners must be able to show knowledge of the following contributing factors. Learners should be able to explain **why** and **how** development may be effected at various stages.

Pre-conception experiences **must** include:

- alcohol
- drugs
- smoking
- diet
- health
- environment.

Pre-birth experiences **must** include:

- antenatal care (checks/screening and concerns)
- alcohol
- drugs
- smoking
- diet
- health
- environment
- complications during pregnancy.

Birth experiences **must** include:

- complications during labour for baby and mother.

Learning outcome 2: Understand development across the life span.

Learners **must** be able to define and describe each life stage of human development. Building from this, learners must show a confident understanding of the holistic development commonly associated with each stage. Life stages are identified as:

- infancy
- childhood
- adolescence
- early, middle, late adulthood.

When considering holistic development, learners **must** be able to **express knowledge** and **understanding** of ways individuals develop holistically through the interdependency of each area:

- social: relationships, independence, cultural. Learners should have an understanding of the importance of social relationships and how these are formed as well as their impact for development
- emotional: attachment and emotional resilience, self-image, self-esteem. Learners must be able to recognise the importance of attachment, how this is developed, barriers to attachments and strategies to overcome them. Learners must be able to apply new learning in their work in relation to the development and importance of resilience, self-image and self-esteem
- cognitive: language, memory, reasoning, thinking, problem-solving are all areas that learners need to explore in order to value the significance of development at each life stage
- physical: early developments and health, puberty, aging process should be considered and explored, allowing learners to see the journey in relation to physical development throughout life.

Learning outcome 3: Understand influences on human development.

Theoretical perspectives in the context of development should be **introduced**, allowing learners the opportunity to **discuss, consider and debate factors** affecting human growth and development through an **exploration of 'nature' and 'nurture'**. Learners **must** be able to **apply** appropriate knowledge and understanding of a range of factors, as identified below:

- biological influences
- lifestyle
- education
- employment
- socio-economic
- relationships
- culture
- physical environment
- health
- bullying
- aspiration.

It is, of course, crucial to **recognise and respond** to concerns regarding individuals' development. Learners **must** therefore be able to **apply** knowledge and understanding in order to explain **when, why and how** intervention may be necessary in order to:

- take action
- promote health and well-being
- meet individual needs
- meet the needs of family/carers/friends.

Learning outcome 4: Understand transitions and significant life events.

Transitions and significant life events across the life stages (planned and unplanned) **must be identified, explored and understood** so that learners can **consider** their **impact** and the subsequent action for the health and social care practitioner, preparing individuals for a planned transition as well as in supporting the needs of individuals during transition and significant life events. Transitions and significant life events across the life stages must include:

- infancy: separation, nursery, weaning, toilet training
- childhood: school, siblings, moving home
- adolescence: puberty, exams, leaving home
- early, middle, late adulthood: employment, marriage, parenthood, divorce, bereavement, retirement, age-related medical conditions.

Impact (short- and long-term) to include effects on:

- emotion
- relationships
- independence
- health
- resilience.

Subsequent action for the health and social care practitioner may include:

- the importance of adhering to policy and procedures
- the need and value of key working
- the principles involved in assessment of needs
- the need to discuss, explore and reassure
- the relevance and impact of positive relationships
- the need for partnership working
- the need to know about access to services
- knowledge of issues surrounding safeguarding
- an understanding of well-being.

Learning outcome 5: Understand the role of care planning in meeting the needs of individuals and promoting well-being

Care planning in relation to meeting the needs of individuals and promoting well-being is integral to practice. Therefore learners **must** develop knowledge and understanding of the **functions** of care planning and **apply** this to the care planning cycle. Learners must explore **purposes** including:

- identifying individual needs
- recognising individual support needs
- action planning and goal setting
- managing risk
- ensuring consistency of care practice
- maintaining continuity of care.

In order to **apply** learning to the care-planning cycle learners **must** understand the importance and role of:

- person-centred approaches
- assessment
- implementing plans
- monitoring progress
- reviewing outcomes
- revising plans in line with needs.

Through simulated classroom activities learners must be able to consider the needs of individuals during transition through the development of a care plan.

TAHSC 3: Assessment grading criteria

Each unit is subject to individual assessment of learning to challenge learners across each Learning Outcome as appropriate. Each learner must achieve a minimum Pass grade outcome in order to achieve the unit. In order to secure a Pass grade, learners must show an application of knowledge and understanding across each Learning Outcome reflecting the breadth of the unit content. Merit and Distinction grade outcomes build on theory and concept relevant to the qualification.

