



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Understanding Working in the Health Sector
Ofqual qualification number (QN)	601/4128/1
Guided learning hours (GLH)	120
Total qualification time (TQT)	160
Credit value	16
Minimum age	14
Qualification purpose	This qualification is designed for anyone considering a career in the health sector. It would benefit those working within the sector to support their progression.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/4128/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- give learners the opportunity to investigate a work role in the health sector and provide the underpinning knowledge needed to work effectively
- offer breadth and depth of study, incorporating a key core of knowledge.

The objective of this qualification is to:

- develop the learners' understanding of the health sector to support the progression onto further qualifications or roles in the workplace.

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.

Guidance for entry and registration

This qualification is designed for anyone considering a career in the health sector. It would benefit those working within the sector to support their progression.

It may also be useful to learners studying qualifications in the health and social care sectors.

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

Centres are responsible for ensuring that all learners are capable of achieving the units and complying with the relevant literacy, numeracy, and health and safety requirements.

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **six** mandatory units.

Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information.



To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes (LOs) of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- further education:
 - level 3 qualification in health and social care.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Certificate in Understanding Working in the Health Sector.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated 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.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes



- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.



Unit 01: Understand the role of the healthcare worker (Y/506/6055)



Unit summary				
This unit provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer and working in partnership with others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand a work role in a healthcare setting	1.1 Describe the duties and responsibilities of a named work role in a healthcare setting
	1.2 Identify the skills, knowledge and attitudes required for this work role
	1.3 Explain the roles and responsibilities of the named work role in relation to safeguarding individuals
2. Understand working relationships in healthcare settings	2.1 Explain how a working relationship is different from a personal relationship
	2.2 Describe different working relationships in healthcare settings
	2.3 Describe how positive working relationships can support improved performance in the workplace
3. Understand the importance of working in ways that are agreed with the employer	3.1 Describe why it is important to adhere to the agreed boundaries of the job role
	3.2 Outline what is meant by agreed ways of working
	3.3 Explain the importance of full and up-to-date details of agreed ways of working
4. Understand the importance of working in partnership with others in healthcare settings	4.1 Explain why it is important to work in partnership with others
	4.2 Outline ways of working that can help improve partnership working
	4.3 Identify skills and approaches needed for resolving conflicts
	4.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts
5. Know the limits of own expertise and knowledge and when to refer to others	5.1 Describe what is meant by being competent
	5.2 Identify examples of when to seek help from others
	5.3 State why it is important to seek help and report issues to others
	5.4 Describe the benefits of learning from others
6. Know how to present a positive image of self, organisation and service	6.1 Describe how to present a positive image of self
	6.2 Describe how to present a positive image of the organisation or service
	6.3 State why presenting a positive image of self, organisation or service to others is important in a healthcare setting

Range
1. Understand a work role in a healthcare setting
1.1 Work role – these could be drawn from a wide range of health sector staff including, for example:



Range

- healthcare assistant
- assistant practitioner
- school nurse
- children's nurse
- hospital porter
- paramedic
- clinical support worker
- pharmacy technician
- physiotherapist.

1.2 Skills, knowledge and attitudes – for example:

- clinical skills
- health and safety
- infection control
- good manners
- respect
- empathy
- communication skills, such as:
 - active listening
 - positive body language
 - eye contact
 - negotiation.

3. Understand the importance of working in ways that are agreed with the employer

3.1 Boundaries – within the limits of own knowledge, training and ability.

Delivery and assessment guidance

Assessment guidance

Type of evidence: individual notes from a small group discussion

AC1.1 to 1.3

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

Types of evidence: individual notes or learner report

AC2.1 to 2.3

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

Type of evidence: individual notes from a small group discussion

AC3.1 to 3.3

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

Type of evidence: assignment

AC4.1 to 4.4

Additional information: an assignment could be devised with a series of tasks related to the AC.

Type of evidence: individual notes from a small group discussion



Delivery and assessment guidance

AC5.1 to 5.4

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

Type of evidence: individual notes and visual aids from a presentation

AC6.1 to 6.3

Additional information: learners could prepare and deliver a presentation covering the AC which could be assessed via a tutor/assessor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- individual notes or learner report
- assignment
- individual notes and visual aids from a presentation.

