



Qualification specification

**NCFE CACHE Level 2 Diploma in Health and
Social Care (Adults) (Northern Ireland)
QN: 603/4401/5**

This qualification is now withdrawn.



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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 October 2019).

Version	Publication Date	Summary of amendments
v1.0	September 2019	First publication
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to Section 1.
V1.2	June 2022	Further information added to the achieving this qualification section 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. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to advise about terminology in relation Autism within the specification.

Section 1

About this qualification

Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information.
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners.
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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.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website, which contains additional supporting information to help with planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

Terminology relating to Autism in this document

Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms may be change. The National Autistic Society provides a useful source for accurate terms and reference and can be found here: <https://www.autism.org.uk>

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Qualification summary	
Qualification title	NCFE CACHE Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland)
Qualification number (QN)	603/4401/5
Total Qualification Time (TQT)	460
Guided Learning Hours (GLH)	360
Credit value	46
Minimum age	16
Qualification purpose	This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland. The qualification is formed of mandatory and optional units. The mandatory units cover core competencies that have been categorised around the following four key themes: • Communication and Information Sharing • Health and Wellbeing • Principles and Values • Continuing Professional Development in the context of Health and Social Care. The optional units allow learners to choose from a wide variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.
Aims and objectives	This qualification aims to: • focus on the study of health and social care settings • offer breadth and depth of study • provide opportunities to acquire a number of practical skills. The objective of this qualification is to confirm occupational competence.
Real work environment (RWE) requirement/ recommendation	Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation. Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.

Rules of combination	Learners must achieve a minimum of 46 credits to gain this qualification. Learners must achieve 31 credits from the mandatory units and a minimum of 15 credits from the optional units. Please note that in order to achieve the minimum 360 guided learning hours (GLH), centres must ensure learners have chosen optional units that meet the minimum 104 GLH.
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Additional assessment requirements	Assessment enables the learner's workplace practice to provide evidence for individual units, as well as the whole qualification, through a portfolio of evidence. Methods of assessment could include: • direct observation of learner by Assessor • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work environments • written assignments • learner's own work products.
Progression including job roles (where applicable)	Learners who achieve this qualification could progress to the Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland) or enter the workforce. The content is applicable to a variety of roles and/or careers.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4401/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

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 should not 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.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **31 credits from the mandatory units and 15 credits from the optional units**.

Please note that in order to achieve the minimum 360 guided learning hours (GLH), centres must ensure learners have chosen optional units that meet the minimum 104 GLH.

Please refer to the list of units on the next page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

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.

Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



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	Notes
Unit 01	A/617/3772	Communication and Information Sharing - Theme 1	2	4	33	
Unit 02	F/617/3773	Health and Wellbeing - Theme 2	2	9	75	
Unit 03	J/617/3774	Principles and Values - Theme 3	2	13	108	
Unit 04	L/617/3775	Continuing Professional Development in the context of Health and Social Care - Theme 4	2	5	40	

Optional units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 05	K/617/3377	Mental health and wellbeing	3	4	33	
★	Unit 06	Y/506/2880	Understanding mental health	2	4	40	
	Unit 07	K/616/6543	Support mental wellbeing and mental health	2	3	25	
★	Unit 08	K/615/7227	Dementia awareness	2	2	7	
★	Unit 09	L/616/6339	Understand personalisation in adult care	3	3	22	
★	Unit 10	H/617/3376	Infection prevention and control	2	4	33	
★	Unit 11	Y/616/6540	Understanding learning disability	2	3	25	
★	Unit 12	R/616/6536	Understand autism spectrum condition (ASC)	2	3	25	
	Unit 13	Y/616/6537	Support individuals with autism spectrum condition (ASC)	3	4	33	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 14	L/601/6117	Understand physical disability	2	2	19	
Unit 15	F/616/6533	Understand the impact of acquired brain injury on individuals	2	3	25	
Unit 16	J/616/6534	Support individuals with acquired brain injury and their families and carers	2	3	25	
Unit 17	Y/601/3446	Introductory awareness of models of disability	2	2	15	
Unit 18	Y/615/7174	Assist in the administration of medication	2	4	25	
Unit 19	R/615/7335	Administer medication to individuals and monitor the effects	3	5	30	
Unit 20	T/615/7215	Provide support for mobility	2	2	14	
Unit 21	K/615/7244	Provide support to manage pain and discomfort	2	2	15	
Unit 22	Y/601/8632	Support participation in learning and development activities	2	3	23	
Unit 23	D/615/7323	Support independence in the tasks of daily living	2	5	37	
Unit 24	A/601/8025	Provide support for journeys	2	2	17	
Unit 25	J/615/7168	Support individuals to access and use information about services and facilities	2	3	20	
Unit 26	L/601/9471	Contribute to supporting group care activities	2	3	23	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 27	H/615/7324	Undertake agreed pressure area care	2	4	30	
Unit 28	T/615/7229	Move and position individuals in accordance with their care plan	2	4	26	
Unit 29	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	
Unit 30	D/615/7337	Support individuals to live at home	3	4	29	
Unit 31	M/615/7326	Support individuals at the end of life	3	6	50	
Unit 32	L/615/7169	Prepare for and carry out extended feeding techniques	3	4	27	
Unit 33	Y/601/7352	Provide active support	2	3	27	
Unit 34	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	
Unit 35	K/615/7177	Undertake personal hygiene activities with individuals	2	3	24	
Unit 36	D/616/6541	Contribute to supporting individuals with learning disabilities to access healthcare	2	3	27	
Unit 37	H/616/6542	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	25	
Unit 38	Y/616/6523	Support individuals in the use of assistive living technology	2	3	19	
Unit 39	F/601/5160	Support individuals to negotiate environments	2	4	32	