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

Learner name:		PIN:		Centre no:		ULN:	

	Learning outcome	Assessment of learning	Evidence record
P1	1	**Identify** the stages of development from conception to birth. **Describe** two (2) potential effects on development of: • pre-conception experiences • pre-birth experiences • birth experiences.	
P2	2	**Identify** key social, emotional, cognitive and physical developmental milestones within each life stage**.**	
P3	2	**Define** holistic development.	

	Learning outcome	Assessment of learning	Evidence record
P4	3	**Consider** biological and environmental factors to outline the nature/nurture debate. A minimum of two (2) factors for each perspective must be given	
P5	3	**List** reasons why a health and social care practitioner responds efficiently to concerns about an individual's development.	
P6	4	**Identify** transitions and significant life events at each life stage.	
P7	5	**Identify** the different stages within a care-planning cycle.	
M1	4.	**Describe** the role of the health and social care practitioner: • in preparing individuals for a planned transition at each life stage • in supporting the needs of individuals during transition and significant life events at each life stage**.**	
M2	5	**Explain** the purpose of each stage within an individualised care-planning cycle.	
M3	5	**Use** an example to explain how an individualised care-planning cycle supports an individual's holistic needs.	
D1	4	**Describe** the effects of an unplanned transition on an individual during one (1) life stage. An example must be used to support the response.	
D2	3	**Summarise** the influence of nature and nurture on human development and behaviour.	

Section 4: Assessment and quality assurance information

Assessment Strategy

Knowledge learning outcomes

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

Competence/Skills learning outcomes

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

Assessment Structure

To gain the qualification, learners will need to achieve a minimum of a Pass grade in:

- units TAHSC 1, 2 and 3, externally set, internally marked, graded pass, merit or distinction. Mandatory assessments for each unit will be subject to internal and external quality assurance

- component TAHSC/SAE, externally set, externally marked scenario based short answer examination graded pass, merit or distinction.

There is no compensation.

Full achievement of the qualification will not be possible until **all** components are achieved. Unit certification will be available for learners achieving a pass, merit or distinction grade for specific units when the full qualification has not been achieved.

There will be no automatic Direct Claim Status (DCS) for this qualification.

Internal assessment

There are **three** (3) externally set, internally marked units: TAHSC 1, 2 and 3.

These internal assessments cover:

- TAHSC 1: 33.3% of the qualification's content and 18.2% of the qualification's grade
- TAHSC 2: 33.3% of the qualification's content and 18.2% of the qualification's grade
- TAHSC 3: 33.3% of the qualification's content and 18.2% of the qualification's grade

The internal assessments will be graded pass, merit or distinction. Mandatory assessments for each unit will be subject to internal and external quality assurance.

Learners at Key Stage 4 are beginning to explore vocational career related journeys. This qualification has been arranged into three units. Each area includes new learning through focused learning outcomes subsequently challenged through graded assessment of learning.

Each unit is subject to individual assessment of learning to challenge learners across each learning outcome as appropriate. Each learner must achieve a minimum Pass grade outcome in order to achieve the unit. In order to secure a Pass grade, learners must show an application of knowledge and understanding across each learning outcome reflecting the breadth of the unit content. Merit and Distinction grade outcomes build on theory and concept relevant to the qualification.

The equal weighting has been allocated to show an appreciation of discovery, application and theoretical conceptual exploration for learners at this stage in their statutory learning. There is no bias to any particular unit, all three units are strong and necessary to encourage learner participation and initiate interest in this vocation.

External Assessment

There is **one** (1) external assessment.

All content (100%) from the 3 mandatory units (TAHSC 1, 2 and 3) is subject to external assessment through a synoptic short answer examination. This method of external assessment requires learners to apply theory and concept from knowledge based learning outcomes in context to show knowledge and understanding of the subject at the appropriate level. The synoptic scenario based examination will allow for application of knowledge and understanding from across the units and combines content to develop holistic connections. The synoptic external assessment contributes to **45.5%** of the qualification grade.

The scenario based short answer examination will be graded pass, merit or distinction. Learners must achieve a pass grade in the scenario based short answer examination in order to gain the qualification alongside a minimum of a pass grade in the 3 internal assessments.

Please see qualification webpage on our secure site for a **sample** scenario based short answer examination and mark scheme.

Within the qualification **there is a maximum of one further attempt for learners to take the scenario based short answer examination in order to achieve a Pass grade or to improve a grade.** This will be a different scenario based short answer examination

Re-mark requests for the Short Answer Examination

Centres may request a re-mark if they and the learner do not think that the result is a true reflection of the learner's performance. This request must be made within 20 working days of the result reaching the Centre. A re-mark result may be decreased as well as increased.

Referral in the Short Answer Examination

A result that does not achieve a Pass grade will be graded as Not Yet Achieved. If learners intend to take the scenario based short answer examination for another attempt to achieve a Pass grade or above, they will take a different examination paper. This will be the scenario based short answer examination for their date of second entry to the examination.

