



# Qualification specification

**NCFE CACHE Level 3 Award in Employment and  
Personal Learning Skills in Health**

**QN: 600/7216/7**

**This qualification is now withdrawn**



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## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v4.1	September 2019	Update to <a href="#">Qualification summary</a> regarding apprenticeship information as some frameworks have now closed for entry. Amend to <a href="#">Unit 201b Assessment task</a> to improve clarity and readability. Updated website references to NCFE. Added in sections: <ul style="list-style-type: none"><li>• <a href="#">Equal opportunities</a></li><li>• <a href="#">Diversity, access and inclusion</a>.</li></ul>
v4.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">resources</a> .
v4.3	June 2022	Further information added to the qualification summary (section 2) to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.  Information added to the entry requirements/recommendations section to advise that <a href="#">registration</a> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  Information added to section 5 about how to access <a href="#">support handbooks</a> .
v4.4	June 2023	Information regarding <a href="#">UCAS points</a> added to Section 2 About this qualification.

## **Section 1: General introduction**

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### About this Qualification Specification

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

### How the qualification works

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

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.			
	1.2. Identify substances which are commonly misused.			

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

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

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

Guided Learning (GL)

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

### **Recognition of Prior Learning (RPL)**

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

### **Credit transfer**

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

## Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

### Competence-/Skills-based learning outcomes:

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

### Knowledge-based learning outcomes:

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



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

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

### Our website

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

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

### The Public Website

The NCFE website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications

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

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure website

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

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



### **Plagiarism**

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

### **Equal opportunities**

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

### **Diversity, access and inclusion**

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

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see the NCFE website.

## **Section 2: About this qualification**

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Qualification summary			
<b>Title</b>	NCFE Level 3 Award in Employment and Personal Learning Skills in Health		
<b>Qualification number</b>	600/7216/7		
<b>Aim</b>	This qualification provides the ERR and PTLS requirements of the Advanced Apprenticeship in Health (Healthcare Support Services) framework.		
<b>Purpose</b> Ofqual code and description (where applicable)	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B2. Develop knowledge and/or skills in a subject area		
<b>Total Qualification Time (hours)</b>	70		
<b>Guided learning (hours)</b>	64		
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
<b>Credit value</b>	7	<b>Minimum credits at/above Level</b>	4
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	n/a		
<b>Real work environment (RWE) requirement/ recommendation</b>	It is recommended that learners are working, volunteering or on practical placement to be able to show competence in both knowledge and skills.		
<b>Rules of combination</b>	To achieve this qualification, learners must achieve 7 credits from the five mandatory units.		
<b>Progression</b> including Job Roles (where applicable)	It is anticipated that learners taking this qualification will do so as part of the Advanced Apprenticeship in Health (Healthcare Support Services) framework. This will enable learners to progress to a variety of job roles in Healthcare		

	Support Services.
<b>Recommended assessment methods</b>	Portfolio of evidence/coursework
<b>Additional assessment requirements</b>	<p>All units must be assessed in line with Skills for Health Assessment Principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	Less than 6 months
<b>Entry requirements/ recommendations</b>	<p>Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/7216/7.

## Section 3: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

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**Unit Achievement Log - Level 3 Award in Employment and Personal Learning Skills in Health**



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
R/602/2954	201b	Understand employment responsibilities and rights in health, social care or children and young people's settings	Knowledge	2	3	24	18	
L/602/4525	Unit 1b	Preparing for a Level 3 Apprenticeship	Knowledge/ Skills	3	1	10	23	
R/602/4560	Unit 5b	Using research skills to solve problems	Skills	3	1	10	26	
R/602/4557	Unit 7b	Manage own learning	Skills	3	1	10	29	
D/602/4559	Unit 6b	Participating through team leading	Skills	3	1	10	32	

### Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

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

**Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)**

Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Consider	Think carefully and write about a problem, action or decision.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.



Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

**201b: Understand employment responsibilities and rights in health, social care or children and young people's settings****Unit reference** R/602/2954**Unit level** 2**Credit value** 3**GL** 24

**Unit aim** This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the statutory responsibilities and rights of employees and employers within own area of work.	1.1. List the aspects of employment covered by law.		
	1.2. List the main features of current employment legislation.		
	1.3. Outline why legislation relating to employment exists.		
	1.4. Identify sources and types of information and advice available in relation to employment responsibilities and rights.		
2. Understand agreed ways of working that protect own relationship with employer.	2.1. Describe the terms and conditions of own contract of employment.		
	2.2. Describe the information shown on own pay statement.		
	2.3. Describe the procedures to follow in event of a grievance.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Identify the personal information that must be kept up to date with own employer.		
	2.5. Explain agreed ways of working with employer.		
3. Understand how own role fits within the wider context of the sector.	3.1. Explain how own role fits within the delivery of the service provided.		
	3.2. Explain the effect of own role on service provision.		
	3.3. Describe how own role links to the wider sector.		
	3.4. Describe the main roles and responsibilities of representative bodies that influence the wider sector.		
4. Understand career pathways available within own and related sectors.	4.1. Explore different types of occupational opportunities.		
	4.2. Identify sources of information related to a chosen career pathway.		
	4.3. Identify next steps in own career pathway.		
5. Understand how issues of public concern may affect the image and delivery of services in the sector.	5.1. Identify occasions where the public have raised concerns regarding issues within the sector.		
	5.2. Outline different viewpoints around an issue of public concern relevant to the sector.		
	5.3. Describe how issues of public concern have altered public views of the sector.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Describe recent changes in service delivery which have affected own area of work.		

**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: 201b**

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.

**Assessment task – 201b Understand employment responsibilities and rights in health, social care or children and young people's settings**

If you choose to follow a career in health, social care or working with children and young people it is essential to understand employment responsibilities and rights. To show your understanding of this area, produce a document giving information about the following:

- statutory responsibilities and rights of employees and employers
- agreed ways of working with employer
- awareness of own occupational role and how it fits within the sector
- career pathways
- issues of public concern and how these may influence changes in the sector.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

Statutory responsibilities and rights of employees and employers.

- List the aspects of employment covered by law.
- List the main features of current employment legislation.
- Outline why legislation relating to employment exists.
- Identify sources and types of information and advice available in relation to employment responsibilities and rights.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Agreed ways of working with employer.

- Describe the terms and conditions of own contract of employment.
- Describe the information shown on own pay statement.
- Describe the procedures to follow in event of a grievance.
- Identify the personal information that must be kept up to date with own employer.
- Explain agreed ways of working with employer.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Awareness of own occupational role and how it fits within the sector.

- Explain how own role fits within the delivery of the service provided.
- Explain the effect of own role on service provision.
- Describe how own role links to the wider sector.
- Describe the main roles and responsibilities of representative bodies that influence the wider sector.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Career pathways.

- Explore different types of occupational opportunities.
- Identify sources of information related to a chosen career pathway.
- Identify next steps in own career pathway.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

Issues of public concern and how these may influence changes in the sector.

- Identify occasions where the public have raised concerns regarding issues within the sector.
- Outline different viewpoints around an issue of public concern relevant to the sector.
- Describe how issues of public concern have altered public views of the sector.
- Describe recent changes in service delivery which have affected own area of work.

**Unit 1b: Preparing for a Level 3 Apprenticeship****Unit reference** L/602/4525**Unit level** 3**Credit value** 1**GL** 10

**Unit aim** This aim of this unit is to enable learners to prepare for their Level 3 Apprenticeship. It supports the learner's understanding of their Apprenticeship framework and helps them plan realistic goals for their own learning and progression.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how the Apprenticeship framework relates to the learner.	1.1. Explain the components of the Apprenticeship.		
	1.2. Explain strategies for meeting the requirements of assessment.		
	1.3. Assess the importance of the Apprenticeship agreement.		
2. Be able to plan realistic goals for own learning.	2.1. Assess the importance of time management to successful completion.		
	2.2. Assess own learning and development needs.		
	2.3. Create SMART targets for successful completion of the Apprenticeship.		
3. Understand the progression routes from the Apprenticeship.	3.1. Assess the usefulness of sources of information about progression routes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Analyse the appropriateness of the various progression routes.		

**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 1b

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.