Links to National Occupational Standards (NOS)

We have mapped this qualification against 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.

Unit 01 Understand the role of the healthcare worker:

- SCDHSC0399.



Unit 02: Communication skills for working in the health sector (H/506/5670)



Unit summary				
This unit covers the different forms of communication in the health sector. Learners will become aware of the different people they may need to communicate with and the importance of establishing the appropriate form of communication for individuals. They will also investigate the importance of completing accurate records and maintaining confidentiality.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of effective communication	1.1 Explain why effective communication is important in healthcare settings
	1.2 Describe the range of people they might communicate with during work activities
	1.3 Describe how communication can affect: <ul style="list-style-type: none"> relationships with colleagues relationship with the individual outcome of the episode of care for the individual
	1.4 Explain how effective communication can improve the experience of those accessing healthcare services
2. Understand how to meet the communication needs of individuals	2.1 Give examples of factors that can affect communication with individuals accessing healthcare services
	2.2 Describe the importance of using a person-centred approach
	2.3 Describe ways to discover an individual's communication needs and preferences
	2.4 Explain how different communication methods could be used to meet an individual's communication needs and preferences
	2.5 Describe how to check that communication has been understood
3. Understand how to promote effective communication	3.1 Give examples of ways to use verbal and non-verbal communication
	3.2 Give examples of ways to use digital technology to promote effective communication
	3.3 Describe barriers to communication
	3.4 Suggest ways to overcome barriers to communication
4. Understand how to maintain accurate and complete records	4.1 Explain how to report and record work activities
	4.2 Explain the importance of accurate record keeping
	4.3 Outline what actions to take when there are concerns over the recording, storing or sharing of information
5. Understand how to maintain confidentiality	5.1 Describe what confidentiality means in relation to the role of a healthcare worker
	5.2 Explain why it is important to maintain confidentiality
	5.3 Explain how to maintain confidentiality when sharing information
	5.4 Give examples of situations where confidential information may need to be shared with others



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.5 Outline the relevant guidelines and legislation that affect how information is shared

Range
1. Understand the importance of effective communication
1.4 Effective communication: learners need to recognise the importance of empathy and active listening, enabling patients to feel informed and involved, with staff spending time treating patients as individuals and not a number or a 'case'.
2. Understand how to meet the communication needs of individuals
2.1 Factors – recognising difficulties like: <ul style="list-style-type: none"> • stress • emotion • confusion • pain • discomfort with the subject.
2.3 Discover – for example: <ul style="list-style-type: none"> • looking at care plans and notes • talking to the individual • talking to relatives.
3. Understand how to promote effective communication
3.3 Barriers – environmental, social and personal.
4. Understand how to maintain accurate and complete records
4.2 Importance – as records are legal documents often forming the basis for managing a patient's episode of care, it is essential that they provide a clear and accurate account. Records must be: <ul style="list-style-type: none"> • understandable • accurate • up to date • written as soon after the event as possible • legible • respectful to the client • signed and dated • maintained in accordance with data protection requirements and organisational policy.
5. Understand how to maintain confidentiality
5.2 Maintain confidentiality – depending on the context, the limits of confidentiality can change and there are instances where absolute confidentiality cannot be guaranteed in every circumstance. The topics become complex if care is not taken to restrict the definition and discussion within the parameters of the level.
5.5 Guidelines and legislation – up-to-date legislation and guidance in at least two of the following relevant areas: <ul style="list-style-type: none"> • data protection • codes of practice in relation to confidential information • information sharing policies and guidance (local and national)



Range

- safeguarding.

Delivery and assessment guidance

Assessment guidance

Type of evidence: individual notes from a small group discussion

AC1.1,1.2, 1.4, 2.1

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

Types of evidence: individual notes or learner report

AC1.3, 2.2 to 2.5

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

Types of evidence: individual notes or learner report

AC3.1 to 3.4

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

Types of evidence: individual notes or learner report

AC4.1 to 4.3

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

Types of evidence: oral or written questioning

AC5.1 to 5.5

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

Type of evidence

Evidence could include:

- individual notes from a small group discussion
- individual notes or learner report
- oral or written questioning.

Links to National Occupational Standards (NOS)

We have mapped this qualification against 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.

