

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Preparing to
Work in Adult Social Care
QN: 600/1213/4**

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v8.1	March 2020	Resources section added.
v8.2	June 2022	<p>Further information added to section 1 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.</p> <p>Information added to section 1 to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to section 5 about how to access support handbooks.</p>

Section 1: General introduction

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 your 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
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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.

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.

Making use of our websites

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

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

The Public Website

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

- Qualification Factsheets
- Qualification Specifications
- Other support materials

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

- Complaints Procedure
- Appeals Process
- Diversity Statement

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 website, click on the link on the NCFE website and log in 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 our Diversity and Equality policy is available on the NCFE 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 6 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 our dedicated qualifications website www.ncfe.org.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 1 Award in Preparing to Work in Adult Social Care		
Qualification number	600/1213/4		
Aim	<p>This qualification will enable learners to develop a basic knowledge of the adult social care sector and is aimed at those learners who wish to explore roles in this field.</p> <p>Note: Does not confer competence or licence to practise.</p>		
Total Qualification Time (hours)	60		
Guided learning hours	53		
Credit value	6	Minimum credits at/above Level	6
Minimum age of learner	14		
Age ranges covered by the qualification	18+		
Real work environment (RWE) requirement/ recommendation	Learners do not need to be working as this is a knowledge only qualification.		
Rules of Combination	To gain this qualification, learners must achieve 6 credits from the mandatory units.		
Progression	<p>This qualification provides a pathway into the sector for individuals considering a career in health and/or social care or those returning to work after a career break. It does not confirm competence in a job role but provides an opportunity to develop knowledge about the wider health and social care sector before learners decide whether working in the sector is for them and gain information to make decisions about career progression.</p> <p>The Level 1 Award in Preparing to Work in Adult Social Care allows for progression to the Level 2 Certificate in Preparing to Work in Adult Social Care, the Level 2 Diploma in Health and Social Care.</p>		
Recommended assessment methods	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>		

Additional assessment requirements	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.
Grading system	Achieved/Not Yet Achieved.
How long will it take to complete?	The qualification can usually be completed in 3 months or less.
Entry requirements/recommendations	There are no formal entry requirements for this qualification but learners must be at least 14 years of age. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/1213/4.

Qualification support

This qualification is supported by Skills for Care

Section 3: Units

This section includes assessment tasks for Tutors' convenience.

They are not mandatory.

Unit achievement log - Level 1 Award in Preparing to Work in Adult Social Care

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
★	F/502/9579	PWCS 01	Introduction to the adult social care sector	Knowledge	1	1	10	16	
★	D/502/9590	PWCS 02	Introduction to the values and principles of adult social care	Knowledge	1	1	10	21	
★	M/502/9660	PWCS 08	Awareness of the skills and attitudes needed to work in adult social care	Knowledge	1	1	8	26	
★	A/502/9662	PWCS 09	Awareness of communication in adult social care	Knowledge	1	2	15	30	
★	F/502/9727	PWCS 10	Awareness of the roles and responsibilities of the adult social care worker	Knowledge	1	1	10	33	

**Explanation of terms used at Level 1:
(not all verbs are used in this qualification)**

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
List	Make a list of words, sentences or comments.
Locate	Find or identify.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

PWCS 01: Introduction to the adult social care sector



Unit reference	F/502/9579	Level	1
Credit value	1	Guided Learning	10
Unit aim	The aim of this unit is to develop learners' awareness of the adult social care sector.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about types of social care support available to adults.	1.1. Define adult social care .		
	1.2. Outline types of adult social care support and their purpose.		
	1.3. Give examples of who would access different types of adult social care support.		
	1.4. Outline how informal care contributes to adult social care.		
2. Know the range of jobs available in adult social care.	2.1. Identify a range of jobs available in adult social care.		
	2.2. Outline settings where adult social care support is provided.		
	2.3. Outline ways to develop a career in adult social care.		

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: PWCS 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.</p> <p>Types of adult social care support may include:</p> <ul style="list-style-type: none"> • day services • residential support including respite • domiciliary support • community based support • support purchased using personal budgets such as personal assistants <p>Each of the above may be for older people, or people with mental health illness, dementia, physical disabilities, learning disabilities etc.</p> <p>Informal care could include support provided by friends, family, neighbours, community groups etc.</p> <p>Range of jobs should include ancillary roles, managers, and trainers in addition to front line staff.</p>
Unit assessment guidance – provided by the sector.	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task – PWCS 01 Introduction to the adult social care sector

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

This unit will give you an opportunity to investigate job roles within the adult social care sector and learn about the services that can be made available.