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

Barred unit combinations

The rules of combination for the Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland) will not allow the following optional units to be taken together.

If taken			cannot be taken (<i>and vice versa</i>)		
Regulated unit number	Unit number	Unit title	Regulated unit number	Unit number	Unit title
Y/506/2880	Unit 06	Understanding mental health	K/616/6543	Unit 07	Support mental wellbeing and mental health
F/616/6533	Unit 15	Understand the impact of acquired brain injury on individuals	J/616/6534	Unit 16	Support individuals with acquired brain injury and their families and carers
Y/615/7174	Unit 18	Assist in the administration of medication	R/615/7335	Unit 19	Administer medication to individuals and monitor the effects

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:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

This qualification must be assessed in line with the Skills for Care and Development assessment strategy.

The Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland) is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the Skills for Care and Development Assessment Principles (March 2016). For further information on the assessment principles please visit the Qualifications page on the NCFE website.

Learners must be successful in **all** components to gain the Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland).

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

Internal assessment

We have created some sample tasks for the internally assessed mandatory units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge learning outcomes for the mandatory units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

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. Where applicable, 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. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

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 Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Visit Report.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification. All units must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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 our Quality Assurance team.

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

For further information or guidance about this qualification, please contact our Customer Support team.

Unit 01 Communication and Information Sharing - Theme 1 (A/617/3772)

Unit summary	Theme 1 - Unit 01 provides learners with the understanding, knowledge and skills required to communicate in a range of situations as well as ensure records and reports are maintained in line with the organisations policies and procedures.
Credit value	4
Guided learning hours	33
Level	2
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to the CCLD 201, GEN 22, HSC 21 Themes recur as knowledge requirements and core values throughout HSC NOS

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of communication	1.1 Identify different reasons why people communicate		
	1.2 Identify different methods of communication		
	1.3 Explain the importance of communication in the workplace		
	1.4 Explain how communication affects all aspects of own work		
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Identify an individual's communication and language needs, wishes and preferences		
	2.2 Use communication methods which meet an individual's communication needs, wishes and preferences		
	2.3 Explain why it is important to observe an individual's reaction when communicating with them		
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication		
	3.2 Use methods that reduce barriers to communication		
	3.3 Use methods to check that communication has been understood		
	3.4 Identify when and how to seek advice to support communication		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.5 Identify services and sources of information to enable communication		
4. Be able to apply principles and practices relating to handling information	4.1 Explain how legislation, policy and procedures relate to the recording, storing and sharing of information in health and social care		
	4.2 Define the term 'confidentiality'		
	4.3 Describe situations where information normally considered to be confidential might be shared		
	4.4 Maintain confidentiality in day-to-day communication and record keeping		
	4.5 Explain how and when to seek advice about confidentiality and record keeping		
	4.6 Explain what actions to take when there are concerns about confidentiality and record keeping		
5. Know how to respond to complaints	5.1 Explain the difference between formal and informal complaints		
	5.2 Identify the policies and procedures for handling complaints		
	5.3 Describe how to support individuals and others who have a concern or complaint - informally - formally		

