NCFE CACHE Level 2 Technical Specialist in Technology Enabled Care (Certificate)
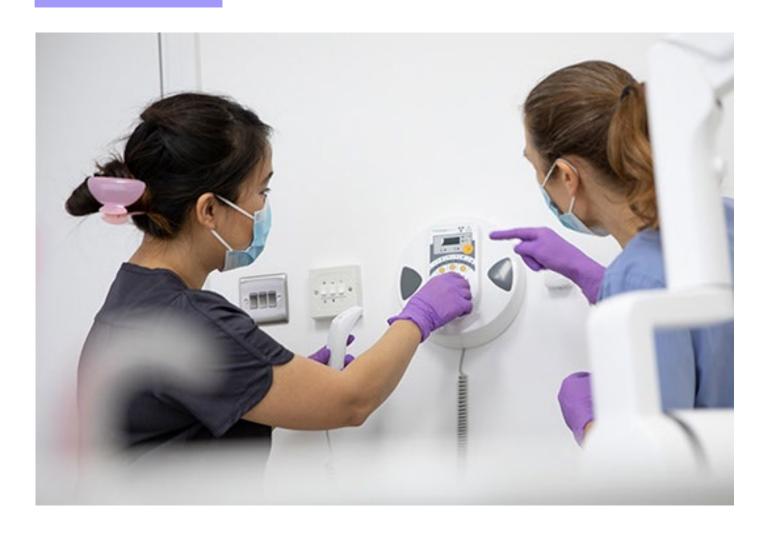QN: 610/4524/X

Qualification Specification

Qualification summary

Qualification title	**NCFE CACHE Level 2 Technical Specialist in Technology Enabled Care (Certificate)**
Ofqual qualification number (QN)	610/4524/X
Guided learning hours (GLH)	110
Total qualification time (TQT)	132
Minimum age	16
Qualification purpose	This qualification is designed for learners who want to increase their knowledge and understanding of technology enabled care (TEC). It will support the learner to develop their knowledge of how a technology can be used to help improve an individual's quality of life and support them to live independently.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Occupational standards	This qualification builds on the outcomes within the Healthcare Support Worker occupational standard (ST0216). The specialist duties have been written to build upon the knowledge, skills and behaviours in the Healthcare Support Worker standard: 1. maintains safe systems of work for self and for others in relation to TEC 2. develops a specialist level of competence in TEC to allow support of an individual's quality of life 3. practices person-centred approaches to TEC to support independence, health and wellbeing 4. utilises data collection and outcomes from TEC including an awareness of new developments in the sector, to aid future care planning 5. supports collaborative relationships with others to promote holistic care
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4524/X.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

Section 1: introduction

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

Aims and objectives

This qualification aims to:

- focus on the study of technology enabled care (TEC) in the health and social care industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- gain an understanding of TEC, which can be used to help support an individual's quality of life
- understand person-centred care approaches to TEC that can be used to help support independence, health and wellbeing
- understand different roles and responsibilities in relation to TEC
- gain an understanding of legislation, safeguarding and regulatory requirements relating to TEC

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

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

Guidance for entry and registration

This qualification is designed for learners who want to increase their knowledge and understanding of TEC, and how a range of technology can be used to improve an individual's quality of life and help to support them to live independently.

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

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 healthcare or social care related qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **4 units** from the mandatory units.

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

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

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
  - healthcare assistant
  - healthcare support worker
  - nursing assistant
- further education:
  - Level 3 Award in Health and Social Care
  - Level 3 Certificate in Health and Social Care
  - Level 3 Diploma in Health and Social Care

Resource requirements

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

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

Learners must be successful in this component to gain the Level 2 Technical Specialist in Technology Enabled Care (Certificate).

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

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created some sample tasks for the four internally assessed units, which can be found a separate document in the member's area of the NCFE website. These tasks are not mandatory. 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 some LOs for four units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. 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.

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

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries and Appeals about Results and Assessment Decisions Policy, which is available on the NCFE website.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

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

Unit 01 Introduction to technology enabled care (R/651/2489)

Unit summary			
In this unit, the learner will gain an understanding of technology enabled care (TEC), which can provide a range of technology-based solutions that can be used to improve an individual's quality of life and support them to live as independently as possible by focusing on their individual needs.			
Assessment			
This unit is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**20 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand technology enabled care (TEC)	1.1 Explain what is meant by the term technology enabled care
	1.2 Explain how TEC has evolved over time
	1.3 Explain how TEC can benefit the: • **individual** • **organisation** • **carer**
	1.4 Explain how TEC can benefit people with a range of additional support needs and circumstances
	1.5 Explain how a **range of settings** can benefit from the use of TEC
	1.6 Describe how consumer devices and products can be used to provide TEC
2. Understand the benefits of TEC within the health and social care system and use data to aid care planning	2.1 Describe the benefits of TEC within the **health and social care (H&SC)** system
	2.2 Explain how TEC can be used to promote **holistic care**
	2.3 Explain how the use of data collection and analysis from TEC can aid care planning
	2.4 Use data collection and analysis from TEC to aid care planning
	2.5 Identify potential future developments in TEC

