

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Certificate in Common
Health Conditions
QN: 601/4306/X**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 4.0 January 2019).

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
V4.2	June 2022	<p>Further information added to the qualification summary 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 the entry guidance section and qualification summary 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 the support for centres section about how to access support handbooks.</p>

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 2 Certificate in Common Health Conditions.

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.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- 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/scope of learning** – 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. Grades are not awarded.

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 substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner 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.

Entry guidance

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. Learners may find it helpful if they have already achieved a Level 1 qualification in a health or social care related area.

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.

Our website

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 qualifications, including a qualification factsheet and other support materials.

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 log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

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.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Common Health Conditions
Qualification number	601/4306/X
Aims and objectives	<p>This qualification is designed for learners looking to start work in, or already working in health and social care, who would like an understanding of common health conditions and their effects on individuals.</p> <p>This qualification aims to develop the learner's knowledge and understanding of:</p> <ul style="list-style-type: none"> • various common health conditions • monitoring the health of individuals affected by health conditions. <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> • prepare learners for further training and to support a role in the workplace where the individual may work or interact with those experiencing different health conditions.
Total Qualification Time (hours)	150
Guided Learning (hours)	121
Credit value	15
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification; therefore, no real work environment placement is required.
Rule of combination	<p>To be awarded the NCFE Level 2 Certificate in Common Health Conditions, learners must achieve a minimum of 15 credits:</p> <ul style="list-style-type: none"> • a total of 2 credits from the mandatory unit in Group A • a minimum of 13 credits from the optional units in Group B.

Entry requirements/ recommendations	<p>Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.</p> <p>There are no specific prior skills/knowledge a learner must have for this qualification. Learners may find it helpful if they have already achieved a Level 1 qualification in a health or social care related area.</p> <p>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.</p> <p>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.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 or 3 Diploma in Health and Social Care (Adults) for England • Level 2 or 3 Certificate in Preparing to Work in Adult Social Care • Level 2 or 3 Certificate for Working in the Health Sector • Level 3 Certificate in the Principles of End of Life Care • Level 3 Certificate in Stroke Care Management • Apprenticeships in Health & Social Care.
Assessment methods	<p>Portfolio of evidence</p>
Additional assessment requirements	<p>This qualification is internally assessed and externally quality assured.</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>
About this qualification	<p>This is a regulated qualification. The regulated number for this qualification is 601/4306/X.</p>

Useful websites


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

- Department of Health & Social Care: www.gov.uk/government/organisations/department-of-health-and-social-care
- NHS: www.nhs.uk/Conditions
- British Heart Foundation: www.bhf.org.uk
- British Lung Foundation: www.blf.org.uk
- Royal National Institute of Blind People: www.rnib.org.uk
- The Royal National Institute for Deaf People: www.rnid.org.uk
- Stroke Association: www.stroke.org.uk
- Diabetes UK: www.diabetes.org.uk
- Versus Arthritis: www.versusarthritis.org
- Alzheimer's Society: www.alzheimers.org.uk
- Headway: www.headway.org.uk
- Mental Health Foundation: www.mentalhealth.org.uk
- Mencap: www.mencap.org.uk
- The Disabilities Trust: www.thedtgroup.org
- Parkinson's UK: www.parkinsons.org.uk

Section 3: Units

Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
	Unit 01	H/505/5382	Understand how to contribute to monitoring the health of individuals affected by health conditions	Knowledge	2	2	20


The star icon  indicates that a unit is knowledge based.

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

Optional units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
☆	Unit 02	F/506/6423	Understand cardiovascular disease	Knowledge	2	3	22
☆	Unit 03	A/506/6422	Understand respiratory disease	Knowledge	2	3	22
☆	Unit 04	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16
☆	Unit 05	R/505/2526	Stroke awareness	Knowledge	2	3	28
☆	Unit 06	L/505/2525	Diabetes awareness	Knowledge	2	3	24
☆	Unit 07	D/505/8491	Arthritis awareness	Knowledge	2	3	30
☆	Unit 08	J/505/2524	Dementia awareness	Knowledge	2	2	17
☆	Unit 09	J/601/5824	Understand the impact of Acquired Brain Injury on individuals	Knowledge	2	3	25

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★	Unit 10	Y/506/2880	Understanding mental health	Knowledge	2	4	40
★	Unit 11	K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35
★	Unit 12	L/601/6117	Understand physical disability	Knowledge	2	2	19
★	Unit 13	F/505/8497	Parkinson's disease awareness	Knowledge	2	3	30

The star icon  indicates that a unit is knowledge based.

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

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content 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 group	Explains if the unit is mandatory or optional.
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.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	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.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to NOS.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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

Explanation of terms used at Level 2

(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.
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.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
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.