Task 1

- a) Define **adult social care**.
- b) Produce an outline of the different **types of adult social care support** and write about the purpose of each type.
- c) Give examples of who would access different types of adult social care support.

You may choose to present your information for b) and c) in chart form similar to the one below.

Types of adult social care support	An outline of the types	The purpose of the type	Examples of who would access the different types
day services			
residential support including respite			
domiciliary support			
community based support			
support purchased using personal budgets such as personal assistants			

- d) Write an outline of how **informal care** contributes to adult social care. Informal care may include support provided by friends, family, neighbours, and community groups.

Task 2

- a) Identify a **range** of jobs that are available in adult social care, include ancillary roles, management roles, teaching roles and front line staff.
- b) Write an outline of the settings where adult social care support is provided.
- c) Outline a range of ways to develop a role or career in adult social care.

PWCS 02: Introduction to the values and principles of adult social care



Unit reference	D/502/9590	Level	1
Credit value	1	Guided Learning	10
Unit aim	The aim of this unit is to develop learners' awareness of the values and principles of adult social care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the values and principles of adult social care .	1.1. Identify key values and principles of adult social care.		
	1.2. Outline why adult social care workers need to promote adult social care values at all times.		
	1.3. Identify areas where own values and principles may conflict with those of adult social care.		
2. Know the importance of diversity within adult social care.	2.1. Outline why it is important to support and respect diversity and different cultures and values.		
	2.2. Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes.		

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: PWCS 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.</p> <p>Key values and principles of adult social care include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership • confidentiality. <p>This list is not exhaustive.</p>
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task – PWCS 02 Introduction to the values and principles of adult social care

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2

Introduction

This unit will help you gain an understanding of the values and principles which need to be followed in the daily work in adult social care. It will give you a basic understanding of how you value individuals in your care.

You may choose to produce this information in a way which could be displayed on an information board within an adult social care setting.

Task 1

- Make a list of the **key values and principles of adult social care**. Then identify how each key value and principle may conflict with your values. You may wish to present your information in chart form for Task 1.

List of the key values and principles of adult social care	Identify how each key value and principle may conflict with your values.

- Write an outline to show why adult social care workers need to promote **adult social care** principles and values at all times.

Task 2 - You may wish to present this information in an A4 poster.

- Write an outline of why it is important to support and respect:
 - diversity
 - different cultures and values.
- Outline why it is important to find out the history, needs, wishes, likes and dislikes of individual's in adult social care.

PWCS 08: Awareness of the skills and attitudes needed to work in adult social care



Unit reference	M/502/9660	Level	1
Credit value	1	Guided Learning	8
Unit aim	The aim of this unit is to develop learners' awareness of skills and attitudes needed for working in adult social care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the range of skills and attitudes essential to work in adult social care.	1.1. List skills and attitudes essential to work in adult social care.		
	1.2. Identify own skills and attitudes essential to work in adult social care.		
	1.3. Identify own skills and attitudes that require further development.		

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: PWCS 08

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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.</p> <p>Skills and attitudes essential to work in adult social care include:</p> <ul style="list-style-type: none"> • write and speak so that others listen and understand • read and understand information shown in a variety of ways including, written and spoken English • listen and ask questions to understand other people’s points of view • understand the need to be reliable and dependable • give examples of a care worker acting responsibly and being accountable in a care work setting • understand the purpose of policies and procedures in a social care workplace • demonstrate an ability to assess situations and identify problems and suggest solutions in a social care workplace scenario • know how to help ‘customers’ and deal with their questions and problems • demonstrate willingness to work in a team • demonstrate an ability to work well with others • be open and respond well to simple changes • show interest, initiative and effort • understand the need to gain skills and knowledge to support and develop your work • be willing to learn from mistakes and accept feedback and offer feedback to others in a positive way • be willing to reflect on practice and improve • be willing to share skills and to provide feedback to others in a positive way • be able to use every day technology such as mobile phones, email applications and basic word processing • be able to make estimates and check calculations for accuracy • understand how to add, subtract, multiply and divide numbers and give examples of when each should be used in day to day social care work • observe and record data accurately and legibly.
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task – PWCS 08 Awareness of the skills and attitudes needed to work in adult social care

This assessment has been designed to meet all assessment criteria for learning outcome 1.

Introduction

Working in adult social care requires individuals with certain characteristics. This assessment will help you to find out about skills and attitudes essential to work in this sector.

Task

Complete the Skill Scan below to:

- list skills and attitudes essential to work in adult social care
- identify own skills and attitudes essential to work in adult social care
- identify own skills and attitudes that require further development.