Range
1. Understand technology enabled care (TEC)
1.3 Individual refers to TEC user. **1.3 Organisation** to include both public and private bodies providing the TEC solution (for example, NHS, social services, private healthcare/TEC providers). **1.3 Carer** may include a family member, partner, friend and/or neighbour. **1.5 Range of settings:** Should include: • sheltered/supported housing • privately owned homes • general needs housing • hospital

Range
• other (for example, workplace)
2. Understand the benefits of TEC within the health and social care system
2.1 Health and social care (H&SC): To include a range of services, providers and people involved in the care of the individual. **2.2 Holistic care** should include: • independence • wellbeing • self-care

Delivery and assessment guidance
The learner will gain knowledge and understanding of TEC and its utilisation in the support of people living independently with conditions within the context of current H&SC policy. Learners should be able to describe the different types of TEC available and how it may benefit individuals with a range of needs and circumstances. Learners should also understand how technology might impact on individuals' wider networks, such as carers and/or family members. They should also have an understanding of self-care and how this fits into the wider H&SC context. Learners should also be able to appreciate the different technologies used in certain H&SC settings and how this may vary in settings such as residential care, nursing care, hospital care and those living independently at home. **LO1 (AC1.1)** Learners must explain what is meant by the term TEC (for example, a digital solution that helps keep someone independent). **LO1 (AC1.2)** Learners must explain how TEC has evolved over time, including in the areas of health-related digital solutions, connected care, telecare, telemedicine and telehealth. **LO1 (AC1.4)** Learners should include a range of ages, health conditions and personal circumstances and explain how TEC can benefit people with a range of additional support needs and circumstances. **LO2 (AC2.1)** Learners must describe the benefits of TEC within H&SC, including (but not limited to): monitoring, independence, cost effectiveness, help with support planning (monitoring analysis) use of plug and play, warden call, Apps, 'virtual assistants' (for example, Alexa, Google Home), Global Positioning System (GPS), monitoring equipment, Virtual Reality (VR). **LO2 (AC2.2)** Learners must explain how TEC can be used to promote holistic care and enable individuals to continue to live independently, (for example, fall detectors to give individuals the confidence that if they fall, someone will come in response).

Delivery and assessment guidance
LO2 (AC2.3) Learners must explain how data can be used to understand patterns in individual behaviour and how this contributes to and aids care planning. Simulation of skills-based criteria is permitted.

Unit 02 Understand a person-centred approach to technology enabled care (A/651/2490)

Unit summary			
In this unit, the learner will understand person-centred care approaches to technology enabled care (TEC) that can be used to support independence, health and wellbeing.			
Assessment			
This unit is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**30 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand person-centred care in relation to technology enabled care (TEC)	1.1 Explain what is meant by person-centred care
	1.2 Explain how TEC can support early intervention to meet current or to delay follow-up care needs
	1.3 Explain how TEC can support the principles of effective person-centred care, health and wellbeing
	1.4 Identify the potential barriers to using TEC in relation to person-centred care
	1.5 Describe the limitations of using TEC in relation to person-centred care
2. Understand the importance of effective communication in relation to TEC	2.1 Describe the key factors that may impact on effective communication in relation to TEC
	2.2 Explain how TEC can be used as a communication tool for the: • **individual** • **carer** • **health and social care (H&SC) service provider** • community
3. Understand the positive impact TEC can have in reducing isolation	3.1 Describe the issues of social isolation
	3.2 Give examples of the positive impact TEC can have on reducing isolation
4. Understand person-centred care in TEC assessment and care planning	4.1 Explain the importance of assessing an individual's circumstances before implementing a TEC plan
	4.2 Assess individual's circumstances and make recommendations for a TEC plan
	4.3 Identify when TEC can be used as an assessment tool
	4.4 Explain how TEC can be used as a solution to meet an individual's assessment needs

Range
2. Understand the importance of effective communication in relation to TEC
2.2 Individual refers to a TEC user.
2.2 Carer may include a family member, friend, partner and/or neighbour/key holder.
2.2 Health and social care (H&SC) service provider for example, monitoring centre or GP.