Unit 01: Understand how to contribute to monitoring the health of individuals affected by health conditions



Unit reference	H/505/5382	Unit level	2
Unit group	Mandatory		
Credit value	2		
Guided learning hours	20		
Unit summary	The aim of this unit is to provide an understanding of monitoring the health of individuals affected by health conditions, including the observation, recording and reporting of these. It will also help learners to gain knowledge of the responses needed when there are changes to an individual's condition.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand monitoring of the health of individuals affected by health conditions.	1.1. Explain the importance of monitoring the health of individuals affected by a health condition.
	1.2. Describe ways in which the health of individuals can be monitored.
2. Understand how to carry out observations of the health of individuals affected by health conditions.	2.1. Identify what observations have been agreed to monitor the health conditions of an individual.
	2.2. Explain how required observations can be carried out in ways that: <ul style="list-style-type: none"> • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns • follow agreed ways of working.
3. Know how to record and report on observations.	3.1. Describe how records of observations should be maintained.
	3.2. Describe how changes in an individual's condition should be reported.
	3.3. Explain when changes may be needed to usual recording and reporting requirements about an individual's health condition.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to respond to changes in an individual's condition.	4.1. Explain what immediate action should be taken when changes in an individual's health cause concern.
	4.2. Outline how to work with others to review information about changes in an individual's health.
	4.3. Clarify own understanding about changes to requirements for monitoring.
	4.4. Describe how required changes to monitoring processes should be implemented.

Delivery and assessment**Range**

- 1.1. **health** may include aspects that affect physical health and psychological well-being.
- 1.1. an **individual** is someone requiring care or support.
- 2.2. **agreed ways of working** will include policies and procedures, where these exist.
- 3.1. **observations** may include informal observations, physical measurements and other agreed ways of monitoring.
- 4.2. **others** may include:
- the individual
 - family members
 - line manager
 - other professionals
 - others who are important to the individual's well-being.

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.2, 2.1

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: oral or written questioning

Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1–3.3, 4.1–4.4

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria.

Type of evidence: Tutor-devised case study

Assessment criteria: 3.2, 4.1, 4.2

Additional information: Tutors could design a case study illustrating a scenario requiring a response to changes in an individual's health condition. Learners could answer questions relating to the assessment criteria.

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- oral or written questioning
- Tutor-devised case study.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Understand cardiovascular disease



Unit reference	F/506/6423	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	22		
Unit summary	The aim of this unit is to provide an understanding of the cardiovascular system and different forms of cardiovascular disease, including their signs, symptoms, causes and risk factors. It will also help learners gain knowledge of the effects on an individual's daily life and the treatment and management options available.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the key components of the cardiovascular system.	1.1. Outline the function of the cardiovascular system.
	1.2. Describe the structure of the heart.
	1.3. Describe the function of the heart in the cardiovascular system.
2. Know the most common forms of cardiovascular disease and their causes.	2.1. Identify the prevalence of the following common forms of cardiovascular disease: <ul style="list-style-type: none"> • angina • heart attack • heart failure • stroke.
	2.2. Describe the features of the common forms of cardiovascular disease.
	2.3. Describe the main signs and symptoms of the common forms of cardiovascular disease.
	2.4. Explain how the most common forms of cardiovascular disease affect the function of the heart.
	2.5. Explain the potential causes of the common forms of cardiovascular disease.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.6. Describe the risk factors associated with developing cardiovascular disease.
	2.7. Outline the types of tests that are available to enable the diagnosis of cardiovascular disease.
3. Know the social and personal effects of cardiovascular disease.	3.1. Describe the effects that experiencing cardiovascular disease might have on an individual's day-to-day living.
4. Understand the treatment and management of cardiovascular disease.	4.1. Outline the treatment options available for common forms of cardiovascular disease, to include: <ul style="list-style-type: none"> • medication • surgery.
	4.2. Give examples of the tests used to monitor cardiovascular disease.
	4.3. Give examples of strategies that individuals can use to manage their condition.
	4.4. Describe the range of support services available to individuals with cardiovascular disease.
	4.5. Describe lifestyle factors that can reduce the risk of cardiovascular disease.

Delivery and assessment
<p>Assessment guidance</p> <p>Types of evidence: individual notes and visual aids from a presentation</p> <p>Assessment criteria: 1.1–1.3</p> <p>Additional information: learners could prepare and deliver a presentation outlining the cardiovascular system, describing the structure and function of the heart, which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 1.1–1.3</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria.</p> <p>Types of evidence: factsheet or information leaflet</p> <p>Assessment criteria: 2.2–2.7</p> <p>Additional information: an assignment could be devised consisting of tasks requiring learners to investigate cardiovascular disease. The findings could be presented in the form of an information leaflet or fact sheet. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 2.1–2.7, 3.1, 4.1–4.5</p> <p>Additional information: learners could conduct research on the common causes and effects of cardiovascular disease, the social and personal effects, and the treatment and management of the condition. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.</p> <p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 4.3–4.5</p> <p>Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p>
<p>Types of evidence</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes and visual aids from a presentation • oral or written questioning • factsheet or information leaflet • individual notes or learner report • individual notes from a small group discussion.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • Maths • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Understand respiratory disease



