

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Certificate in
Understanding the Care and Management of
Diabetes
QN: 600/9311/0**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v3.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to resources .
v3.2	September 2021	Guidance added for signs and symptoms for hypoglycaemia; Updated progression qualifications
v3.3	June 2022	<p>Further information added to the additional assessment requirements section in the qualification summary to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry requirements/recommendations section in the qualification summary to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Support handbook section added with information about how to access support handbooks.</p>

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Understanding the Care and Management of Diabetes.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner 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 Assurer.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

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



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

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

Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

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

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

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

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding the Care and Management of Diabetes
Qualification number	600/9311/0
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • provide an understanding of the different types of diabetes and how they can occur • develop awareness of how the onset of Type 2 diabetes can be delayed with lifestyle changes • develop understanding of diabetes diagnosis and initial care • develop understanding of on-going care and treatment of diabetes to control blood sugar levels. <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • give learners working, or intending to work, in healthcare and social care knowledge and understanding of diabetes to support their role in the workplace • enable learners to progress to other qualifications in this subject area, or within the wider area of health and social care.
Total Qualification Time (hours)	160
Guided Learning (hours)	105
Credit value	16
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification; therefore, no real work environment placement is required.
Rule of combination	To be awarded the Level 2 Certificate in Understanding the Care and Management of Diabetes, learners are required to successfully complete 4 mandatory units.
Entry requirements / recommendations	Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be 16 to undertake the qualification.

Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Apprenticeships in Health and Social Care • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Certificate in Understanding the Care and Management of Diabetes
Assessment methods	Portfolio of evidence.
Additional assessment requirements	<p>This qualification is internally assessed and externally quality assured.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/9311/0.

Useful websites


Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- Diabetes UK: <http://www.diabetes.org.uk/>
- NHS Choices: <http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx>
- Diabetes.co.uk: <http://www.diabetes.co.uk/>
- National Institute for Health and Care Excellence: www.nice.org.uk.

Section 3: Units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★ Unit 01	T/505/1143	Understand diabetes	Knowledge	2	4	27
★ Unit 02	A/505/1144	Prevention and early intervention of Type 2 diabetes	Knowledge	2	3	16
★ Unit 03	R/505/1148	Understand the initial care of diabetes	Knowledge	2	4	27
★ Unit 04	L/505/1147	Understand the treatment and management of diabetes	Knowledge	2	5	35

The star icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit guided learning 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 summary	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.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to NOS.
Type of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation 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.
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.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
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.



Unit 01: Understand diabetes

Unit reference	T/505/1143	Unit level	2
Unit group	Mandatory		
Credit value	4		
Unit guided learning hours	27		
Unit summary	The aim of this unit is to enable learners to understand how glucose and insulin function in the body, how different types of diabetes occur and the risk factors associated with Type 2 diabetes.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the function of glucose in the blood.	1.1. Explain what 'blood glucose' is.
	1.2. Describe the difference between simple and complex carbohydrates.
	1.3. Define the terms: <ul style="list-style-type: none"> • glycaemia • hypoglycaemia • hyperglycaemia.
	1.4. Describe the pre-diabetic states.
2. Understand the function of insulin in the blood.	2.1. Describe how insulin is produced in the body.
	2.2. Explain how insulin affects blood glucose levels.
	2.3. Describe what is meant by 'insulin resistance'.
3. Understand the different forms and causes of diabetes.	3.1. Describe what is meant by the term 'diabetes'.
	3.2. Outline the key features of Type 1 diabetes.
	3.3. Outline the key features of Type 2 diabetes.
	3.4. Explain the causes of Type 1 and Type 2 diabetes.
	3.5. Explain how gestational diabetes occurs.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.6. Identify the prevalence of different forms of diabetes.
4. Know the risk factors for developing Type 2 diabetes.	4.1. Identify risk factors associated with the development of Type 2 diabetes. 4.2. Describe ways that individuals can reduce their risk of developing Type 2 diabetes.
5. Understand how diabetes is confirmed.	5.1. Describe the likely signs and symptoms of diabetes. 5.2. Identify methods of assessing individuals at risk of Type 2 diabetes. 5.3. Outline the process of screening for diabetes.

Delivery and assessment guidance

Guidance for developing assessment

3.6. **Prevalence:** the total number of cases of a condition/disease in a given population at a specific time. As well as looking at the current rate of prevalence of diabetes, learners would benefit from looking at how this rate has changed over time.

