

**NCFE**

**CACHE**

# **Internal Assessment Sample Tasks**

**NCFE CACHE Level 2 Award in Customer  
Service for Health and Social Care Settings  
QN: 603/3994/9**

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## Introduction

We have created some sample tasks for the internally assessed one unit which you can contextualise 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 (LOs) for one unit and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with the unit. On completion learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose 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

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in section 2 of the Qualification Specification.

## **Supervision of learners**

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

## **Supporting learners**

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

**Unit 01 Preparing to deliver customer service in health and social care settings (D/615/2204)****Assessment task – Unit 01****Task 1**

Produce a staff handbook for delivering customer service in health and social care settings.

**Task instructions**

Your staff handbook should include the following headings and detail:

- title
- introduction
- customers, this section should:
  - identify the types of customers who interact with health and social care services
  - outline the expectations of customers of health and social care services
- principles and values, this section should:
  - outline the principles and values that are promoted in health and social care settings
- service standards, this section should:
  - identify current service standards that apply within health and social care settings
  - outline the employee's role in maintaining service standards
- employee's responsibilities, this section should:
  - describe the employee's responsibilities towards customers

**Tutor guidance**

Learners could investigate a range of sources that set out expectations, values and principles in health and social care organisations and the sector as a whole. This could include:

- research of an organisation's promotional literature
- website aims and objectives
- Statement of Purpose
- Service User Guide
- patients' rights as set out under the NHS Constitution

Learners should be encouraged to relate to the 'Six Cs' (care, compassion, competence, communication, courage, commitment) as core values. They may also find the strategy for 'Dignity in care work' and the 'Skills for Care common core principles (Dignity)' useful [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk), [www.nhs.uk](http://www.nhs.uk). Other values to consider are honesty, integrity and transparency and the legal requirement for Duty of Candour. In relation to working with individuals, the units set out in the 'Care Certificate' and the 'Code of Conduct for Healthcare Support Workers and Adult Social Care Workers' are useful sources for those working in a direct care role. Most health and social care settings will include their values and mission statement in promotional literature. They could also refer to professional standards such as those produced by the Nursing and Midwifery Council (NMC) or The National Institute for Health and Care Excellence (NICE).

Learners should investigate service standards, for example, the regulatory body's inspection framework for the nation they live and work in. They could access published inspection reports to see

how standards are effectively met. They could explore the purpose of organisational policies and procedures in guiding staff to work in accordance with service standards and legal requirements.

Learners should describe responsibilities of people who work in health and social care services, such as working to the standards, upholding values and principles and meeting expectations. They could be encouraged to investigate the consequences when expectations and standards are not met.

### **Learning outcome (LO) and assessment criteria (AC) mapping**

LO1 AC 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6

### **Evidence types**

- staff handbook

### **Task 2**

Carry out a self-assessment skills audit and SWOT analysis.

### **Task instructions**

The skills audit should include the following headings and detail:

- introduction
  - learners should include an introduction to the skills audit which explains the importance of being self-aware when working with customers in a health and social care setting
- skills audit
  - learners could then complete a skills audit, based on scoring their level of skills, attitudes and knowledge necessary for effective customer service in health and social care
- SWOT analysis
  - review own skills, attitudes and knowledge in relation to customer service in health and social care

### **Tutor guidance**

Learners should show recognition of the need to be aware of their own strengths and limitations so that they can review and identify development needs.

### **LO and AC mapping**

LO2 AC 2.1 and 2.2.

### **Evidence type**

- self-assessment skills audit
- SWOT analysis

### **Task 3**

Complete a personal development plan (PDP).

### **Task instructions**

The PDP should cover the following points:

- ways to develop own skills, attitudes and knowledge in customer service
- identify sources of feedback on individual and organisation performance
- explain how feedback from others can contribute to self-development
- describe how words and actions can impact on other people

### **Tutor guidance**

Learners should indicate sources of feedback available, including that which relates to individual performance and who could provide this. They should consider a range of formal and informal sources of feedback relating to performance and development of individual staff members. They should also look at the ways organisations seek to obtain feedback and how all sources of feedback can be used to plan and monitor own development. Learners should demonstrate an awareness of how what they say and do can affect other people in both positive and negative ways. They could do this by reflecting on relevant experiences or tutor-devised scenarios.