Delivery and assessment guidance

LO1 (AC1.1)
Learners should explain person-centred care and how it is the cornerstone of effective and appropriate TEC in H&SC. Learners must explain the values and principles of person-centred care and how technology relates to this.

Person-centred values and principles include:

- individuality
- rights, choice and privacy
- independence
- dignity
- respect
- partnership
- safety

LO1 (AC1.2)
Learners should explain how implementing TEC as early as possible can positively affect the individual's life (for example, promotes self-care, confidence, independence, feeling safe and secure) and can delay the need for follow-up care (for example, fall monitoring can avoid an individual being left injured on the floor which would result in a delay of follow-up care).

LO1 (AC1.3)
Learners should explain how TEC can positively affect the following:

- individuality
- rights, choice and privacy
- independence
- dignity and respect
- partnership
- safety

They should also explain the positive effects on the health and wellbeing of the individual. This may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political
- sexual
- physical
- mental

LO1 (AC1.4)
Learners should identify potential barriers (for example, negative perceptions of using TEC, ability to use TEC and ethics).

Delivery and assessment guidance
LO1 (AC1.5) Learners should describe the limitations of TEC and also the principles of holistic assessment, taking into account the different elements of individuals' lives (for example, work, home and social lives and the way that technology can support this). Learners should describe how TEC forms only part of the holistic care plan. Acknowledge that without human interaction in the process, TEC cannot be fully effective (for example, pill dispensers are reminders but cannot give the medication; fall detectors can say a person has fallen but cannot stop them from falling). **LO2 (AC2.1)** Learners should describe key factors that may impact on effective communication in relation to TEC (for example, an individual's mental capacity or language barriers). **LO4 (AC4.1)** Learners must explain the importance of understanding and listening to the individual's needs and wishes when developing a TEC plan. They must also understand an individual's personal circumstances and how this allows for the use of the correct TEC best suited to their circumstances (for example, an individual living with dementia who is especially lucid on certain days can potentially be different when assessed on another). Without proper assessment/review of medical history, TEC may be implemented incorrectly. The learner must also understand the need for continuous reassessment of an individual's needs. Simulation of skills-based criteria is permitted.

Unit 03 Understand roles and responsibilities in relation to technology enabled care (D/651/2491)

Unit summary			
In this unit, the learner will gain an understanding of the different roles and responsibilities in relation to the appropriate use of technology enabled care (TEC).			
Assessment			
This unit is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**30 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the roles and functions in the use of technology enabled care (TEC)	1.1 Describe the importance of TEC in relation to: • assessing • installing • monitoring • responding
	1.2 Identify who could be responsible for TEC in relation to: • assessing • installing • monitoring • responding
	1.3 Explain the **potential issues** that may arise in relation to the use of TEC
	1.4 Identify who should escalate concerns relating to TEC
	1.5 Explain the importance of following standard operating procedures (SOPs) when escalating concerns relating to TEC
2. Understand different types of TEC devices available and their functions	2.1 Identify different types of devices available and their functions
	2.2 Identify the range of triggers that can activate a device
	2.3 Describe the follow-up process that occurs when a specific device is activated
	2.4 Explain what action and contingency could be taken if a device fails to work, by the following: • **individual** • **carer** • **health and social care service provider**
	2.5 Explain the importance of follow-up support, reviewing and monitoring to ensure the TEC solution is fit for purpose
3. Understand the infrastructure for TEC	3.1 Identify the difference between analogue and digital relating to TEC
	3.2 Explain the benefits of using data collected from TEC

Range
1. Understand the roles and functions in the use of TEC
1.3 Potential issues: Learners must explain the potential issues that may arise when using TEC and issues that may occur if TEC is used incorrectly such as: • TEC installed but no responder • individual unsure how to use TEC • potential for installing the wrong TEC if an individual's circumstances/full medical history are not properly assessed
2. Understand different types of TEC devices available and their functions
2.4 Individual refers to TEC user. **2.4 Carer** may include a family member, friend, partner and/or neighbour/key holder. **2.4 Health and social care service** provider for example, monitoring centre, GP.

Delivery and assessment guidance
LO1 (AC1.1) Learners must describe the important role that each stage plays in the overall delivery of TEC. The learner could describe the negative effects of stages not being performed correctly, (for example, due diligence on the TEC manufacturer or provider specific training in the use of TEC, contingency if it does not work) and review. **LO1 (AC1.4)** Learners must identify at least three individuals who might escalate concerns. **LO2 (AC2.1)** Learners must identify three different devices available and their functions. Learners will be able to identify how the piece of equipment is activated and how the service user would be able to use this to help support independence. **LO2 (AC2.2)** Learners must identify the triggers of the three devices they have identified. **LO2 (AC2.3)** Learners must describe the follow-up processes that occur for the three devices identified in 2.1 after activation, such as: Who is alerted? Where does the data go? What next steps are taken (standard response protocol)? **LO2 (AC2.4)** Learners must explain the action to be taken if a device is not working as intended, (for example, if a fall detector fails to detect a fall). **LO3 (AC3.1)** Learners should identify the differences between analogue and digital TEC in order to effectively communicate with individual users of TEC.