Unit 02 Communication skills for working in the health sector:

- SCDHSC0233
- SCDHSC0369.



Unit 03: Personal development in the health sector (H/506/6057)



Unit summary				
In this unit learners will identify their own personal development needs and how feedback and reflection can support their personal development.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to identify own personal development needs	1.1 Identify own skills, knowledge and attitudes relevant to a specific work role in the health sector
	1.2 Identify areas for development for a specific work role in the health sector
	1.3 Describe how these development needs could be achieved
	1.4 Identify methods to record and review development opportunities
2. Know ways to support own personal development	2.1 Identify personal behaviours that support learning in the workplace
	2.2 Identify people that can support own learning goals
	2.3 Describe ways in which feedback from others can help to develop and improve own knowledge and skills
	2.4 Describe how reflecting on a situation can help to develop and improve own knowledge and skills
	2.5 Describe how learning in the work environment can contribute to career development
3. Know how a personal development plan can contribute to own learning and development	3.1 Describe the key components of a personal development plan
	3.2 Identify who could be involved in the personal development plan process
	3.3 List the benefits of using a personal development plan to identify ongoing improvements in own work role

Range
1. Know how to identify own personal development needs
1.4 Methods – for example:
<ul style="list-style-type: none"> • action plan • reflective practice and accounts • feedback from others • personal development plan or record.

Delivery and assessment guidance
Assessment guidance
Types of evidence: individual notes or learner report AC 1.1 to 1.4
Additional information: learners could conduct research and prepare notes or a learner report.
Type of evidence: individual notes from a small group discussion



Delivery and assessment guidance

AC2.1 to 2.5, 3.1 to 3.2

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

Type of evidence: list

AC3.3

Additional information: learners to produce a focused list based on the AC.

Types of evidence

Evidence could include:

- individual notes or learner report
- individual notes from a small group discussion
- list.

Links to National Occupational Standards (NOS)

We have mapped this qualification against 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.

Unit 03 Personal development in the health sector:

- SCDHSC0023
- SCDHSC0033
- SCDHSC0043.



Unit 04: Health, safety and security in the health sector (D/506/6056)



Unit summary				
This unit aims to give learners an understanding of how they can assist in maintaining health, safety and security in a healthcare environment. It covers aspects such as identifying risk, relevant legislation and workplace policies and procedures, how to respond to emergency situations, and how to report issues.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures	1.1 Identify potential risks to health, safety and security in healthcare settings in relation to: <ul style="list-style-type: none"> the environment individuals information and its use
	1.2 Outline how risks to health, safety and security can be minimised in an organisation or service
	1.3 Identify the key legislation that relates to health, safety and security
	1.4 Outline the main health, safety and security responsibilities of: <ul style="list-style-type: none"> self employer others in the work setting
	1.5 Describe how to access additional support with regard to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by 'hazard' and 'risk'
	2.2 Describe how to use a health and safety risk assessment
	2.3 Explain how and when to report potential health and safety risks
3. Know how to reduce the spread of infection in healthcare settings	3.1 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work in a healthcare setting
	3.2 Describe the ways an infection can get into the body
	3.3 Explain the most effective method for hand washing
	3.4 Explain how the use of personal protective equipment (PPE) can reduce the spread of infection
	3.5 Describe circumstances when employees are advised to stay away from the workplace
4. Know how to summon immediate help in an emergency	4.1 Identify situations that may need an emergency response
	4.2 Describe the process for summoning immediate help in an emergency
	4.3 Outline the actions that could be taken to contain the emergency until help arrives



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand the need for, and ways of, reporting incidents related to health, safety and security	5.1 Explain the importance of accurate and timely reporting of incidents that may put health, safety and security at risk
	5.2 Explain the method(s) used for reporting incidents in line with the procedures of an organisation or service