**Assessment task – Unit 1b Preparing for a Level 3 Apprenticeship**

**Task 1** links to learning outcome 1 (assessment criteria 1.1, 1.2 and 1.3).

Design a booklet for an Apprentice studying at Level 3. Within the booklet:-

- *explain* the components of the Apprenticeship
- *include* an action plan which illustrates how to meet the demands of the assessment process
- assess the importance of the Apprenticeship agreement.

**Task 2** links to learning outcome 3 (assessment criteria 3.1 and 3.2).

Use the table below to:

- assess the usefulness of sources of information with regard to progression
- analyse whether progression routes will be appropriate.

Type of information Sources of information	Usefulness of information	Appropriateness of progression routes

**Unit 5b: Using research skills to solve problems****Unit reference** R/602/4560**Unit level** 3**Credit value** 1**GL** 10

**Unit aim** The aim of this unit is to enable learners to develop a research plan and assess their research on a specific problem.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to research questions related to a specific problem.	1.1. Generate research questions related to a specified problem.		
	1.2. Plan the research to meet the requirements of the research questions.		
	1.3. Relate research questions to the problem.		
	1.4. Undertake the research in accordance with the plan.		
2. Be able to assess research on a specific problem.	2.1. Evaluate the usefulness and relevance of the data.		
	2.2. Analyse factors that influenced the decisions taken in the researching.		
	2.3. Assess whether research findings met the research questions.		
	2.4. Analyse assumptions in research methodology.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Analyse the impact alternative research methods could have on the outcomes.		

**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 5b

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.

**Assessment task – Unit 5b: Using research skills to solve problems**

No task required – this is a skills/competence unit

WITHDRAWN

**Unit 7b: Manage own learning****Unit reference** R/602/4557**Unit level** 3**Credit value** 1**GL** 10

**Unit aim** The aim of the unit is for learners to organise and manage their own learning and reflect on this process.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to organize and manage own learning goals.	1.1. Analyse own skills and learning requirements.		
	1.2. Set SMART learning goals to enable learning to be completed on time and to a high standard.		
	1.3. Plan responses to risks to learning not being completed on time.		
	1.4. Set goals to manage commitments in work and personal life.		
	1.5. Maintain relationships with peers supporting others to achieve success in learning.		
	1.6. Complete learning tasks on time and to the required standard.		
2. Be able to reflect on own learning.	2.1. Evaluate learning goals against success criteria.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Devise constructive actions in response to feedback from others.		
	2.3. Revise learning goals to respond to outcomes of reflection.		
	2.4. Discuss outcomes of learning experiences with others.		

**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 7b**

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.

**Assessment task – Unit 7b Manage own learning**

No task required – this is a skills/competence unit.

WITHDRAWN

**Unit 6b: Participating through team leading****Unit reference** D/602/4559**Unit level** 3**Credit value** 1**GL** 10

**Unit aim** The aim of this unit is to enable learners to complete a task as a leader of a team drawing on an agreed work plan.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to lead a team to complete a complex task.	1.1. Negotiate with others a complex team task that has a local focus.		
	1.2. Lead discussion with others to agree a work plan for completing the task.		
	1.3. Demonstrate the roles and responsibilities of a team leader.		
	1.4. Complete task to the required standard and deadline.		
	1.5. Reassess the agreed plan amending the plan during the task.		
2. Be able to review the team task to improve work in the future.	2.1. Analyse the extent to which the team was successful.		
	2.2. Provide constructive feedback to team members.		
	2.3. Assess ways of improving the team management for future tasks.		



**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 6b

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.

**Assessment task – Unit 6b Participating in teamwork**

No task required – this is a skills/competence unit

WITHDRAWN

## **Section 4: Assessment and quality assurance information**

WITHDRAWN

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. 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.

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 <ul style="list-style-type: none"> <li>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</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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 <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
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 us (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.

### Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the NCFE website.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Skills for Health 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.

### Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

#### Assessors and Internal Quality Assurance

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

## Section 5: Documents

WITHDRAWN



### Useful documents

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

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory documents

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

- NCFE Evidence Record
- NCFE Record of Assessment Cycle

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

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

These documents can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

### 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.

### Resources

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

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

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