Assessment guidance

Type of evidence: Discussion

Assessment criteria: 1.1, 1.2, 4.2, 5.1–5.3

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: Learner report

Assessment criteria: 1.3, 1.4, 2.1–2.3, 3.1–3.6

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: Questioning

Assessment criterion: 4.1

Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- discussion
- learner report
- questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 01 Understand diabetes:</p> <ul style="list-style-type: none"> • SDHSC0023
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Prevention and early intervention of Type 2 diabetes



Unit reference	A/505/1144	Unit level	2
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	16		
Unit summary	The aim of this unit is to enable learners to understand how the onset of Type 2 diabetes can be prevented or delayed through lifestyle changes.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand factors relating to the prevention of Type 2 diabetes.	1.1. Explain ways to prevent or delay the onset of Type 2 diabetes.
	1.2. Identify the tests available for monitoring individuals at risk of developing Type 2 diabetes.
	1.3. Explain why frequent monitoring tests should be undertaken.
2. Understand how diet, exercise and lifestyle affect Type 2 diabetes.	2.1. Explain the importance of a balanced diet for people with Type 2 diabetes.
	2.2. Explain how carbohydrates affect blood glucose levels.
	2.3. Outline the importance of a carbohydrate-controlled diet in preventing prolonged raised blood glucose levels.
	2.4. Explain the importance of weight management for people with Type 2 diabetes.
	2.5. Explain how exercise lowers blood glucose levels.
	2.6. Explain how the following can affect diabetes: <ul style="list-style-type: none"> • smoking • alcohol • substance use • a sedentary lifestyle.

Delivery and assessment guidance

Guidance for developing assessment

There is no specific guidance for this unit.

Assessment guidance

Type of evidence: Discussion

Assessment criteria: 1.1–1.3

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: Questioning

Assessment criteria: 2.1–2.3

Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Learner report

Assessment criteria: 2.4–2.6

Additional information: Learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:

- discussion
- questioning
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 02 Prevention and early intervention of Type 2 diabetes:</p> <ul style="list-style-type: none"> • SDHSC0023
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Understand the initial care of diabetes



Unit reference	R/505/1148	Unit level	2
Unit group	Mandatory		
Credit value	4		
Unit guided learning hours	27		
Unit summary	The aim of this unit is to enable learners to understand how a diagnosis of diabetes can impact on an individual and how the condition can be managed and monitored.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the social impact of diabetes.	1.1. Describe how the experience of living with diabetes affects individuals in different ways.
	1.2. Describe how the attitudes and behaviour of others may impact on an individual with diabetes.
	1.3. Give examples of ways to improve social attitudes towards people with diabetes.
	1.4. Identify the legal rights of individuals with diabetes.
	1.5. Identify how the law relates to drivers who have diabetes.
	1.6. Explain why individuals who have diabetes should inform their employer.
2. Understand how to work with individuals to manage diabetes.	2.1. Explain the importance of a person-centred approach when working with an individual with diabetes.
	2.2. Describe how to support individuals to make informed decisions about managing their condition.
	2.3. Describe how to work with individuals to develop self-care skills for managing diabetes.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.4. Outline the advice given to individuals with diabetes in relation to: <ul style="list-style-type: none"> • nutrition • exercise • lifestyle.
	2.5. Describe additional support individuals can access to help self-management of diabetes.
3. Know how diabetes is monitored.	3.1. Identify the normal range for: <ul style="list-style-type: none"> • blood glucose • blood pressure.
	3.2. Explain the importance of accurate monitoring of: <ul style="list-style-type: none"> • blood glucose • urine • blood pressure.
	3.3. Identify the equipment and tests used for monitoring diabetes.
	3.4. Describe the requirements for recording and reporting of diabetes monitoring activity.
	3.5. Explain how individuals can be encouraged to contribute to the monitoring process.

Delivery and assessment guidance

Guidance for developing assessment

1.4. **Legal rights** include the rights of people with a disability under current equality legislation.

2.5. **Additional support** includes:

- diabetes nurse specialist/diabetic clinic at GP practice
- patient expert programmes
- DESMOND (Diabetes Education and Self Management for On-going and Newly Diagnosed)
- local and national support groups and organisations.

3.3. **Equipment** includes blood glucose monitoring equipment, urinalysis reagent strips etc.