Unit 01 Communication and Information Sharing - Theme 1 (A/617/3772) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Methods: Oral, written, sign language, braille and assistive technology. Non-verbal communication: • eye contact • touch • physical gestures • body language • behaviour. Verbal communication: • vocabulary • linguistic tone • pitch. Services: Action on Hearing Loss, Royal National Institute of Blind People (RNIB), speech and language therapy, occupation therapy. Policy and procedures: Data Protection Act 1998, UK General Data Protection Regulation (UK GDPR) , organisation's policies and procedures. Situations: Information in the public interest, overriding duty to the public, legal compulsion, health and safety issues, self-harm, consistency of care, where individual consented. Confidentiality: Passwords, social media, locked filing cabinets, not discussing information in public (bus/supermarket etc), providing a private room to share information, providing secure transport. Individuals: People in receipt of services. Others: Family members, professionals, colleagues.

Unit 01 Communication and Information Sharing - Theme 1 (A/617/3772) (cont'd)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

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

Assessor name:

Signature:

Date:

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

Unit 01 Communication and Information Sharing - Theme 1 (A/617/3772) (cont'd)**Assessment task**

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

Task 1
1. Begin by explaining the importance of communication for those involved in health and social care. 2. Produce a factsheet to be accessed by Level 2 Health and Social Care practitioners to support them with knowledge and understanding of communication. The factsheet must use examples from health and social care practice to: • identify different reasons why people communicate • identify different methods of communication.
Task 2
1. Reflect on the role of the Level 2 Health and Social Care practitioner. Reflect on how communication is integral to the role and how it impacts everything that is required in daily practice.
Task 3
1. Refer to a policy for handling complaints to help you with this task. 2. Produce a guide that can be used to support practitioners in their knowledge and understanding of concerns and complaints in a healthcare setting. The guidance must: • explain the difference between formal and informal complaints • identify procedures to be followed in relation to concerns and complaints. 3. Describe how to support individuals and others who wish to raise an informal concern or make a formal complaint.

Unit 02 Health and Wellbeing - Theme 2 (F/617/3773)

Unit summary	Theme 2 - Unit 02 provides learners with the understanding, knowledge and skills required to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support an individual's, health and wellbeing.
Credit value	9
Guided learning hours	75
Level	2
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to HSC 21, HSC 22, HSC 213, HSC 221, HSC 223, HSC 3112, HSC 3119 and MH25

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand own and others' responsibilities relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in the work setting		
	1.2 Describe the main health and safety responsibilities of: - self - the employer or manager others in the work setting		
	1.3 Identify tasks relating to health and safety that should not be carried out without specific training		
	1.4 Explain how to access additional support and information relating to health and safety		
	1.5 Describe different types of accidents and sudden illness that may occur in own work setting and procedures to be followed		
	1.6 Explain fire safety procedures in the work setting		
	1.7 Describe practices that prevent fires from: - starting - spreading		
	1.8 Describe agreed ways of working for dealing with emergencies or security breaches in the workplace		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	1.9 Explain measures to protect own security and the security of others when: - accessing or exiting premises - travelling		
2. Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by the term 'risk assessment'		
	2.2 Explain why it is important to assess health and safety hazards - in work setting - before and during particular activities - relating to health and hygiene		
	2.3 Explain how and when to report potential health and safety risks		
	2.4 Explain how risk assessment can - support individuals' choices - address health and safety concerns		
	2.5 Explain why it is important to monitor and review risk assessments		
3. Be able to reduce the spread of infection	3.1 Explain organisational and legislative requirements, policies, procedures and systems relevant to the prevention and control of infection		
	3.2 Use the recommended method for hand-washing		
	3.3 Apply best practice to reduce the spread of infection		
	3.4 Describe poor practices that may lead to the spread of infection		
	3.5 Outline the ways an infective agent might enter the body		
	3.6 Explain the potential impact of an outbreak of infection on the individual and the organisation		
4. Be able to move and handle equipment and other objects safely	4.1 Identify legislation that relates to moving and handling		
	4.2 Explain principles for moving and handling equipment and other objects safely		
	4.3 Use methods to move and handle equipment or other objects safely		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Know how to store, use and dispose of hazardous substances and material	5.1 Identify hazardous substances and materials that may be found in the work setting		
	5.2 Describe safe practices to: • store hazardous substances • use hazardous substances • dispose of hazardous substances and materials		
6. Know the principles of a balanced diet	6.1 Outline current government nutritional guidelines for a balanced diet		
	6.2 List the main food groups		
	6.3 Identify sources of essential nutrients		
	6.4 Explain the importance of a balanced diet		
	6.5 Explain the impact of poor diet on health and wellbeing		
7. Understand how to plan and promote a balanced diet	7.1 Outline factors that may affect nutritional intake in individuals		
	7.2 Explain how to plan and promote an appropriate balanced diet with an individual		
	7.3 Describe how a healthy diet can be adapted for different groups		
	7.4 Outline ways that others can be supported to understand a healthy diet for individuals		
8. Know how to prevent malnutrition	8.1 List the signs of malnutrition		
	8.2 Describe the risk factors that may lead to malnutrition		
	8.3 Outline ways of increasing nutritional density of foods and drinks through fortification		
	8.4 Outline appropriate use of nutritional supplements		
9. Know the importance of special dietary requirements	9.1 Identify instances where individuals have special dietary requirements		
	9.2 Outline special diets		
	9.3 Outline the potential risks of not following a special diet		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
10. Understand the principles of hydration	10.1 Explain the importance of hydration		
	10.2 Describe ways to promote hydration		
	10.3 Outline the signs of dehydration		
	10.4 Explain the impact of dehydration on health and wellbeing		
11. Understand own role in screening and monitoring nutrition and hydration	11.1 Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual		
	11.2 Identify the importance of records for the screening and monitoring of nutrition and hydration in line with agreed ways of working		
	11.3 Explain actions to take when there are concerns about the nutrition and hydration of individuals		