Unit reference	A/506/6422	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	22		
Unit summary	The aim of this unit is to provide an understanding of the respiratory system and different forms of respiratory disease, including their signs, symptoms, causes and risk factors. It will also help learners gain knowledge of the effects on an individual's daily life and the treatment and management options available.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the key components of the respiratory system.	1.1. Outline the function of the respiratory system.
	1.2. Describe the structure of the lungs.
	1.3. Describe the function of the lungs in the respiratory system.
2. Know the most common forms of respiratory disease and their causes.	2.1. Identify the prevalence of the following common forms of respiratory disease: <ul style="list-style-type: none"> • asthma • chronic obstructive pulmonary disease (COPD) • lung cancer.
	2.2. Describe the features of the common forms of respiratory disease.
	2.3. Describe the main signs and symptoms of the common forms of respiratory disease.
	2.4. Explain how the most common forms of respiratory disease affect the function of the lungs.
	2.5. Explain the potential causes of the common forms of respiratory disease.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.6. Describe the risk factors associated with developing respiratory disease.
	2.7. Outline the types of tests that are available to enable the diagnosis of respiratory disease.
3. Know the social and personal effects of respiratory disease.	3.1. Describe the effects that experiencing respiratory disease might have on an individual's day-to-day living.
4. Understand the treatment and management of respiratory disease.	4.1. Outline the treatment options available for common forms of respiratory disease, to include: <ul style="list-style-type: none"> • medication • surgery.
	4.2. Give examples of the tests used to monitor respiratory disease.
	4.3. Give examples of strategies that individuals can use to manage their condition.
	4.4. Describe the range of support services available to individuals with respiratory disease.
	4.5. Describe lifestyle factors that can reduce the risk of respiratory disease.

Delivery and assessment
<p>Assessment guidance</p> <p>Types of evidence: individual notes and visual aids from a presentation</p> <p>Assessment criteria: 1.1–1.3</p> <p>Additional information: learners could prepare and deliver a presentation outlining the respiratory system, describing the structure and function of the lungs which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 1.1–1.3</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria.</p> <p>Types of evidence: factsheet or information leaflet</p> <p>Assessment criteria: 2.2–2.7</p> <p>Additional information: an assignment could be devised consisting of tasks requiring learners to investigate respiratory disease. The findings could be presented in the form of an information leaflet or factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 2.1–2.7, 3.1, 4.1–4.5</p> <p>Additional information: learners could conduct research on the common causes and effects of respiratory disease, the social and personal effects, and the treatment and management of the condition. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 4.3–4.5</p> <p>Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes and visual aids from a presentation • oral or written questioning • factsheet or information leaflet • individual notes or learner report • individual notes from a small group discussion.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • Maths • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Introductory awareness of sensory loss



Unit reference	F/601/3442	Unit level	2
Unit group	Optional		
Credit value	2		
Guided learning hours	16		
Unit summary	The aim of this unit is to provide an understanding of the impact of sensory loss, the impact of attitudes and beliefs, the strategies to overcome these barriers, and the importance of effective communication. It will also help learners to gain knowledge of the main causes, symptoms and conditions associated with sensory loss.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these.	1.1. Describe how a range of factors have a negative and positive impact on individuals with sensory loss.
	1.2. Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss .
	1.3. Explain how individuals with sensory loss can be disabled by attitudes and beliefs.
	1.4. Identify steps that could be taken to overcome disabling attitudes and beliefs.
2. Understand the importance of effective communication for individuals with sensory loss.	2.1. Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> • sight loss • hearing loss • deaf-blindness.
	2.2. Describe how effective communication may have a positive impact on the lives of individuals with sensory loss.
	2.3. Explain how information can be made accessible to individuals with sensory loss.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know the main causes and conditions of sensory loss.	3.1. Outline the main causes of sensory loss.
	3.2. Explain the difference between congenital and acquired sensory loss.
	3.3. State what percentage of the general population is likely to have sensory loss.
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss.	4.1. Outline the indicators and signs of: <ul style="list-style-type: none"> • sight loss • deaf-blindness • hearing loss.
	4.2. Explain where additional advice and support can be sourced in relation to sensory loss.
5. Know how to report concerns about sensory loss.	5.1. Describe to whom and how concerns about sight and/or hearing loss can be reported.