Range
<p>1. Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures</p> <p>1.1 Environment – for example:</p> <ul style="list-style-type: none"> • issues related to ventilation • lighting • heating systems and equipment • pests • work-related stress. <p>Individuals – for example:</p> <ul style="list-style-type: none"> • personal (health and wellbeing) and physical interactions, such as: <ul style="list-style-type: none"> ○ abuse ○ aggression ○ violence ○ theft • psychological interactions such as: <ul style="list-style-type: none"> ○ bullying ○ harassment • social interactions such as: <ul style="list-style-type: none"> ○ discrimination ○ oppression ○ lone working. <p>Information – for example:</p> <ul style="list-style-type: none"> • sharing passwords • sharing information with other agencies. <p>1.3 Legislation – must be current. At least four should be identified and relate to areas such as:</p> <ul style="list-style-type: none"> • health and safety • data protection • health protection • human rights • equality and diversity • child protection.
5. Understand the need for, and ways of, reporting incidents related to health, safety and security



Range

5.2 Reporting incidents – the incident reporting process used commonly in the workplace to record incidents such as:

- breach of confidentiality
- slips, trips and falls
- breaches of security
- clinical incidents – for example:
 - burns or scalds
 - injuries to bones
 - shock
 - adverse reactions to drugs.

Delivery and assessment guidance

Assessment guidance

Types of evidence: oral or written questioning

AC1.1 to 1.3

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

Types of evidence: individual notes or learner report

AC1.4, 1.5

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

Types of evidence: oral or written questioning

AC2.1 to 2.3

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

Type of evidence: individual notes from a small group discussion

AC3.1 to 3.5

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

Type of evidence: case study

AC4.1 to 4.3

Additional information: tutors could construct case studies to illustrate scenarios based on the AC; these could be supported by focused questions for the learner.

Types of evidence: individual notes or learner report

AC5.1 and 5.2

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

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- individual notes from a small group discussion



Delivery and assessment guidance

- case study.

Links to National Occupational Standards (NOS)

We have 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.

Unit 04 Health, safety and security in the health sector:

- SCDHSC0022.



Unit 05: Understand quality standards in the health sector (M/506/6059)



Unit summary				
This unit aims to give learners an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. They will investigate how organisations monitor, evaluate and maintain these standards and which resources can support them.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the quality standards that apply to healthcare settings	1.1 Identify current quality standards applied within healthcare settings
	1.2 Outline the role of regulatory bodies in maintaining quality standards
	1.3 Explain how workplace policies and procedures contribute to maintaining quality standards
	1.4 Give examples of the implications of not meeting quality standards
2. Know how quality standards are monitored, evaluated and maintained in the health sector	2.1 Identify factors that can affect service provision in the health sector
	2.2 State the importance of monitoring and evaluating service provision in the health sector
	2.3 Describe the ways in which organisations can evaluate service provision
	2.4 Describe how personal attitudes and behaviours can impact on service quality
	2.5 Summarise ways in which healthcare workers can contribute to maintaining standards
	2.6 Explain why it is important to seek help and report issues to others
	2.7 Explain how individuals can raise concerns
	2.8 Describe the key points of a complaints policy
3. Know how to use resources efficiently to support quality standards	3.1 Describe the importance of using and maintaining resources properly
	3.2 State why it is necessary to report issues related to resources
	3.3 Identify how efficient use of resources contributes to the quality of service

Range
1. Know the quality standards that apply to healthcare settings
1.1 Quality standards – to include current overarching industry and organisational standards such as: <ul style="list-style-type: none"> • waiting times • confidentiality • telephone.
2. Know how quality standards are monitored, evaluated and maintained in the health sector
2.4 Attitudes and behaviours – such as: <ul style="list-style-type: none"> • treating people as individuals and ensuring they receive an individual care package that meets their needs (regardless of organisational structure and boundaries)



Range

- listening to service users and their carers to determine their needs and wants
- ensuring the person is at the centre of any care plans made.

3. Know how to use resources efficiently to support quality standards

3.1 Resources – for example:

- environments in which the individuals work or learn
- equipment and tools
- information
- materials.

Delivery and assessment guidance

Assessment guidance

Types of evidence: individual notes or learner report

AC1.1 to 1.4

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

Type of evidence: individual notes from a small group discussion

AC2.1 to 2.4

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

Types of evidence: individual notes or learner report

AC2.5 to 2.8

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

Types of evidence: oral or written questioning

AC3.1 to 3.3

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

Type of evidence

Evidence could include:

- individual notes or learner report
- individual notes from a small group discussion
- oral or written questioning.

Links to National Occupational Standards (NOS)

We have mapped this qualification against 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.