Unit 02 Health and Wellbeing - Theme 2 (F/617/3773) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Work setting: Own work setting, places visited when supporting people eg cafes, theatres, community centres, leisure centres, day centres. Others (in the work setting AC 1.2): Team, other colleagues, family/carers/independent advocates, visitors, use of commission services. Tasks: Medication. Workplace: Residential/nursing homes, domiciliary/day care. Measures: Ensuring own whereabouts are clearly communicated. Organisational and legislative requirements, policies, procedures and systems: Control of Substances Hazardous to Health (COSHH); Personal Protective Equipment (PPE); Safe Disposal of Waste (Environmental Protection); Risk Assessment (including own risk); 7 Step Handwashing; nails, watches, jewellery, hair. Hazardous substances: • COSHH • organisational policies and procedures. Nutritional guidelines: Latest national guidance for appropriate groups. Balanced diet: Containing a variety of foods to ensure adequate intake of all nutrients that are essential for health. Health: General physical health and healthy weight (ie BMI in the accepted range for the individual's group). Wellbeing: A state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.

Types of evidence (cont'd)**Factors:**

- culture and religion
- individual preferences and habits
- physical factors – positioning, oral hygiene etc.
- psychological factors – depression, eating disorders etc.
- income, lifestyle and social convention
- advertising and fads
- family and peer group influences
- ethics, morals and political beliefs
- neglect.

Individuals:

Someone requiring care or support.

Healthy diet is based on sound nutritional principles, which could include:

- high consumption of fruits and vegetables
- low consumption of red meat and fatty foods
- meals based on starch foods
- raw foods and whole grains are preferred to processed or refined foods
- protein primarily from fish, dairy products, nuts
- low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods – ie produced without pesticides and chemical preservatives.

Different groups:

- older people that are in good health
- people of different genders
- people with health problems
- people with dementia
- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans etc.

Others (AC 7.4) :

- the individual
- family and friends
- carers
- colleagues
- other professionals eg district nurses, GPs, dieticians, speech and language therapists

Risk factors: could include those listed under 'factors' and also:

- dysphagia - eating, drinking or swallowing problems
- effects of medication
- communication
- understanding of healthy and balanced diet appropriate to the individual.

Types of evidence (cont'd)

Fortification involves the enriching of food or drink to increase energy and nutrient content and could include:

- milk powder
- evaporated milk
- cheese
- butter
- cream
- sugar
- syrup
- dried fruits
- figs
- prunes
- potatoes
- branded food fortifications etc.