Delivery and assessment guidance
LO3 (AC3.2) Learners should explain how data can be used to develop broader practice and internal processes for the organisations responsible for TEC. Feedback data from devices can also be used to improve device design and efficiency.

Unit 04 Introduction to legislation, safeguarding and regulatory requirements relating to technology enabled care (F/651/2492)

Unit summary			
In this unit, the learner will understand legislation, regulatory requirements and the principles of safeguarding relating to technology enabled care (TEC).			
Assessment			
This unit is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**30 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legal, ethical and regulatory requirements relating to technology enabled care (TEC)	1.1 Identify legislation that could impact on the use of TEC
	1.2 Explain how the ethical and regulatory frameworks may impact using TEC in health and social care
	1.3 Identify the principles of consent and information governance in relation to TEC
2. Understand the principles of safeguarding relating to TEC	2.1 Explain the principles of safeguarding for individuals using TEC
	2.2 Explain the importance of consent and capacity and how they may impact on the individual
	2.3 Identify issues around an individual's right to privacy when using TEC
	2.4 Identify different sources of information and support available to safeguard the individual while using TEC
3. Understand risks associated with TEC	3.1 Explain the risks associated with the use of TEC
	3.2 Describe how to overcome the risks associated with the use of TEC

Delivery and assessment guidance
LO1 (AC1.2)   There are a number of legal, ethical and regulatory frameworks which may impact on the use of TEC. Learners should explain these and how they may impact on different scenarios and use cases for technology.   Learners must cover the following: • Mental Health Act 2007   • Health and Care Act 2022   • Mental Capacity Act 2005   • Safeguarding Vulnerable Groups Act 2006   • Data Protection Act 2018   Legislation is subject to change and current requirements must be used as relevant to their own home nation.

Delivery and assessment guidance

LO1 (AC1.3)
Learners should identify the difference between consent and governance:

Governance framework brings together relevant policies, procedures and controls to ensure that information is managed in compliance with legislative, regulatory and contractual requirements, whilst also enabling and supporting the delivery of objectives and exploiting opportunities for business benefits.

Consent is a key issue relating to the use of technology and this should be taken into account when considering how to communicate the impact and implications of any technology solutions.

A lack of capacity to consent could be due to the following factors:

- a stroke or brain injury
- a mental health problem
- dementia
- a learning disability
- substance misuse
- confusion, drowsiness or unconsciousness

LO2 (AC2.2)
Learners should make reference to the Mental Capacity Act (2005) within their explanation.

LO2 (AC2.3)
Learners must identify the issues around the right to privacy and how this affects provision of TEC. For example, learners could explain issues surrounding the individual feeling TEC infringes on their right to privacy (such as, may feel it is watching them).

LO3
Learners will recognise and be able to understand the importance of risk management in relation to TEC in a range of settings. They will be able to explain risks to the service user from a range of sources, such as financial, environmental, technical, data protection, emotional and social factors, as well as developing mitigation and management techniques.

Learners should be confident in explaining risks and determining both their impact and their likelihood in relation to assistive living technologies. They should explain the risks to different audiences, including the user themselves, carers and family members. Learners should also be able to communicate these risks to others and present a balanced view of the likelihood and severity of the risks.

Learners should identify issues surrounding topics such as responsibility for medication compliance (for example, policies relating to pill dispensers). Learners should also consider false perceptions (for example, it is not a safety net; it can't stop a fall; it can't make the individual take the medication).

NCFE assessment strategy

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

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

Knowledge LOs

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

Skills LOs

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

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

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
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.

Section 4: support

Support materials

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

- Qualification Factsheet
- Sample Assessment Materials

Useful websites

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

- [TEC Services Association (TSA)](#)
- [NHS Technology Enabled Care Services (TECS)](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

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

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

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Appendix A: units

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

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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	R/651/2489	Introduction to technology enabled care	2	20
Unit 02	A/651/2490	Understand a person-centred approach to technology enabled care	2	30
Unit 03	D/651/2491	Understand roles and responsibilities in relation to technology enabled care	2	30
Unit 04	F/651/2492	Introduction to legislation, safeguarding and regulatory requirements relating to technology enabled care	2	30

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

Change history record

Version	Publication date	Description of change
v1.0	August 2025	First publication.