Assessment guidance

Type of evidence: Discussion

Assessment criteria: 1.1–1.3, 3.3–3.5

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: Learner report

Assessment criteria: 1.4–1.6, 2.1–2.5

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: Questioning

Assessment criteria: 3.1, 3.2

Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- discussion
- learner report
- questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 03 Understand the initial care of diabetes:</p> <ul style="list-style-type: none"> • SDHSC0023 • SDHSC0027 • SDHSC0225
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Understand the treatment and management of diabetes



Unit reference	L/505/1147	Unit level	2
Unit group	Mandatory		
Credit value	5		
Unit guided learning hours	35		
Unit summary	The aim of this unit is to enable learners to understand the on-going care and treatment recommended to control blood glucose levels and prevent complications for people with diabetes.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how diabetes is treated.	1.1. Outline the care pathway for diabetes.
	1.2. Describe the different types of medication used to treat Type 1 and Type 2 diabetes.
	1.3. Describe the importance of diet and exercise for optimising blood glucose levels.
	1.4. Identify how different forms of treatment can impact on an individual's daily life.
2. Know the treatment for hypoglycaemia.	2.1. Identify common causes of hypoglycaemia.
	2.2. Outline the signs and symptoms of hypoglycaemia.
	2.3. Identify how hypoglycaemia is confirmed in an emergency.
	2.4. Describe the action to take if an individual has hypoglycaemia.
3. Know the treatment for hyperglycaemia.	3.1. Identify possible causes of hyperglycaemia.
	3.2. Outline the signs and symptoms of hyperglycaemia.
	3.3. Describe what action to take if an individual has hyperglycaemia.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the complications that can occur as a result of having diabetes.	4.1. Outline how stress and illness affects blood glucose.
	4.2. Identify what is meant by diabetic ketoacidosis.
	4.3. Describe a range of complications associated with diabetes.
	4.4. Explain the links between diabetes and: <ul style="list-style-type: none"> • cardiovascular disease • dementia • depression.
	4.5. Outline the long-term health consequences of developing Type 2 diabetes.
5. Understand ways to prevent or detect complications associated with diabetes.	5.1. Suggest ways to prevent illness and infection.
	5.2. Identify how regular monitoring can help to prevent complications.
	5.3. Outline the regular screening process used for early detection of long-term complications.
	5.4. Explain the importance of foot care for people with diabetes.
	5.5. Describe the need for pre-pregnancy planning for those with diabetes.
	5.6. Explain the importance of optimising blood glucose levels during pregnancy.

Delivery and assessment guidance

Guidance for developing assessment

- 1.1. **Care pathway** refers to the recommended care and treatment options followed within the NHS.
- 1.2. **Types of medication** include different types of insulin substitutes; different types of oral antidiabetic medication such as metformin and glibenclamide; orlistat (to support weight loss in obesity).
- 2.2. **Signs/symptoms:** An individual may experience periods of hypo unawareness and not always recognise the signs/symptoms of when they are becoming hypoglycemic.
- 4.3. **Complications** include, for example:
- cardiovascular disease
 - hypoglycaemia and hyperglycaemia
 - diabetic ketoacidosis
 - diabetic neuropathy (nerve damage)
 - diabetic myonecrosis (muscle damage)
 - diabetic retinopathy (disease of the retina in the eye)
 - erectile dysfunction.
- 5.2. **Regular monitoring** includes:
- blood glucose
 - urine
 - blood pressure
 - screening eg blood pressure, eye examinations.

Assessment guidance

Type of evidence: Questioning

Assessment criteria: 1.1–1.4, 4.3–4.5

Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Learner report

Assessment criteria: 2.1–2.4, 3.1–3.3, 5.1–5.4

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: Discussion

Assessment criteria: 4.1, 4.2, 5.5, 5.6

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • questioning • learner report • discussion.

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 04 Understand the treatment and management of diabetes:</p> <ul style="list-style-type: none"> • SDHSC0023 • SDHSC0027 • SDHSC0225
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Section 4: Assessment and quality assurance information

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.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

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

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle

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

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents can be found on the NCFE website.

Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the NCFE website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Hallmark Education
- Learning Curve Group
- NCC Resources
- The Skills Network
- Vision2Learn.

For more information about these resources and how to access them please visit the NCFE website.

Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes 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. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

Diversity, access and inclusion

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

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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

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