Nutritional supplements are products with potential health benefits that are added to the diet when it lacks some or all of the following:

- energy
- protein
- vitamins or minerals (eg nutritional supplement drinks, vitamin and mineral additives).

Special dietary requirements/special diets:

Therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty - dysphagia, coeliac disease) or could include those that may prevent/limit/promote/meet one or more of the following:

- aspiration/choking
- appetite
- weight (ie underweight or overweight)
- personal choice and control (eg vegan and vegetarian or cultural and religious choices).

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

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

Assessor name:

Signature:

Date:

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

Unit 02 Health and Wellbeing - Theme 2 (F/617/3773) (cont'd)**Assessment task**

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

Task 1

Produce a Resource Pack that practitioners can use to support their knowledge and understanding of health and wellbeing.

In this section, include an introduction which lists legislation relating to general health, safety and wellbeing in healthcare practice.

1. Describe the main health and safety responsibilities of:
 - the Level 2 Health and Social Care practitioner
 - the employer or manager
 - others in the work setting.
2. Arrange a meeting with a colleague at the setting to discuss approaches used for risk assessment. Following the meeting, define what a risk assessment is.
3. Explain why it is important to assess health and safety hazards
 - in the work setting
 - for particular activities
 - for health and hygiene.
4. Explain how and when to report potential health and safety risks that have been identified.
5. Explain how risk assessment can help address dilemmas between rights and health and safety concerns.
6. Explain why it is important to monitor and review risk assessments.
7. Explain measures to protect own security and the security of others when accessing or exiting premises and when travelling, ensuring own whereabouts are clearly communicated.
8. Identify hazardous substances and materials that may be found in the work setting.
9. Describe safe practices to:
 - store hazardous substances
 - use hazardous substances
 - dispose of hazardous substances and materials.

Task 2

In this section identify two (2) tasks relating to health and safety that require training, and explain how to access any additional support and information relating to health and safety, including during emergency situations.

1. Describe three (3) different types of accidents that may occur in own work setting and procedures to be followed.
2. Describe two (2) sudden illnesses that may occur in own work setting and procedures to be followed.
3. Describe agreed ways of working for dealing with emergencies or security breaches in the workplace.

Task 3

This section is concerned with fire safety and understanding what to do in emergency or security breaches.

1. Explain fire safety procedures in the setting.
2. Describe agreed ways of working for dealing with emergencies or security breaches in the workplace.
3. Implement measures to protect own security and the security of others when accessing or exiting premises and when travelling, ensuring own whereabouts are clearly communicated.

Task 4

This section focuses on nutrition and hydration in healthcare practice.

1. Outline current government nutritional guidelines for a balanced diet.
2. List the main food groups.
3. Work with peers to plan a menu for one day for individuals accessing adult care provision during late adulthood. The menu should include breakfast, mid-morning and mid-afternoon snacks, lunch and an evening meal.
4. Reflect on the menu to identify sources of essential nutrients.
5. Explain two (2) ways that menu planning can be embedded into person-centred practice.
6. The menu has been developed with individuals at a particular life stage. Use an example to describe how the menu may be adapted to meet the needs of others at a different life stage.
7. Outline factors that may affect nutritional intake in individuals.
8. Outline ways that others can be supported to understand a healthy diet for individuals.
9. Explain the importance of a balanced diet and the impact of poor diet on health and wellbeing.
10. Explain the importance of hydration.
11. Outline the signs of dehydration.
12. Explain the impact of dehydration on health and wellbeing.
13. Describe ways to promote hydration.
14. Outline the potential risks of not following a special diet.
15. List the signs of malnutrition.
16. Describe the risk factors that may lead to malnutrition.
17. Outline ways of increasing nutritional density of foods and drinks through fortification.
18. Outline appropriate use of nutritional supplements.
19. Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual.
20. Identify the importance of records for the screening and monitoring of nutrition and hydration in line with agreed ways of working.
21. Explain actions to take when there are concerns about the nutrition and hydration of individuals.
22. Identify instances where individuals have special dietary requirements.
23. Outline special diets.

Unit 03 Principles and Values - Theme 3 (J/617/3774)

Unit summary	Theme 3 - Unit 03 provides learners with the understanding, knowledge and skills required to work to the values and principles of health and social care. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.
Credit value	13
Guided learning hours	108
Level	2
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to the CCLD 203, HSC 24, HSC 26, HSC 240, HSC 234, GEN 12, GCU 5, GCU 2. Themes recur as knowledge requirements and core values throughout HSC NOS.