### **LO and AC mapping**

LO2 AC 2.3, 2.4 2.5 and 2.6.

### **Evidence type**

- PDP.

### **Task 4**

Produce a PowerPoint presentation and handout for staff on how to represent a health and social care service in a positive way.

### **Scenario**

You have a new member of staff who needs an induction on how staff should represent the organisation in a positive way. You have been tasked with providing a brief training session to this member of staff. To do this effectively you will be required to create a PowerPoint presentation and handout that can be delivered to new staff members as part of their induction.

### **Task instructions**

Your handout should include the following:

- how the new member of staff can present a positive impression of:
  - self
  - organisation

Your PowerPoint presentation should include the following headings:

- title
- introduction
- factors that can affect customer's experience of a service
- personal attributes, interactions and behaviours, this should:
  - describe how personal attitudes, interactions and behaviours can impact on the service provided and demonstrate respect and value for others

You should identify both positive and negative factors. These may include factors that are out of the employee's control, such as long waiting times, faulty equipment or staff shortages.

You could provide examples of behaviour, interactions and attitudes that are positive by looking at patient or customer reviews, comments, complaints and evaluations of services that are included online.

### **Tutor guidance**

Learners should consider the importance of personal hygiene and appearance, uniform or dress code in positive interactions and communication whether face-to-face, by telephone or in writing. They should also think about providing a safe, clean and welcoming environment. They should consider their part in providing a positive role model for others and how first impressions influence a customer's experience of self and the service.

The learner should be encouraged to think about how empathy and understanding are important factors in any interaction.

### **LO and AC mapping**

LO3 AC 3.1, 3.2, 3.3 and 3.4.

### **Evidence type**

- PowerPoint presentation
- handout

### **Task 5**

Create a series of factsheets which demonstrates your understanding of how feedback can help improve the quality of a health and social care service.

### **Scenario**

As part of your role as manager you are required to ensure staff are fully inducted and receive key information. You decide to create factsheets that will help staff understand the process of dealing with customer feedback as part of their induction.

### **Task instructions**

You should produce four factsheets with the following headings and detail:

- customer feedback, in this section you should:
  - outline ways that customers could provide feedback about a health and social care service
  - describe how to respond to customer feedback
  - identify a range of ways that customers may give positive and negative feedback about their experience of accessing a service, either formally or informally
- complaints policy, in this section you should:
  - summarise the key points in a complaints policy
  - access sample complaints policies provided by the tutor or from the workplace and discuss employees' role in responding to complaints and supporting people to make a complaint
- feedback for improvement, in this section you should:



- explain how workers and organisations can learn from positive and negative feedback
- look at how you can learn from, and build upon, the good practice demonstrated through positive comments as well as complaints
- escalating and reporting concerns, in this section you should:
  - outline an employee's responsibility to report and escalate concerns
  - explain the importance of honesty and integrity in identifying and reporting situations where expectations have not been met
  - demonstrate awareness of the actions to take when standards are not being met or are disregarded, including when and how to report safeguarding concerns and when whistleblowing would be necessary
  - show an understanding of the requirement for health and social care providers to demonstrate openness and transparency (Duty of Candour) and the responsibilities of individual staff in the event of customers' expectations not being met

### **Tutor guidance**

Learners should consider how complaints and comments can contribute to a culture of openness and safeguard people using the service.

Learners could investigate online reviews about services and evaluate what could be learned from them in terms of service provision and individual staff performance. They may look at how health and social care services monitor comments and complaints and use the information to make improvements. This would include surveys relating to the experiences of people using the service and different aspects of practice. It would be useful to investigate how these are collated and the information used to improve the quality of different aspects of the service, such as mealtimes or provision of activities.

### **LO and AC mapping**

LO4 AC 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6.

### **Types of evidence:**

- factsheets

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