Unit 05 Understand quality standards in the health sector:

- SCDHSC0241.



Unit 06: Equality and diversity in the health sector (Y/506/5679)



Unit summary				
This unit develops learners' understanding of the importance of equality and diversity in the health sector. Learners will understand that it is everyone's responsibility to act in ways that support equality and diversity and how to respond to behaviour that is discriminatory.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination
	1.2 Describe the benefits to an organisation of having a diverse workforce
	1.3 Explain the impact on those accessing healthcare services of policies and procedures that uphold diversity, equality and inclusion
2. Know how legislation and codes of practice support equality and diversity	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination
	2.2 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
	2.3 Describe the rights of people involved in the organisation or service
	2.4 State how the law protects the rights of individuals
3. Know how to work in ways that support equality and diversity	3.1 List a range of factors which contribute to diversity
	3.2 Describe how direct or indirect discrimination may occur in a healthcare setting
	3.3 Describe ways to treat people fairly and according to their individual needs and preferences
4. Know how to respond to behaviour that is discriminatory	4.1 Identify behaviour which is discriminatory and undermines equality and diversity
	4.2 Describe ways in which discrimination may be challenged in a healthcare setting
	4.3 Describe how to report discriminatory behaviour
5. Know how to access information, advice and support about diversity, equality, inclusion and discrimination	5.1 Describe the range of organisations that exist to support the promotion of equality, diversity and inclusion
	5.2 Describe the services that these organisations can offer to individuals



Range

3. Know how to work in ways that support equality and diversity

3.1 Factors – such as:

- race
- religion
- gender
- gender identity
- individuality
- choice
- sexual orientation
- disability
- age
- marital status
- political views.

Delivery and assessment guidance

Assessment guidance

Type of evidence: individual notes from a small group discussion

AC1.1 to 1.3

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

Type of evidence: list

AC2.1 and 3.1

Additional information: learners to produce a focused list based on the AC.

Type of evidence: individual notes or learner report

AC2.2 to 2.4

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

Type of evidence: individual notes from a small group discussion

AC3.2 and 3.3

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

Type of evidence: case study

AC4.1 to 4.3

Additional information: tutors could construct case studies to illustrate scenarios based on the AC; these could be supported by focused questions for the learner.

Type of evidence: individual notes or learner report

AC5.1 and 5.2

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



Delivery and assessment guidance

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- list
- individual notes or learner report
- case study.

Links to National Occupational Standards (NOS)

We have 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.

Unit 06 Equality and diversity in the health sector:

- SCDHSC0234
- SCDHSC3111.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (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) that the question or task asks 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.
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.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet.

Useful websites

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

- [Care Quality Commission](#)
- [National Institute for Health and Care Excellence](#)
- [Skills for Health](#)
- [NHS Careers](#)
- [Department of Health](#).

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites.

Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
	Unit 01	Y/506/6055	Understand the role of the healthcare worker	2	3	20
	Unit 02	H/506/5670	Communication skills for working in the health sector	2	3	20
	Unit 03	H/506/6057	Personal development in the health sector	2	2	10
	Unit 04	D/506/6056	Health, safety and security in the health sector	2	3	25
	Unit 05	M/506/6059	Understand quality standards in the health sector	2	2	20
	Unit 06	Y/506/5679	Equality and diversity in the health sector	2	3	25



Change history record

Version	Publication date	Description of change
v5.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.
v5.2	June 2022	<p>Information added to the entry guidance section and 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>Information added to the support for centres section about how to access support handbooks.</p> <p>Further information added to 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>
v5.3	April 2026	<p>Amendments and additional assessment criteria (AC) have been applied to the following units, to ensure this qualification remains current and relevant.</p> <p>Unit 01</p> <ul style="list-style-type: none"> • a new AC (1.2) has been added, resulting in LO1 now having three AC • the verb descriptor for AC4.2 has been revised. <p>Unit 02</p> <ul style="list-style-type: none"> • a new AC (2.2) has been added, resulting in LO3 now having three AC. <p>This qualification has also been updated to our new template.</p> <p>Learners registered before 30 April 2026 must follow the previous Qualification Specification Version 5.2, while those registered after 30 April 2026 must follow the updated Qualification Specification Version 5.3.</p>