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to establish informed consent when providing care or support	1.1 Identify legislation, policies and procedures relating to capacity		
	1.2 Define the term 'informed consent'		
	1.3 Explain the importance of establishing informed consent when providing care or support		
	1.4 Obtain informed consent for an activity or action		
	1.5 Explain what steps to take if informed consent cannot be readily established		
2. Be able to work in a person-centred way	2.1 Define the values and person-centred approaches that underpin social care practice		
	2.2 Outline why using a person-centred approach is important in promoting an individual's sense of identity and self-esteem		
	2.3 Use appropriate modes of communication to identify: • history • preferences • beliefs • culture		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	- values - language - communication - wishes and needs of an individual		
	2.4 Model person-centred values when implementing the care and/or support plan		
	2.5 Contribute to the ongoing monitoring and review of the care/support plan		
3. Understand the implications of duty of care	3.1 Define the term 'duty of care'		
	3.2 Describe how the duty of care affects own work role		
	3.3 Describe dilemmas that may arise between the duty of care and an individual's rights		
	3.4 Describe what process to follow if an individual decides to take an unplanned risk, including: - actions to take - where to access support and/or advice - what to do if risk caused immediate or imminent danger		
	3.5 Describe how duty of care can be maintained while supporting individuals to take risks		
4. Be able to contribute to the support of positive risk-taking for individuals	4.1 Identify aspects of everyday life in which risk plays a part		
	4.2 Explain why supporting positive risk-taking should be part of a person-centred approach		
	4.3 Outline the consequences for individuals when being prevented or discouraged from taking risks		
	4.4 Support individuals to make informed choices about risks, enabling them to lead full and meaningful lives		
	4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking		
	4.6 Explain the importance of working within the limits of own role and responsibilities when supporting individuals to take positive risks		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	4.7 Work within the limits of own role and responsibilities when supporting individuals to take positive risks		
5. Be able to encourage active participation, collaboration and wellbeing	5.1 Define what is meant by the following terms: • active participation • collaboration • wellbeing		
	5.2 Describe how active participation and collaborative working with individuals and others promotes independence in daily living		
	5.3 Use ways to contribute to an environment that promotes wellbeing		
	5.4 Model ways to reduce the barriers and encourage active participation and collaborative working		
	5.5 Explain how to support individuals to develop and maintain social networks and relationships		
	5.6 Support individuals to manage their daily living		
	5.7 Reflect on how active participation and collaborative working has impacted an individual		
6. Be able to support the individual's right to make choices	6.1 Support an individual to make informed choices		
	6.2 Use agreed risk assessment processes to support the right to make choices		
	6.3 Explain why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices		
	6.4 Reflect on how an individual's informed choices has impacted their wellbeing		
7. Know how to recognise signs of abuse	7.1 Define the following types of abuse : • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others • exploitation • domestic violence and abuse • human trafficking • hate crime		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	7.2 Identify the signs, symptoms or indicators associated with each type of abuse		
	7.3 Describe factors that may contribute to an individual being more vulnerable to abuse		
8. Know how to respond to suspected or alleged abuse	8.1 Explain the actions to take if there are suspicions that an individual is being abused		
	8.2 Explain the actions to take if an individual alleges that they are being abused		
	8.3 Identify ways to ensure that evidence of abuse is preserved		
9. Understand the national and local context of safeguarding and protection from abuse	9.1 Identify national policies and local systems that relate to safeguarding and protection from abuse		
	9.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse		
	9.3 Identify reports into serious failures to protect individuals from abuse		
	9.4 Explain why reports into serious failures are important		
	9.5 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse		
10. Understand ways to reduce the likelihood of abuse	10.1 Explain how the likelihood of abuse may be reduced by: • working with person-centred values • encouraging active participation • promoting choice and rights		
	10.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse		
	10.3 Describe unsafe practices that may affect the wellbeing of individuals		
	10.4 Explain the actions to take if unsafe practices have been identified		
	10.5 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
11. Understand the importance of equality and inclusion	11.1 Explain what is meant by: • diversity • equality • inclusion • discrimination		
	11.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting		
	11.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination		
12. Be able to work in an inclusive way	12.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role		
	12.2 Interact with individuals in ways that respect their beliefs, culture, values and preferences		
	12.3 Describe how to challenge discrimination in a way that encourages change		
13. Know how to access information, advice and support about diversity, equality and inclusion	13.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion		
	13.2 Describe how and when to access information, advice and support about diversity, equality and inclusion		