Skill Scan		
List skills and attitudes essential to work in adult social care	Identify own skills and attitudes essential to work in adult social care	Identify own skills and attitudes that require further development
<i>Add as many rows as you need</i>		

PWCS 09: Awareness of communication in adult social care

Unit reference	A/502/9662	Level	1
Credit value	2	Guided Learning	15
Unit aim	The aim of this unit is to develop learners' awareness of communication in adult social care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the communication skills needed in adult social care.	1.1. Identify communication skills needed in adult social care .		
2. Know how adult social care workers can meet the communication and language needs of individuals.	2.1. Identify barriers to effective communication.		
	2.2. List ways of overcoming barriers to effective communication.		
3. Know the importance of record keeping in adult social care settings.	3.1. Identify reasons for record keeping.		
	3.2. Give examples of different types of record keeping used in adult social care settings.		
	3.3. Outline the skills needed to maintain clear, accurate and up to date records.		

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: PWCS 09

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.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Communication skills may include:

- formal
- informal
- visual
- reading
- writing
- speaking – verbal / non-verbal
- listening
- body language.

Unit assessment guidance – provided by the sector

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task – PWCS 09 Awareness of communication in adult social care

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

Adult Social Care brings with it some unique challenges to communicate effectively. This assessment will enable you to consider the needs and requirements within this area of work.

Produce an information document in the following three sections which:

Task 1 - Communication skills

- identifies the range of **communication skills** needed in **adult social care**

Task 2 - Overcoming barriers

- identifies barriers to effective communication
- lists ways of overcoming barriers to effective communication

Task 3 – Record keeping

- lists the different purposes for which record keeping might be used
- gives examples of different types of record keeping used in adult social care settings
- outlines the skills needed to maintain clear, accurate and up to date records.

PWCS 10: Awareness of the role and responsibilities of the adult social care worker

Unit reference	F/502/9727	Level	1
Credit value	1	Guided Learning	10
Unit aim	The unit aims to develop learners' awareness of the role and responsibilities of the adult social care worker.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about the responsibilities of the adult social care worker.	1.1. Identify main responsibilities of an adult social care worker.		
	1.2. Outline the responsibilities and limits of the relationship between care workers and the individual .		
	1.3. Identify others that adult social care workers may work in partnership with.		
	1.4. Outline the need to report any suspicions about abuse or neglect.		
2. Know about the role of the adult social care worker.	2.1. Identify daily tasks in a range of adult social care roles.		
	2.2. Outline how duty of care might apply to the adult social care worker's daily role.		

	2.3. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.		
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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: PWCS 10

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.

Guidance for developing assessment arrangements for the unit:	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.</p> <p>An Individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • informal carers • advocates • health professionals such as doctors, dentists, nurses and physiotherapists • social workers, housing officers, care assistants • organisations providing home services such as cleaning, laundry or meals on wheels • community groups and other organisations that the individual has links with <p>Duty of Care is a legal obligation to:</p> <ul style="list-style-type: none"> • always act in the best interests of individuals and others • not act or fail to act in a way that could cause harm • act within your competence and do not take on something you do not believe you can safely do. <p>Person-centred support ensures that the needs, wishes and preferences of individuals inform their daily care.</p>
<p>Unit assessment guidance – provided by the sector</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>

Assessment task – PWCS 10 Awareness of the role and responsibilities of the adult social care worker

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

In this unit you will be looking at the role and responsibilities of the care worker in adult social care. It is important to know about the requirements within the work role and to be aware of how individuals are supported in all situations.

Produce the following information to form part of a display to inform people interested in working in adult social care.

Task 1 - Responsibilities of the **adult social care** worker

- Identify main responsibilities of an adult social care worker.
- Outline the responsibilities and limits of the relationship between care workers and the **individual**.
- Identify **others** that adult social care workers may work in partnership with.
- Outline the need to report any suspicions about abuse or neglect.

Task 2 - Roles of the adult social care worker

- Identify daily tasks in a range of adult social care roles.
- Outline how **duty of care** might apply to the adult social care worker's daily role.
- Give examples of how to provide **person-centred support** when supporting individuals in day-to-day activities.

Section 4: Assessment and quality assurance information

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.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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

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 **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure 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 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

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 and resources

Useful documents

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

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance
- QCF Glossary (Skills for Health)

Mandatory Documents

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

- Evidence Record
- Record of Assessment Cycle

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

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

The forms and guidance documents are included within **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.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

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

- Skills for Care and Developments Assessment Principles

These documents can be downloaded from the qualification page on our website.

Resources

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

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