Delivery and assessment
<p>Range</p> <p>1.1. factors could include information; familiar layouts and routines; mobility; communication.</p> <p>1.2. sensory loss could include sight loss; hearing loss; deafness; blindness.</p> <p>Assessment guidance</p> <p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 1.1–1.4</p> <p>Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 1.1–1.4, 2.1–2.3, 4.1, 5.1</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 3.1–3.3, 4.2, 5.1</p> <p>Additional information: learners could conduct research on the main causes and conditions of sensory loss, the advice and support available and how to report concerns of sensory loss. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Types of evidence: factsheet or information leaflet</p> <p>Assessment criterion: 4.1</p> <p>Additional information: an assignment could be devised consisting of a series of tasks requiring learners to investigate the indicators and signs of sensory loss. The findings could be presented in the form of an information leaflet or factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criterion is addressed.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes from a small group discussion • oral or written questioning • individual notes or learner report • factsheet or information leaflet.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • Maths • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 05: Stroke awareness



Unit reference	R/505/2526	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	28		
Unit summary	The aim of this unit is to provide an understanding of the different types of stroke, their signs, symptoms and effect on the individual. It will help learners to gain knowledge of the response required in the event of an emergency, how to manage a stroke and the support that is available following a stroke.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know what a stroke is.	1.1. Identify the changes in the brain associated with stroke.
	1.2. Outline other conditions that may be mistaken for stroke.
	1.3. Define the differences between stroke and Transient Ischaemic Attack (TIA).
2. Know how to recognise stroke.	2.1. List the signs and symptoms of stroke.
	2.2. Identify the key stages of stroke.
	2.3. Identify the assessment tests that are available to enable listing of the signs and symptoms.
	2.4. Describe the potential changes that an individual may experience as a result of stroke.
3. Understand the management of risk factors for stroke.	3.1. State the prevalence of stroke in the UK.
	3.2. Identify the common risk factors for stroke.
	3.3. Describe how risk factors may vary in different settings .
	3.4. Define the steps that can be taken to reduce the risk of stroke and subsequent stroke.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the importance of emergency response and treatment for stroke.	4.1. Describe why stroke is a medical emergency.
	4.2. Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working.
	4.3. Identify the impact on the individual of the key stages of stroke.
	4.4. Identify the correct early positioning for airway management.
	4.5. Identify the information that needs to be included in reporting relevant and accurate history of the incident.
5. Understand the management of stroke.	5.1. Describe why effective stroke care is important to the management of stroke.
	5.2. Identify support available to individuals and others affected by stroke.
	5.3. Identify other agencies or resources to signpost individual or others for additional support and guidance.

Delivery and assessment

Range

2.3. **assessments tests** refers to FAST (face, arms, speech, time).

3.2. **common risk factors** include; genetic; lifestyle; ethnicity; age; other medical conditions.

3.3. **settings** may vary according to the health and social care setting of the individual eg residential or domiciliary environment.

5.2. an **individual** is someone accessing care or support.

5.2. **others** may include; family; friends; advocates; carers; other professionals.

Assessment guidance

Types of evidence: factsheet or information leaflet

Assessment criteria: 1.1–1.3, 3.1–3.4

Additional information: an assignment could be devised consisting of a series of tasks requiring learners to investigate causes and types of stroke. The findings could be presented in the form of an information leaflet or factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.

Type of evidence: Tutor-devised case study

Assessment criteria: 2.1–2.4, 4.1–4.4

Additional information: Tutors could design a case study to illustrate a scenario requiring emergency response in relation to a stroke. Learners could answer questions relating to the assessment criteria.

Type of evidence: completion of simulated records

Assessment criteria: 4.2–4.5

Additional information: this simulation could be linked to a case study such as that described above. Learners could complete an account as if they had responded to the emergency and were reporting the incident, ensuring they include the necessary details such as history and action taken.

Types of evidence: oral or written questioning

Assessment criteria: 5.1–5.3

Additional information: learners could investigate the support and guidance available for individuals and their families following stroke and use their findings to answer pre-prepared questions.

Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • factsheet or information leaflet • Tutor-devised case study • completion of simulated records • oral or written questioning. 	
Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • Maths • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 06: Diabetes awareness



Unit reference	L/505/2525	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
Unit summary	The aim of this unit is to provide an understanding of the different types of diabetes and their features, including their signs, symptoms and risk factors. It will also help learners to gain knowledge of the treatment and management options, associated health conditions and how to respond in the event of an emergency.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know what is meant by diabetes.	1.1. Describe what is meant by the term diabetes.
	1.2. Outline key features of Type 1 diabetes.
	1.3. Outline key features of Type 2 diabetes.
	1.4. Describe signs and symptoms that indicate an individual may have diabetes.
2. Know risk factors for developing Type 2 diabetes.	2.1. Identify risk factors associated with the development of Type 2 diabetes.
	2.2. Describe ways that individuals can reduce their risk of developing Type 2 diabetes.
	2.3. Outline the long-term health consequences of developing Type 2 diabetes.
3. Know the treatment and management options for individuals with diabetes.	3.1. Outline the treatments and other support available for individuals with diabetes: <ul style="list-style-type: none"> • nutritional • medication • exercise.
	3.2. Describe the importance of self-care for the individual with diabetes.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. Give examples of tests used to monitor diabetes to include: <ul style="list-style-type: none"> • annual tests • daily (or more frequent) tests.
4. Know how to respond to hypoglycaemia.	4.1. Describe what is meant by the term hypoglycaemia. 4.2. Identify the possible causes of hypoglycaemia. 4.3. List the signs and symptoms of hypoglycaemia. 4.4. Describe what action to take if an individual has hypoglycaemia.
5. Know how to respond to hyperglycaemia.	5.1. Describe what is meant by the term hyperglycaemia. 5.2. Identify the possible causes of hyperglycaemia. 5.3. List the signs and symptoms of hyperglycaemia. 5.4. Describe what action to take if an individual has hyperglycaemia.
6. Know the links between diabetes and other conditions.	6.1. Describe the impact of intercurrent illness on individuals with diabetes. 6.2. Outline how treatment for diabetes may be required to be changed during intercurrent illness. 6.3. Describe the links and possible complications between diabetes and <ul style="list-style-type: none"> • dementia • depression • pregnancy.

Delivery and assessment
<p>Assessment guidance</p> <p>Types of evidence: factsheet or information leaflet</p> <p>Assessment criteria: 1.1–1.4</p> <p>Additional information: an assignment could be devised consisting of a series of tasks requiring learners to investigate different types of diabetes and their features. The findings could be presented in the form of an information leaflet or factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 2.1–2.3, 3.1</p> <p>Additional information: learners could conduct research on the risk factors for Type 2 diabetes and the treatment and support available. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 3.2, 3.3, 4.1–4.4, 5.1–5.4</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>Type of evidence: assignment</p> <p>Assessment criteria: 6.1–6.3</p> <p>Additional information: learners could investigate the links between diabetes and other conditions. They could also explore the impact of intercurrent illnesses on individuals, the treatment and complications. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • factsheet or information leaflet • individual notes or learner report • oral or written questioning • assignment.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 07: Arthritis awareness



Unit reference	D/505/8491	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	30		
Unit summary	The aim of this unit is to provide an understanding of the different types of arthritis, their causes, signs and symptoms. It will also help learners to gain knowledge of the diagnosis, treatment, support and management of arthritis.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what arthritis is.	1.1. Define the term 'arthritis'.
	1.2. Outline the most common types of arthritis.
	1.3. Explain how the most common types of arthritis affect the joints.
	1.4. Describe the signs and symptoms of the most common types of arthritis.
	1.5. Outline the possible causes of arthritis.
	1.6. Outline the risks for arthritis.
2. Understand the treatment options and support services that are available to individuals with arthritis.	2.1. Explain how arthritis is diagnosed.
	2.2. Outline the treatment options available, to include: <ul style="list-style-type: none"> • medication • surgery • physical therapies • complementary and alternative therapies.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.3. Outline the support services available to individuals with arthritis, to include: <ul style="list-style-type: none"> • the individual's GP • rheumatologists • physiotherapists • occupational therapists • podiatrists.
3. Understand the experience of living with arthritis and strategies for managing the condition.	3.1. Describe strategies that individuals can use to manage the pain associated with arthritis.
	3.2. Explain how lifestyle changes can be used to manage the symptoms of arthritis.
	3.3. Describe the possible psychological impact of living with arthritis for: <ul style="list-style-type: none"> • the individual • carers • relatives.
	3.4. Outline ways to support individuals with arthritis who are experiencing psychological distress.

Delivery and assessment
<p>Assessment guidance</p> <p>Types of evidence: factsheet or information leaflet</p> <p>Assessment criteria: 1.1–1.6</p> <p>Additional information: an assignment could be devised consisting of a series of tasks requiring the learner to investigate the types of arthritis and causes, signs and symptoms. The findings could be presented in the form of an information leaflet or factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 2.1–2.3, 3.1–3.4</p> <p>Additional information: learners could conduct research on the diagnosis and treatment of arthritis and the support services available, as well as exploring living with arthritis and managing the condition. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• factsheet or information leaflet• individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 08: Dementia awareness



Unit reference	J/505/2524	Unit level	2
Unit group	Optional		
Credit value	2		
Guided learning hours	17		
Unit summary	The aim of this unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how the actions of others can impact on individuals with the condition.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what dementia is.	1.1. Explain what is meant by the term 'dementia'.
	1.2. Describe the key functions of the brain that are affected by dementia.
	1.3. Explain why depression, delirium and age-related memory impairment may be mistaken for dementia.
2. Understand key features of the theoretical models of dementia.	2.1. Outline the medical model of dementia.
	2.2. Outline the social model of dementia.
	2.3. Explain why dementia should be viewed as a disability.
3. Know the most common types of dementia and their causes.	3.1. List the most common causes of dementia.
	3.2. Describe the likely signs and symptoms of the most common causes of dementia.
	3.3. Outline the risk factors for the most common causes of dementia.
	3.4. Identify prevalence rates for different types of dementia.
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.2. Outline the impact that the attitudes and behaviours of others may have on an individual with dementia.

Delivery and assessment
<p>Range</p> <p>4.2. others could include:</p> <ul style="list-style-type: none"> • care workers • colleagues • managers • social worker • GP • speech and language therapist • pharmacist • nurse • psychologist • admiral nurses • independent mental capacity advocate • community psychiatric nurse • dementia care advisors • advocate • support groups • occupational therapist • physiotherapist. <p>Assessment guidance</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 1.1–1.3, 3.1–3.4</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 2.1–2.3, 4.1, 4.2</p> <p>Additional information: learners could conduct research on the medical and social models of dementia and the factors relating to living with dementia. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • Maths • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 09: Understand the impact of Acquired Brain Injury on individuals



Unit reference	J/601/5824	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	25		
Unit summary	The aim of this unit is to provide an understanding of Acquired Brain Injury, the possible causes and its impact. It will help learners to gain an understanding of support needs to assist with communication, personality change and challenging behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand Acquired Brain Injury.	1.1. Describe what Acquired Brain Injury is.
	1.2. Identify possible causes of Acquired Brain Injury.
2. Understand the impact of an Acquired Brain Injury on the individual.	2.1. List initial effects of Acquired Brain Injury on the individual .
	2.2. Identify the long term effects of acquired brain injury, to include: <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural.
3. Understand the specialist communication needs of an individual with Acquired Brain Injury.	3.1. Explain what is meant by the term dysphasia.
	3.2. Explain what is meant by the term dysarthria.
	3.3. Describe the communication challenges presented to the individual and self by: <ul style="list-style-type: none"> • dysphasia • dysarthria.
	3.4. Identify skills required to support an individual with specialist communication needs.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the impact that personality changes can have on an individual and those providing support.	4.1. Outline changes in personality that an individual may experience as a result of Acquired Brain Injury.
	4.2. Describe how lack of self-awareness may affect the individual.
	4.3. Explain the impact of these changes on those providing support .
5. Understand the impact of challenging behaviour.	5.1. Describe behaviours which may be considered challenging .
	5.2. State what to do to avoid confrontation with someone who is emotionally agitated.
	5.3. Describe how challenging behaviour impacts on own feelings and attitudes.
	5.4. Identify what support is available to respond to challenging behaviour.
	5.5. Describe how to report challenging behaviour.

Delivery and assessment

Range

- 1.1. **Acquired Brain Injury** includes traumatic brain injury, mild or moderate brain injury and severe brain injury.
- 2.1. the **individual** is the person requiring support, an advocate may need to act on behalf of the individual.
- 2.2. **functional** relates to the individual's ability to carry out daily tasks such as dressing, washing and cooking. It does not exclusively mean physical ability but can also mean concentration or the motivation for doing tasks.
- 3.3. **communication challenges** can include word-finding or indistinct speech.
- 4.1. **changes in personality** could mean irritability; disinhibited behaviour; frustration; loss of social skills; lack of self-awareness; lack of insight.
- 4.2. **self-awareness** is the ability to understand the impact of one's behaviour on others.
- 4.3. **those providing support** may include family, friends, care workers, practitioners and other professionals.
- 5.1. **challenging behaviour** could include physical violence, threatening language, sexual inhibitions and non-compliance

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.2, 5.1–5.5

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: oral and written questioning

Assessment criteria: 2.1, 2.2, 5.1–5.5

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: factsheet or information leaflet

Assessment criteria: 1.1, 1.2, 2.1, 2.2

Additional information: an assignment could be devised consisting of a series of tasks requiring learners to investigate Acquired Brain Injuries, the possible causes and the initial and long-term effects. The findings could be presented in the form of an information leaflet or factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1–3.4, 4.1–4.3

Additional information: learners could conduct research on the specialist communication needs of individuals with Acquired Brain Injuries and the impact of personality change on the individual and those providing support. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- oral and written questioning
- factsheet or information leaflet
- individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 10: Understanding mental health



Unit reference	Y/506/2880	Unit level	2
Unit group	Optional		
Credit value	4		
Guided learning hours	40		
Unit summary	The aim of this unit is to provide an understanding of what is meant by mental health and its impact. It will also help learners gain knowledge of legal frameworks to ensure high-quality care is provided.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know what is meant by mental health and mental ill-health.	1.1. Define what is meant by mental health and mental ill-health.
	1.2. Describe the components of mental well-being.
	1.3. Describe the risk factors associated with developing mental health problems.
	1.4. Identify examples of mental health problems.
2. Understand how mental health care has changed over time.	2.1. Describe how mental health care has changed with regard to: <ul style="list-style-type: none"> • historical approaches to care • the use of community care.
	2.2. Explain the impacts of the changes in mental health care.
	2.3. Explain the difficulties individuals with mental health problems may face in day-to-day living.
3. Understand the social context of mental illness.	3.1. Describe social and cultural attitudes to mental illness.
	3.2. Describe media attitudes to mental illness.
	3.3. Explain the impact of these attitudes on individuals and their care.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the legal context of mental illness.	4.1. Identify relevant legislation in relation to mental illness.
	4.2. Outline the implications in legislation for the provision of care to an individual with mental health problems.
	4.3. Outline legal provisions for individuals who are unable to make decisions for themselves due to mental health problems.
	4.4. Outline the legal issues around confidentiality and data protection in relation to individuals with mental health problems.

Delivery and assessment
<p>Assessment guidance</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 1.1–1.4</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 2.1–2.3, 4.1–4.4</p> <p>Additional information: learners could conduct research on the legal context of mental illness, how mental health care has changed over time, and the impact of these changes. Learners can also explore the difficulties faced by living with mental health issues. Findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 3.1–3.3</p> <p>Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • individual notes or learner report • individual notes from a small group discussion.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 11: Understand the context of supporting individuals with learning disabilities



Unit reference	K/601/5315	Unit level	2
Unit group	Optional		
Credit value	4		
Guided learning hours	35		
Unit summary	<p>The aim of this unit is to explore the meaning of learning disabilities and to consider issues that are closely linked with learning disability support. Learners will gain an awareness of how the attitudes and beliefs of others can affect individuals who have learning disabilities. This unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication when working with individuals with learning disabilities.</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities.	1.1. Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.
	1.2. Explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.
2. Understand the nature and characteristics of learning disability.	2.1. Explain what is meant by 'learning disability'.
	2.2. Give examples of causes of learning disabilities.
	2.3. Describe the medical and social models of disability.
	2.4. State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'.
	2.5. Describe the possible impact on a family of having a member with a learning disability.
3. Understand the historical context of learning disability.	3.1. Explain the types of services that have been provided for individuals with learning disabilities over time.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Describe how past ways of working may affect present services. 3.3. Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: <ul style="list-style-type: none"> • where people live • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare.
4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	4.1. Explain the meaning of the term 'social inclusion'. 4.2. Explain the meaning of the term 'advocacy'. 4.3. Describe different types of advocacy. 4.4. Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities.
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers.	5.1. Explain how attitudes are changing in relation to individuals with learning disabilities. 5.2. Give examples of positive and negative aspects of being labelled as having a learning disability. 5.3. Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers. 5.4. Explain the roles of external agencies and others in changing attitudes, policy and practice.
6. Know how to promote communication with individuals with learning disabilities.	6.1. Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: <ul style="list-style-type: none"> • verbal communication • non-verbal communication.

Learning outcomes The learner will:	Assessment criteria The learner can:
	6.2. Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities.
	6.3. Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.

Delivery and assessment

Range

- 1.1. an **individual** is someone requiring care or support.
- 2.2. **causes** should include before birth, during birth and after birth.
- 4.4. **ways to build empowerment** should include person-centred thinking.
- 4.4. **active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. An individual is regarded as an active partner in their own care or support rather than a passive recipient.
- 5.4. **external agencies** include, for example, advocacy services, parent or carer support groups, campaign groups.
- 5.4. **others** may include the individual; colleagues; families or carers; friends; other professionals; members of the public; advocates.

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1, 1.2, 2.1, 2.3–2.5, 3.1, 3.2, 4.3, 4.4, 5.4

Additional information: learners could conduct research on the historical context, legislation and policies relating to learning disabilities; they could also explore the nature and characteristics of learning disabilities and support mechanisms for individuals. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Types of evidence: oral or written questioning

Assessment criteria: 2.2, 4.1–4.2, 6.1–6.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.3, 5.1–5.3

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could prepare a learner report.

Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes or learner report • oral or written questioning • individual notes from a small group discussion. 	
Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • Maths • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 12: Understand physical disability



Unit reference	L/601/6117	Unit level	2
Unit group	Optional		
Credit value	2		
Guided learning hours	19		
Unit summary	The aim of this unit is to provide an understanding of the different forms of physical disability, their causes and the impact they have. It will help learners gain an understanding of the attitudes those individuals with physical disability face and how to help support them manage their disability and maintain independence.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of differentiating between the individual and the disability.	1.1. Explain why it is important to recognise and value an individual as a person.
	1.2. Describe the importance of recognising an individual's strengths and abilities.
	1.3. Describe how to work in a person centred way that fully involves the individual.
2. Understand the concept of physical disability.	2.1. Describe what is meant by physical disability.
	2.2. Describe what a congenital disability is.
	2.3. Give examples of congenital disabilities and their causes.
	2.4. Describe what a progressive disability is.
	2.5. Give examples of progressive disabilities and their causes.
3. Understand how the challenges of living with a physical disability can be addressed.	3.1. Identify social and physical barriers that can have a disabling effect on an individual.
	3.2. Identify positive and negative attitudes towards individuals with a disability.

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>3.3. Describe steps that can be taken to challenge and change discriminatory attitudes.</p> <p>3.4. Describe the impact of disability legislation on community attitudes and practices.</p> <p>3.5. Describe the effects that having a physical disability can have on a person's day-to-day life.</p> <p>3.6. Identify the importance for the individual of positive risk-taking.</p>
<p>4. Understand the importance of independence and inclusion for the individual with physical disability.</p>	<p>4.1. Describe how the individual can be in control of their care needs and provision of social care services.</p> <p>4.2. Describe the importance of supporting independence and inclusion within the community.</p> <p>4.3. Describe how to assist with independence and inclusion within the community.</p>

Delivery and assessment
<p>Range</p> <p>1.1. the individual is the person requiring care or support.</p> <p>3.5. day-to-day life could include, for example, education opportunities; housing; employment; access to leisure activities; relationships; health care.</p> <p>Assessment guidance</p> <p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 1.1, 3.1, 3.2</p> <p>Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p>Types of evidence: oral or written questioning</p> <p>Assessment criteria: 1.1–1.3, 4.1–4.3</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>Type of evidence: assignment</p> <p>Assessment criteria: 2.1–2.5</p> <p>Additional information: learners could investigate what is meant by physical disability and explore congenital and progressive disabilities and their causes. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 3.3–3.6</p> <p>Additional information: learners could conduct research on the challenges of living with a physical disability including how they can be addressed. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes from a small group discussion • oral or written questioning • assignment • individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 13: Parkinson's disease awareness



Unit reference	F/505/8497	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	30		
Unit summary	The aim of this unit is to provide an understanding of Parkinson's disease and its underlying causes, the signs and symptoms of the condition and its impact. It will also help learners gain an understanding of treatment options, support services and strategies for managing the condition.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what Parkinson's disease is.	1.1. Define the term 'Parkinson's disease'.
	1.2. Describe the main signs and symptoms of Parkinson's disease.
	1.3. Outline the possible underlying causes of Parkinson's disease.
	1.4. Outline the possible risk factors for Parkinson's disease.
	1.5. Explain the differences between young onset Parkinson's disease and traditional onset Parkinson's disease.
	1.6. Explain the similarities between young onset Parkinson's disease and traditional onset Parkinson's disease.
	1.7. Identify other conditions that may be mistaken for Parkinson's disease.
	2.1. Describe how Parkinson's disease is diagnosed.

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the treatment options and support services that are available to individuals with Parkinson's disease.	2.2. Outline the treatment options available, to include: <ul style="list-style-type: none"> • medication • surgery • physical therapy • psychological interventions • complementary and alternative therapies.
	2.3. Outline the support services available to individuals with Parkinson's disease, to include: <ul style="list-style-type: none"> • Parkinson's nurse specialists • physiotherapists • occupational therapists • speech and language therapists.
3. Understand the experience of living with Parkinson's disease and strategies for managing the condition.	3.1. Describe the strategies that can be used to support an individual with Parkinson's disease, to include: <ul style="list-style-type: none"> • communication difficulties • swallowing • sleep disturbances • mobility • falls • mental health difficulties.
	3.2. Describe the possible psychological impact of living with Parkinson's disease for: <ul style="list-style-type: none"> • the individual • carers • relatives.
	3.3. Outline ways to support individuals with Parkinson's disease who are experiencing psychological distress.
	3.4. Outline the impact that the attitudes and behaviours of others may have on an individual with Parkinson's disease.

Delivery and assessment

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.7

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: individual notes and learner report

Assessment criteria: 1.2–1.6, 2.1–2.3, 3.1–3.4

Additional information: learners could conduct research on Parkinson's disease. This should include the signs, symptoms, causes and risk factors as well as the differences and similarities between young onset and traditional onset Parkinson's disease. They could also explore the impact of living with Parkinson's disease and the treatment and support services available. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.

Types of evidence: oral or written questioning

Assessment criteria: 1.2–1.6, 2.1–2.3, 3.1–3.4

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria, relating to the diagnosis of Parkinson's disease. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- individual notes and learner report
- oral or written questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • ICT. <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SCDHSC 0021 Support effective communication • SCDHSC 0023 Develop your own knowledge and practice • SCDHSC 0025 Contribute to implementation of care or support plan activities • SCDHSC 0027 Support individuals in their daily living • SCDHSC 0224 Monitor the conditions of individuals • SCDHSC 0369 Support individuals with specific communication needs.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

Staffing requirements

Centres delivering this qualification 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 expected 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 that 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.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. 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.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

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

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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 can be found on the NCFE 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.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education
- NCC Resources.

Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes 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. NCFE aims 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's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance 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.

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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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