Unit 03 Principles and Values - Theme 3 (J/617/3774) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 1, 2, 4, 5, 6 and 12 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. It can also include those accessing health and social care services. Full and meaningful: • considering the positive and negative consequences of their choices • developing self-confidence • developing skills • taking an active part in their community. Others: • carers • family • other professionals Manage: • retaining • regaining • developing Types of abuse: • forced marriage • domestic violence and abuse • human trafficking • hate crime • exploitation. Factors: • a setting or situation • the individual. The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. Action to take if the allegation or suspicion of abuse implicates: • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others.

Types of evidence (cont'd)

Learners must be aware of the whistleblowing policy and procedures for raising suspected abuse.

When referring to a setting where there is no formal duty of care, learners should refer to adult health or social care settings.

Local systems:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality.

Person-centred values:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unsafe practices:

- poor working practices
- resource difficulties
- operational difficulties.
-

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03

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

Assessor name:

Signature:

Date:

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

Unit 03 Principles and Values - Theme 3 (J/617/3774) (cont'd)

Assessment task

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

Task 1 – Duty of care
Section 1 Produce guidance that can be used by a health and social care practitioner to support them in their understanding of duty of care. The guidance must: 1. Define the term 'duty of care'. 2. Describe how the duty of care affects own work role. 3. Describe conflicts (dilemmas) that may arise between the duty of care and an individual's rights. 4. Describe what process to follow if an individual decides to take an unplanned risk, including: • actions to take • where to access support/advice • what to do if risk caused immediate or imminent danger. 5. Describe how duty of care can be maintained while supporting individuals to take risks.
Task 2 – Principles of safeguarding and protection in health and social care
In your work role you have been asked to produce a reference document for use in your work place. This document will be used to support understanding and raise awareness of the principles of safeguarding and protection in health and social care. Present the following information in five sections: Section 1: How to recognise signs of abuse Section 2: How to respond to suspected or alleged abuse Section 3: The national and local context of safeguarding and protection from abuse Section 4: Ways to reduce the likelihood of abuse Section 5: How to recognise and report unsafe practices Section 1: How to recognise signs of abuse 1. Define the following types of abuse: • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others. 2. Identify the signs and/or symptoms associated with each type of abuse. 3. Describe factors that may contribute to an individual being more vulnerable to abuse. Section 2: How to respond to suspected or alleged abuse 1. Explain the actions to take if there are suspicions that an individual is being abused. 2. Explain the actions to take if an individual alleges that they are being abused. 3. Identify ways to ensure that evidence of abuse is preserved.

Task 2 – Principles of safeguarding and protection in health and social care (cont'd)

Section 3: The national and local context of safeguarding and protection from abuse

1. Identify national policies and local systems that relate to safeguarding and protection from abuse.
2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
3. Identify reports into serious failures to protect individuals from abuse.
4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Section 4: Ways to reduce the likelihood of abuse

1. Explain how the likelihood of abuse may be reduced by:
 - working with person-centred values
 - encouraging active participation
 - promoting choice and rights.
2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Section 5: How to recognise and report unsafe practices

1. Describe unsafe practices that may affect the wellbeing of individuals.
2. Explain the actions to take if unsafe practices have been identified.
3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Task 3 – Equality and diversity in healthcare practice

Reflect on policy documentation in the setting to ensure the following information is clearly embedded. Make an appointment with your Assessor or mentor to confirm your understanding.

1. Explain what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination.
2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.
3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.
4. Identify a range of sources of information, advice and support about diversity, equality and inclusion.
5. Describe how and when to access information, advice and support about diversity, equality and inclusion.