Improving your grade for your scenario based short answer examination (upgrade your result)

When learners have achieved a Pass grade or above for the scenario based short answer examination, they may wish to improve their grade. If a learner intends to attempt to improve a grade, they will be required to take a different scenario based short answer examination, which will be for their date of entry to the examination. Tutors will be able to advise learners on how they can do this. Learners only have one further opportunity to either achieve or upgrade their result. The higher of the

grades achieved for the scenario based short answer examination will be the final result.
Examination conditions

For more information on examination conditions, please see the **Instructions for Conducting Examinations** document on the Joint Council for Qualifications (JCQ) website www.jcq.org.uk.

For more information on reasonable adjustments, please refer to the **Good Practice Guide: The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications** https://www.cache.org.uk/media/1095/good-practice-guide.pdf and the Reasonable Adjustments and Special Considerations policy https://www.cache.org.uk/media/3996/reasonable-adjustments-and-special-consideration-policy.pdf on our website.

Synoptic assessment

Synoptic assessment encourages learners to combine elements of their learning and to show accumulated knowledge and understanding across units and/or learning outcomes.

Synoptic assessment enables learners to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires learners to demonstrate their capability to apply knowledge, understanding and skills across a range of units and learning outcomes for which they are being assessed.

There will be **one** (1) externally set and externally marked synoptic assessment covering the content of units TAHSC 1, 2 and 3. The synoptic scenario based examination will allow for application of knowledge and understanding from across the units and combines content to develop holistic connections.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

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

Resource requirements

There are no specific resource requirements for the delivery of this qualification, however a list of websites have been provided within the **Tutor Guidance** document on our secure website that may be useful for delivery and accessing relevant information.

Section 5: Records of grades achieved

Records of grades achieved for the Level 2 Technical Award in Health and Social Care

NCFE CACHE Level 2 Technical Award in Health and Social Care (603/3294/3)

To achieve the Level 2 Technical Award in Health and Social Care, learners must achieve a minimum of a Pass grade in the three internal assessments and the scenario based short answer examination (external assessment).

There is no compensation between internal assessments or between internal assessments and the external assessment.

Internal Assessments

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

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

Grade value: Distinction – value 5   Merit – value 3   Pass – value 1.

External Assessment

The **external** assessment is 45.5% of the Technical Award

Points scale: Distinction – 19–25 points   Merit – 12–18 points   Pass – 5–11 points.

See **table on next page** to calculate points for the internal assessments and the external assessment.

Calculating points for the Level 2 Technical Award in Health and Social Care internal and external assessments

Grades achieved						D		M		P		Points
Unit Ref.	Unit no.	Description of unit	Hours per unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	
L/615/7592	TAHSC 1	Introduction to the health and social care sector	40	2	5	10	3	6	1	2	
R/615/7593	TAHSC 2	Professional practice and the health and social care practitioner	40	2	5	10	3	6	1	2	
Y/615/7594	TAHSC 3	Human growth and development through the life stages	40	2	5	10	3	6	1	2	
n/a	TAHSC/SAE	External Assessment: Scenario Based Short Answer Examination				19–25		12–18		5–11	
Award Total			120						Total points		

Qualification grade	Total points
Distinction	41–55
Merit	26–40
Pass	11–25

Assessment Objective Weightings for the Scenario Based Short Answer Examination

Assessment objective weightings

AOs	Scenario Based Short Answer Examination (approx. %)	Raw Marks Available (approx.)
AO1	42	35 marks
AO2	26	22 marks
AO3	32	27 marks
Total	**100%**	**84 marks**

The AOs that will be assessed against the content in this award are:

AO1 – Recall of knowledge and understanding
AO2 – Application of knowledge and understanding
AO3 – Analysis to demonstrate knowledge of concepts and theories

Structure

The Scenario Based Short Answer Examination will consist of a mixture of multiple choice questions and short answer questions, between 1–8 marks, and one four-mark and two six-mark extended response questions.

Section 6: Documents

Useful documents	76

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

We have devised a Record of Assessment Cycle template for your convenience; however, you may design your own forms which comply with the content of our templates.
We have also provided notes to guide you when completing these forms:

Forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Section 7: Unit Submission Form

Unit Submission Form

Level 2 Tehcnical Award in Health and Social Care

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

Learner
Name:
PIN:
Site/Centre no.

Learner declaration
Unit -   I declare that this is my own work and I understand that any grades are provisional until internal quality assurance has taken place.   Learner signature: Date:

Comments: refer to assessment of learning

Signatures	
Tutor:	Date:
Internal Quality Assurer signature: *(if chosen for sample)*	Date: