

all you need to know.

Qualification Specification

NCFE Level 2 Certificate in
Understanding Working in the Health
Sector (601/4128/1)

Issue 2 November 2014

Contents

Section 1

Qualification overview	Page 3
------------------------	--------

Section 2

Assessment and moderation	Page 16
---------------------------	---------

Section 3

Structure and content	Page 19
-----------------------	---------

Section 4

Links to National Skills Standards	Page 50
------------------------------------	---------

Section 5

Links to National Occupational Standards	Page 53
--	---------

Section 6

Summary of changes	Page 55
--------------------	---------

Section 7

General information	Page 60
---------------------	---------

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. 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 Level 2 Certificate in Understanding Working in the Health Sector.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website www.ncfe.org.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Understanding Working in the Health Sector.

About this qualification

The NCFE Level 2 Certificate in Understanding Working in the Health Sector has been accredited by the qualifications regulators for England, Wales and Northern Ireland,¹ and is part of the Qualifications and Credit Framework (QCF).

This qualification is designed for anyone considering a career in the health sector. It would benefit those working within the sector to support their progression.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Geographical coverage

This qualification has been regulated for use in England, Wales and Northern Ireland. We're able to provide the qualification specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need to know

- Qualification number (QN): 601/4128/1
- Aim reference: 60141281
- Guided learning hours (GLH): 120
- Credit value: 16
- QCF level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

¹ The qualifications regulators (regulators) are Ofqual in England and Northern Ireland, and the Welsh Government in Wales.

Aims and objectives of this qualification

This qualification aims to:

- give learners the opportunity to investigate a work role in the health sector and provide the underpinning knowledge needed to work effectively.

The objective of this qualification is to:

- develop the learners' understanding of the health sector to support the progression onto further qualifications or roles in the workplace.

Entry guidance

This qualification is designed for anyone considering a career in the health sector. It would benefit those working within the sector to support their progression.

There are no specific recommended prior learning requirements for this qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Understanding Working in the Health Sector, learners are required to successfully complete **6** mandatory units.

This qualification consists of **6** mandatory units:

- Unit 01 Understand the role of the healthcare worker (3 credits)
- Unit 02 Communication skills for working in the health sector (3 credits)
- Unit 03 Personal development in the health sector (2 credits)
- Unit 04 Health, safety and security in the health sector (3 credits)
- Unit 05 Understand quality standards in the health sector (2 credits)
- Unit 06 Equality and diversity in the health sector (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 19).

To achieve the NCFE Level 2 Certificate in Understanding Working in the Health Sector, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Award in Substance Misuse
- NCFE Level 2 or 3 Certificate in Preparing to Work in Adult Social Care
- NCFE Level 3 Certificate in the Principles of End of Life Care
- NCFE Level 3 Certificate in Stroke Care Management
- NCFE Level 2 or 3 Diploma in Health and Social Care (Adults) for England
- Level 3 Diploma in Allied Health Profession Support
- Apprenticeships in Health and Social Care

Credit accumulation and transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer via the Portal or on the Certificate Claim Form.

All units in this qualification are available for credit transfer.

Exemption

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of this qualification. However, this qualification has no equivalent units identified.

Recognition of Prior Learning (RPL)

RPL is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF, a learner is able to claim that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team. Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Qualifications on the QCF have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualifications page on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively. NCFE can't be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Examples of relevant qualifications

- Level 3 NVQ in Health and Social Care
- Level 3 NVQ in Health
- Level 3 BTEC National Award/Certificate/Diploma in Health and Social Care
- Level 3 qualifications in a Health- or Health and Social Care-related discipline (eg health education, health promotion, public health)

Examples of work experience

Must be working in the health sector, or have relevant experience of working in the health sector in, for example:

- nursing (any area eg adults, children, mental health, district)
- public health
- health education/promotion practitioner
- health service supervisor/manager
- health visitor
- occupational therapy
- physiotherapy.

Resource requirements

There are no specific resource requirements for this qualification.

Support for learners

Learner's Evidence Tracking Log (LETL)

This document can help learners keep track of their work. We provide a blank LETL template which can be downloaded free of charge from the qualification page on our website www.ncfe.org.uk. You don't have to use the LETL template – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

There are a number of documents available on our website that centres might find useful. These are linked below:

- www.ncfe.org.uk/resources/course-file-documents
 - www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas
-

Qualification Support Packs

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs then please visit www.ncfe.org.uk/resources/ncfe-resources/qualification-support-packs

This qualification does not yet have a QSP.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers - including learners - using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our website here: www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees, and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Useful websites

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

- Care Quality Commission: www.cqc.org.uk
- National Institute for Health and Care Excellence: www.nice.org.uk
- Skills for Health: www.skillsforhealth.org.uk
- NHS Careers: www.nhscareers.nhs.uk
- Department of Health: <https://www.gov.uk/government/organisations/department-of-health>.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

For information on the availability of materials to support the delivery of this qualification, please see the qualification page on our website.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Information and Communication Technology skills

Section 4 (page 50) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 50).

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Health and Social Care NOS. More detailed mapping is provided in Section 5 (page 53).

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

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

The NCFE Level 2 Certificate in Understanding Working in the Health Sector is internally assessed.

Internal assessment

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 19).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas here: www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

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

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Understand the role of the healthcare worker (Y/506/6055)

This unit provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer and working in partnership with others.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 02 Communication skills for working in the health sector (H/506/5670)

This unit covers the different forms of communication in the health sector. Learners will become aware of the different people they may need to communicate with and the importance of establishing the appropriate form of communication for individuals. They will also investigate the importance of completing accurate records and maintaining confidentiality.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 03 Personal development in the health sector (H/506/6057)

In this unit learners will identify their own personal development needs and how feedback and reflection can support their personal development.

Guided learning hours: 10

Credit value: 2

Level: 2

This unit is **mandatory**

Unit summaries (cont'd)

Unit 04 Health, safety and security in the health sector (D/506/6056)

This unit aims to give learners an understanding of how they can assist in maintaining health, safety and security in a healthcare environment. It covers aspects such as identifying risk; relevant legislation and workplace policies and procedures; how to respond to emergency situations; and how to report issues.

Guided learning hours: 25

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 05 Understand quality standards in the health sector (M/506/6059)

This unit aims to give learners an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. They will investigate how organisations monitor, evaluate and maintain these standards and which resources can support them.

Guided learning hours: 20

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 06 Equality and diversity in the health sector (Y/506/5679)

This unit develops learners' understanding of the importance of equality and diversity in the health sector. Learners will understand that it's everyone's responsibility to act in ways that support equality and diversity and how to respond to behaviour that is discriminatory.

Guided learning hours: 25

Credit value: 3

Level: 2

This unit is **mandatory**

**Unit 01 Understand the role of the healthcare worker
(Y/506/6055)**

The learner will:

- 1 Be able to explore a work role in a healthcare setting

The learner can:

- 1.1 Describe the duties and responsibilities of a named work role in a healthcare setting
 - 1.2 Identify the skills, knowledge and attitudes required for this work role
-

The learner will:

- 2 Understand working relationships in healthcare settings

The learner can:

- 2.1 Explain how a working relationship is different from a personal relationship
 - 2.2 Describe different working relationships in healthcare settings
 - 2.3 Describe how positive working relationships can support improved performance in the workplace
-

The learner will:

- 3 Understand the importance of working in ways that are agreed with the employer

The learner can:

- 3.1 Describe why it is important to adhere to the agreed boundaries of the job role
 - 3.2 Outline what is meant by agreed ways of working
 - 3.3 Explain the importance of full and up-to-date details of agreed ways of working
-

**Unit 01 Understand the role of the healthcare worker
(Y/506/6055) (cont'd)**

The learner will:

- 4 Understand the importance of working in partnership with others in healthcare settings

The learner can:

- 4.1 Explain why it is important to work in partnership with others
 - 4.2 Identify ways of working that can help improve partnership working
 - 4.3 Identify skills and approaches needed for resolving conflicts
 - 4.4 Explain how and when to access support and advice about:
 - partnership working
 - resolving conflicts
-

The learner will:

- 5 Know the limits of own expertise and knowledge and when to refer to others

The learner can:

- 5.1 Describe what is meant by being competent
 - 5.2 Identify examples of when to seek help from others
 - 5.3 State why it is important to seek help and report issues to others
 - 5.4 Describe the benefits of learning from others
-

The learner will:

- 6 Know how to present a positive image of self, organisation and service

The learner can:

- 6.1 Describe how to present a positive image of self
 - 6.2 Describe how to present a positive image of the organisation or service
 - 6.3 State why presenting a positive image of self, organisation or service to others is important in a healthcare setting
-

Unit 01 Understand the role of the healthcare worker (Y/506/6055) (cont'd)

Range

- 1.1 **Work role:** these could be drawn from a wide range of health sector staff including, for example, health care assistant; assistant practitioner; school nurse; children's nurse; hospital porter; paramedic; clinical support worker; pharmacy technician; physiotherapist.
 - 1.2 **Skills, knowledge and attitudes:** for example, good manners; respect; empathy; communication skills such as active listening, positive body language, eye contact, negotiation.
 - 3.1 **Boundaries:** within the limits of own knowledge, training and ability
-

Unit 01 Understand the role of the healthcare worker (Y/506/6055) (cont'd)

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.2

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

Type of evidence: individual notes or candidate report

Assessment criteria: 2.1–2.3

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.1–3.3

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

Type of evidence: assignment

Assessment criteria: 4.1–4.4

Additional information: an assignment could be devised with a series of tasks related to the assessment criteria.

Unit 01 Understand the role of the healthcare worker (Y/506/6055) (cont'd)

Assessment guidance (cont'd)

Type of evidence: individual notes from a small group discussion

Assessment criteria: 5.1–5.4

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

Type of evidence: individual notes and visual aides from a presentation

Assessment criteria: 6.1–6.3

Additional information: candidates could prepare and deliver a presentation covering the assessment criteria which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Communication skills for working in the health sector (H/506/5670)

The learner will:

- 1 Understand the importance of effective communication

The learner can:

- 1.1 Explain why effective communication is important in healthcare settings
 - 1.2 Describe the range of people they might communicate with during work activities
 - 1.3 Describe how communication can affect:
 - relationships with colleagues
 - relationship with the individual
 - outcome of the episode of care for the individual
 - 1.4 Explain how effective communication can improve the experience of those accessing healthcare services
-

The learner will:

- 2 Understand how to meet the communication needs of individuals

The learner can:

- 2.1 Give examples of factors that can affect communication with individuals accessing healthcare services
 - 2.2 Describe ways to discover an individual's communication needs and preferences
 - 2.3 Explain how different communication methods could be used to meet an individual's communication needs and preferences
 - 2.4 Describe how to check that communication has been understood
-

Unit 02 Communication skills for working in the health sector (H/506/5670) (cont'd)

The learner will:

- 3 Understand how to promote effective communication

The learner can:

- 3.1 Give examples of ways to use verbal and non-verbal communication
 - 3.2 Describe barriers to communication
 - 3.3 Suggest ways to overcome barriers to communication
-

The learner will:

- 4 Understand how to maintain accurate and complete records

The learner can:

- 4.1 Explain how to report and record work activities
 - 4.2 Explain the importance of accurate record keeping
 - 4.3 Outline what actions to take when there are concerns over the recording, storing or sharing of information
-

The learner will:

- 5 Understand how to maintain confidentiality

The learner can:

- 5.1 Describe what confidentiality means in relation to the role of a healthcare worker
 - 5.2 Explain why it is important to maintain confidentiality
 - 5.3 Explain how to maintain confidentiality when sharing information
 - 5.4 Give examples of situations where confidential information may need to be shared with others
 - 5.5 Outline the relevant guidelines and legislation that affect how information is shared
-

Unit 02 Communication skills for working in the health sector (H/506/5670) (cont'd)

Range

- 1.4 **Effective communication:** learners need to recognise the importance of empathy and active listening, enabling patients to feel informed and involved, with staff spending time treating patients as individuals and not a number or 'case'.
 - 2.1 **Factors:** recognising difficulties like stress; emotion; confusion; pain; discomfort with the subject etc.
 - 2.2 **Discover:** for example, looking at care plans and notes; talking to the individual; talking to relatives.
 - 3.2 **Barriers:** environmental, social and personal.
 - 4.2 **Importance:** as records are legal documents often forming the basis for managing a patient's episode of care, it's essential that they provide a clear and accurate account. Records must be, for example, understandable; accurate; up-to-date; written as soon after the event as possible; legible; respectful to the client; signed and dated; maintained in accordance with data protection requirements and organisational policy.
 - 5.2 **Maintain confidentiality:** depending on the context, the limits of confidentiality can change and there are instances where absolute confidentiality cannot be guaranteed in every circumstance. The topics become complex if care isn't taken to restrict the definition and discussion within the parameters of the level.
 - 5.5 **Guidelines and legislation:** up-to-date legislation and guidance in at least 2 of the following relevant areas: data protection, codes of practice in relation to confidential information, information sharing policies and guidance (local and national), safeguarding and Every Child Matters.
-

Unit 02 Communication skills for working in the health sector (H/506/5670) (cont'd)

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1–1.2, 1.4, 2.1

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

Type of evidence: individual notes or candidate report

Assessment criteria: 1.3, 2.2–2.4

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: individual notes or candidate report

Assessment criteria: 3.1–3.3

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: individual notes or candidate report

Assessment criteria: 4.1–4.3

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: oral or written questioning

Assessment criteria: 5.1–5.5

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

**Unit 02 Communication skills for working in the health sector
(H/506/5670) (cont'd)**

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Personal development in the health sector (H/506/6057)

The learner will:

- 1 Know how to identify own personal development needs

The learner can:

- 1.1 Identify own skills, knowledge and attitudes relevant to a specific work role in the health sector
 - 1.2 Identify areas for development for a specific work role in the health sector
 - 1.3 Describe how these development needs could be achieved
 - 1.4 Identify methods to record and review development opportunities
-

The learner will:

- 2 Know ways to support own personal development

The learner can:

- 2.1 Identify personal behaviours that support learning in the workplace
 - 2.2 Identify people that can support own learning goals
 - 2.3 Describe ways in which feedback from others can help to develop and improve own knowledge and skills
 - 2.4 Describe how reflecting on a situation can help to develop and improve own knowledge and skills
 - 2.5 Describe how learning in the work environment can contribute to career development
-

The learner will:

- 3 Know how a personal development plan can contribute to own learning and development

The learner can:

- 3.1 Describe the key components of a personal development plan
- 3.2 Identify who could be involved in the personal development plan process
- 3.3 List the benefits of using a personal development plan to identify ongoing improvements in own work role

Unit 03 Personal development in the health sector (H/506/6057) (cont'd)

Range

- 1.4 **Methods:** for example, action plan; reflective practice and accounts; feedback from others; personal development plan or record.
-

Unit 03 Personal development in the health sector (H/506/6057) (cont'd)

Assessment guidance

Type of evidence: individual notes or candidate report

Assessment criteria: 1.1–1.4

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 2.1–2.5, 3.1–3.2

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

Type of evidence: list

Assessment criteria: 3.3

Additional information: candidates to produce a focused list based on the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Health, safety and security in the health sector (D/506/6056)

The learner will:

- 1 Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures

The learner can:

- 1.1 Identify potential risks to health, safety and security in healthcare settings in relation to:
 - the environment
 - individuals
 - information and its use
 - 1.2 Outline how risks to health, safety and security can be minimised in an organisation or service
 - 1.3 Identify the key legislation that relates to health, safety and security
 - 1.4 Outline the main health, safety and security responsibilities of:
 - self
 - employer
 - others in the work setting
 - 1.5 Describe how to access additional support with regard to health and safety
-

The learner will:

- 2 Understand the use of risk assessments in relation to health and safety

The learner can:

- 2.1 Define what is meant by 'hazard' and 'risk'
 - 2.2 Describe how to use a health and safety risk assessment
 - 2.3 Explain how and when to report potential health and safety risks
-

Unit 04 Health, safety and security in the health sector (D/506/6056) (cont'd)

The learner will:

- 3 Know how to reduce the spread of infection in healthcare settings

The learner can:

- 3.1 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work in a healthcare setting
 - 3.2 Describe the ways an infection can get into the body
 - 3.3 Explain the most effective method for hand washing
 - 3.4 Explain how the use of personal protective equipment (PPE) can reduce the spread of infection
 - 3.5 Describe circumstances when employees are advised to stay away from the workplace
-

The learner will:

- 4 Know how to summon immediate help in an emergency

The learner can:

- 4.1 Identify situations that may need an emergency response
 - 4.2 Describe the process for summoning immediate help in an emergency
 - 4.3 Outline the actions that could be taken to contain the emergency until help arrives
-

The learner will:

- 5 Understand the need for, and ways of, reporting incidents related to health, safety and security

The learner can:

- 5.1 Explain the importance of accurate and timely reporting of incidents that may put health, safety and security at risk
 - 5.2 Explain the method(s) used for reporting incidents in line with the procedures of an organisation or service
-

Unit 04 Health, safety and security in the health sector (D/506/6056) (cont'd)

Range

- 1.1 **Environment:** for example, issues related to ventilation; lighting; heating systems and equipment; pests; work-related stress.
 - 1.1 **Individuals:** for example, personal (health and well-being) and physical interactions (such as abuse, aggression, violence and theft); psychological interactions (such as bullying or harassment); social interactions (such as discrimination; oppression; lone working).
 - 1.1 **Information:** for example, sharing passwords or sharing information with other agencies.
 - 1.3 **Legislation:** must be current. At least 4 should be identified and relate to areas such as health and safety; data protection; health protection; human rights; equality and diversity; child protection.
 - 5.2 **Reporting incidents:** the incident reporting process used commonly in the workplace to record incidents such as breach of confidentiality; slips, trips and falls; breaches of security; clinical incidents for example, burns or scalds; injuries to bones; shock; adverse reactions to drugs.
-

Unit 04 Health, safety and security in the health sector (D/506/6056) (cont'd)

Assessment guidance

Type of evidence: oral or written questioning

Assessment criteria: 1.1–1.3

Additional information: candidates 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 or candidate report

Assessment criteria: 1.4, 1.5

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: oral or written questioning

Assessment criteria: 2.1–2.3

Additional information: candidates 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: 3.1–3.5

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

Unit 04 Health, safety and security in the health sector (D/506/6056) (cont'd)

Assessment guidance (cont'd)

Type of evidence: case study

Assessment criteria: 4.1–4.3

Additional information: Tutors could construct case studies to illustrate scenarios based on the assessment criteria, these could be supported by focused questions for the candidate.

Type of evidence: individual notes or candidate report

Assessment criteria: 5.1–5.2

Additional information: candidates could conduct research and prepare notes or a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

**Unit 05 Understand quality standards in the health sector
(M/506/6059)**

The learner will:

- 1 Know the quality standards that apply to healthcare settings

The learner can:

- 1.1 Identify current quality standards applied within healthcare settings
 - 1.2 Outline the role of regulatory bodies in maintaining quality standards
 - 1.3 Explain how workplace policies and procedures contribute to maintaining quality standards
 - 1.4 Give examples of the implications of not meeting quality standards
-

The learner will:

- 2 Know how quality standards are monitored, evaluated and maintained in the health sector

The learner can:

- 2.1 Identify factors that can affect service provision in the health sector
 - 2.2 State the importance of monitoring and evaluating service provision in the health sector
 - 2.3 Describe the ways in which organisations can evaluate service provision
 - 2.4 Describe how personal attitudes and behaviours can impact on service quality
 - 2.5 Summarise ways in which healthcare workers can contribute to maintaining standards
 - 2.6 Explain why it is important to seek help and report issues to others
 - 2.7 Explain how individuals can raise concerns
 - 2.8 Describe the key points of a complaints policy
-

**Unit 05 Understand quality standards in the health sector
(M/506/6059) (cont'd)**

The learner will:

- 3 Know how to use resources efficiently to support quality standards

The learner can:

- 3.1 Describe the importance of using and maintaining resources properly
 - 3.2 State why it is necessary to report issues related to resources
 - 3.3 Identify how efficient use of resources contributes to the quality of service
-

**Unit 05 Understand quality standards in the health sector
(M/506/6059) (cont'd)**

Range

- 1.1 **Quality standards:** to include current overarching industry and organisational standards such as waiting times, confidentiality, telephone, etc.
 - 2.4 **Attitudes and behaviours:** such as treating people as an individual and ensuring they receive an individual care package that meets their needs (regardless of organisational structure and boundaries), listening to service users and their carers to determine their needs and wants, ensuring the person is at the centre of any care plans made.
 - 3.1 **Resources:** for example, environments in which the individuals work or learn; equipment and tools; information; materials.
-

Unit 05 Understand quality standards in the health sector (M/506/6059) (cont'd)

Assessment guidance (cont'd)

Type of evidence: individual notes or candidate report

Assessment criteria: 1.1–1.4

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 2.1–2.4

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

Type of evidence: individual notes or candidate report

Assessment criteria: 2.5–2.8

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: oral or written questioning

Assessment criteria: 3.1–3.3

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

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Equality and diversity in the health sector (Y/506/5679)

The learner will:

- 1 Understand the importance of diversity, equality and inclusion

The learner can:

- 1.1 Define what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
 - 1.2 Describe the benefits to an organisation of having a diverse workforce
 - 1.3 Explain the impact on those accessing healthcare services of policies and procedures that uphold diversity, equality and inclusion
-

The learner will:

- 2 Know how legislation and codes of practice support equality and diversity

The learner can:

- 2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination
 - 2.2 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
 - 2.3 Describe the rights of people involved in the organisation or service
 - 2.4 State how the law protects the rights of individuals
-

**Unit 06 Equality and diversity in the health sector (Y/506/5679)
(cont'd)**

The learner will:

- 3 Know how to work in ways that support equality and diversity

The learner can:

- 3.1 List a range of factors which contribute to diversity
 - 3.2 Describe how direct or indirect discrimination may occur in a healthcare setting
 - 3.3 Describe ways to treat people fairly and according to their individual needs and preferences
-

The learner will:

- 4 Know how to respond to behaviour that is discriminatory

The learner can:

- 4.1 Identify behaviour which is discriminatory and undermines equality and diversity
 - 4.2 Describe ways in which discrimination may be challenged in a healthcare setting
 - 4.3 Describe how to report discriminatory behaviour
-

The learner will:

- 5 Know how to access information, advice and support about diversity, equality, inclusion and discrimination

The learner can:

- 5.1 Describe the range of organisations that exist to support the promotion of equality, diversity and inclusion
 - 5.2 Describe the services that these organisations can offer to individuals
-

Unit 06 Equality and diversity in the health sector (Y/506/5679)
(cont'd)

Range

- 3.1 **Factors:** such as, race; religion; gender; gender identity; individuality; choice; sexual orientation; disability; age; marital status; political views
-

Unit 06 Equality and diversity in the health sector (Y/506/5679) (cont'd)

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1–1.3

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

Type of evidence: list

Assessment criteria: 2.1, 3.1

Additional information: candidates to produce a focused list based on the assessment criteria.

Type of evidence: individual notes or candidate report

Assessment criteria: 2.2–2.4

Additional information: candidates could conduct research and prepare notes or a candidate report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.2, 3.3

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

Unit 06 Equality and diversity in the health sector (Y/506/5679) (cont'd)

Assessment guidance (cont'd)

Type of evidence: case study

Assessment criteria: 4.1–4.3

Additional information: Tutors could construct case studies to illustrate scenarios based on the assessment criteria, these could be supported by focused questions for the candidate.

Type of evidence: individual notes or candidate report

Assessment criteria: 5.1–5.2

Additional information: candidates could conduct research and prepare notes or a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

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.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

There are no specific opportunities to develop this skill

ICT

All units

PLTS Independent Enquirers

All units

PLTS Creative Thinkers

All units

PLTS Reflective Learners

All units

PLTS Team Workers

There are no specific opportunities to develop this skill

PLTS Self-managers

All units

PLTS Effective Participators

All units

For further information please contact a member of the Research and Product Development team.

Section 5

Links to National Occupational Standards

Section 5

Links to National Occupational Standards

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.

NCFE Unit number/title	NOS unit number/title
Unit 01 Understand the role of the healthcare worker	SCDHSC0399
Unit 02 Communication skills for working in the health sector	SCDHSC0021 SCDHSC0233 SCDHSC0369
Unit 03 Personal development in the health sector	SCDHSC0023 SCDHSC0033 SCDHSC0043
Unit 04 Health, safety and security in the health sector	SCDHSC0022
Unit 05 Understand quality standards in the health sector	SCDHSC0241
Unit 06 Equality and diversity in the health sector	SCDHSC0234 SCDHSC3111

Section 6

Summary of changes

Summary of changes

**Learning outcome in previous specification NCFE Level 2
Certificate for Working in the Health Sector (500/6103/3)
Issue 1, June 2009**

Unit 01

1.1	Unit 02 AC 1.1
1.2	Unit 02 AC 1.2
2.1	New AC
2.2	New AC
2.3	New AC
3.1	New AC
3.2	New AC
3.3	New AC
4.1	New AC
4.2	New AC
4.3	New AC
4.4	New AC
5.1	Unit 05 AC 2.1
5.2	Unit 05 AC 2.2
5.3	Unit 05 AC 2.3
5.4	Unit 05 AC 2.4
6.1	Unit 01 AC 5.1
6.2	Unit 01 AC 5.2
6.3	Unit 01 AC 5.3 reworded

Summary of changes (cont'd)

Unit 02

1.1	New AC
1.2	Unit 01 AC 1.2
1.3	New AC
1.4	New AC
2.1	New AC
2.2	New AC
2.3	New AC
2.4	New AC
3.1	New AC
3.2	Unit 01 AC 2.1
3.3	Unit 01 AC 2.2
4.1	Unit 01 AC 3.1
4.2	Unit 01 AC 3.2
4.3	New AC
5.1	New AC
5.2	Unit 01 AC 4.1 reworded
5.3	Unit 01 AC 4.2
5.4	New AC
5.5	Unit 01 AC 4.3

Unit 03

1.1	Unit 02 AC 2.1 reworded
1.2	Unit 02 AC 2.2 reworded
1.3	Unit 02 AC 2.3
1.4	Unit 02 AC 2.4
2.1	New AC
2.2	New AC
2.3	New AC
2.4	New AC
2.5	New AC
3.1	New AC
3.2	New AC
3.3	New AC

Summary of changes (cont'd)

Unit 04

1.1	New AC
1.2	Unit 03 AC 1.1
1.3	Unit 03 AC 1.2
1.4	New AC
1.5	New AC
2.1	New AC
2.2	New AC
2.3	New AC
3.1	New AC
3.2	New AC
3.3	New AC
3.4	New AC
3.5	New AC
4.1	Unit 03 AC 2.1
4.2	Unit 03 AC 2.2
4.3	Unit 03 AC 2.3
5.1	Unit 03 AC 3.1
5.2	Unit 03 AC 3.2

Unit 05

1.1	New AC
1.2	New AC
1.3	New AC
1.4	New AC
2.1	New AC
2.2	New AC
2.3	New AC
2.4	Unit 05 AC 1.2 reworded
2.5	New AC
2.6	Unit 05 AC 2.3 reworded
3.1	Unit 05 AC 3.1
3.2	Unit 05 AC 3.2
3.3	Unit 05 AC 3.3

Summary of changes (cont'd)

Unit 06

1.1	New AC
1.2	New AC
1.3	New AC
2.1	Unit 06 AC 1.3 reworded
2.2	New AC
2.3	Unit 06 AC 1.1
2.4	Unit 06 AC 1.2
3.1	Unit 06 AC 2.1 reworded
3.2	New AC
3.3	Unit 06 AC 2.3 reworded
4.1	Unit 06 AC 3.1
4.2	New AC
4.3	Unit 06 AC 3.2
5.1	New AC
5.2	New AC

Section 7

General information

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 moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website:

www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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