Unit 04 Continuing Professional Development in the context of Health and Social Care - Theme 4 (L/617/3775)

Unit summary	Theme 4 - Unit 04 provides learners with the understanding, knowledge and skills required for them to be competent workers, accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.
Credit value	5
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to CCLD 204, GEN 12, GEN 13, HSC 23, HSC 227 Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the role of regulation	1.1 Identify the regulatory bodies applicable to own setting		
	1.2 Explain the impact regulatory bodies have on practice		
	1.3 Identify the standards which apply to social care settings		
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role		
	2.2 Access full and up-to-date details of agreed ways of working		
	2.3 Implement agreed ways of working		
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others		
	3.2 Work in ways that can help improve partnership working		
	3.3 Identify types of potential conflict that may arise in social care settings		
	3.4 Identify skills and approaches needed for resolving conflicts		
	3.5 Explain how and when to access support and advice about: - partnership working - resolving conflicts		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Understand what is required for competence in own work role	4.1 Describe the duties and responsibilities of own role		
	4.2 Explain how a working relationship is different from a personal relationship		
	4.3 Describe different working relationships in social care settings		
5. Understand personal development	5.1 Explain what is meant by the term 'personal development'		
	5.2 Explain the importance of personal development in the health and social care role		
	5.3 Identify sources of support for own personal development		
	5.4 Describe the process for agreeing a personal development plan and who should be involved		
	5.5 Identify potential barriers to personal development and how they might be overcome		
	5.6 Provide records of continuing professional development of own personal development, in line with standards		
6. Be able to participate in personal development	6.1 Identify and reflect on a time when feedback from others has been used to develop own practice		
	6.2 Prepare for and participate in own performance related meetings		
7. Know how to manage own stress	7.1 Identify common signs and indicators of stress		
	7.2 Identify circumstances that can trigger own stress		
	7.3 Describe ways to manage own stress		

Unit 04 Continuing Professional Development in the context of Health and Social Care - Theme 4 (L/617/3775) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Agreed ways of working must be in line with policies and procedures of setting. Others: • family members • professionals • colleagues. Personal development plan: • a record of own skills and knowledge with identified action to meet set targets. Who should be involved: • self, manager and colleagues as well as feedback gained from individuals. Performance related meetings: • supervision • appraisal • training. Stress: • raised levels of anxiety that can lead to both physical and psychological distress.

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

Assessor sign off of completed unit: Unit 04 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____

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

Unit 04 Continuing Professional Development in the context of Health and Social Care - Theme 4 (L/617/3775) (cont'd)

Assessment task

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

Task 1 – Continuing Professional Development in the context of Health and Social Care

This task will be a Reflective Journal that supports professional development. The Reflective Journal should be divided into the following sections:

- Section 1: Roles and responsibilities
- Section 2: Building professional relationships
- Section 3: Professional Development Plans
- Section 4: Regulatory bodies
- Section 5: Stress

Section 1: Roles and responsibilities

1. Refer to your Job Description and the main duties that you are involved in each day to:
 - describe the duties and responsibilities of own role.

Section 2: Building professional relationships

1. Consider professional relationships in daily practice and:
 - explain how a working relationship is different from a personal relationship
 - describe different working relationships in social care settings.

Section 3: Professional Development Plans

1. Explain what is meant by the term 'personal development'.
2. Describe the process for agreeing a personal development plan and who should be involved.
3. Explain the importance of personal development in the health social care role.
4. Identify sources of support for own personal development.
5. Identify potential barriers to personal development and how they might be overcome.
6. Provide records of CPD of your personal development in line with standards.

Section 4: Regulatory bodies

1. Find out about the role of regulatory bodies in health and social care. This may be best achieved through a discussion with your mentor or supervisor at the setting.
2. Identify the regulatory bodies applicable to own setting.
3. Explain the impact the regulatory bodies have on practice.
4. Identify the standards which apply to the social care setting.

Unit 04 Continuing Professional Development in the context of Health and Social Care - Theme 4 (L/617/3775) (cont'd)**Task 1 – Continuing Professional Development in the context of Health and Social Care****Section 5: Stress**

Stress can have massive implications for your own job performance. In this section, think about what stress means to you, how you recognise signs of stress in yourself and in others, and ways that stress can be managed. It may help to discuss strategies with others to see if any of those identified are helpful for you.

1. Identify common signs and indicators of stress.
 2. Identify circumstances that can trigger own stress.
- Describe ways to manage own stress.

Recommended assessment methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. (Grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Skills for Care and Development assessment principles

Knowledge learning outcomes

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

Competence/Skills learning outcomes

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

Section 3

Explanation of terms

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) which 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.
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.

WITHDRAWN

Section 4

Additional information

Additional information

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 learning outcomes.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Tutor Guidance 'Be able to' assessment criteria
 - Skills for Care and Development Assessment Principles.
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Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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.

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