NCFE

CACHE

Qualification Specification

NCFE CACHE Level 2 Award in Customer Service for Health and Social Care Settings
QN: 603/3994/9

NCFE CACHE Level 2 Certificate in Customer Service for Health and Social Care Settings
QN: 603/0483/2

NCFE CACHE Level 2 Award in Customer Service for Health and Social Care Settings
(603/3994/9)
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Qualification summary

Qualification title	NCFE CACHE Level 2 Award in Customer Service for Health and Social Care Settings		
Ofqual qualification number (QN)	603/3994/9	Aim reference	60339949
Guided learning hours (GLH)	50	Total qualification time (TQT)	75
Nested suite	This NCFE CACHE Level 2 Award in Customer Service for Health and Social Care Settings is part of a nested suite, including the following qualification: • NCFE CACHE Level 2 Certificate in Customer Service for Health and Social Care Settings (603/0483/2)		
Minimum age	14		
Qualification purpose	This qualification is designed to begin developing learners' knowledge and understanding of what is required when working with customers within the health and social care sector. 'Customers' in this context refers to internal and external customers, including people who use services, their supporters, visitors, health professionals and providers of other services. 'Employee' refers to a range of jobs roles both health and social care specific and non-specific, such as a receptionist, cleaner and retail assistant.		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3994/9.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Customer Service for Health and Social Care Settings		
Ofqual qualification number (QN)	603/0483/2	Aim reference	60304832
Guided learning hours (GLH)	94	Total qualification time (TQT)	150
Nested suite	This NCFE CACHE Level 2 Certificate in Customer Service for Health and Social Care Settings is part of a nested suite, including the following qualification: • NCFE CACHE Level 2 Award in Customer Service for Health and Social Care Settings (603/3994/9)		
Minimum age	14		
Qualification purpose	This qualification is designed to enable learners to further develop the knowledge and understanding required to work with customers within the health and social care sector. 'Customers' in this context refers to internal and external customers, including people who use services, their supporters, visitors, health professionals and providers of other services. 'Employee' refers to a range of jobs roles both health and social care specific and non-specific, such as a receptionist, cleaner and retail assistant.		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/0483/2.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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Summary of changes

This section summarises the changes to this Qualification Specification since the last version.

Version	Publication date	Summary of amendments
v5.0	March 2019	Addition of the Level 2 Award. This has altered the order of the units within the Certificate – please note that there have been no changes to the content of these units.
v5.1	February 2020	Information regarding the safeguarding and wellbeing of learners added to Resources.
v5.2	June 2022	Further information added to the qualification summary section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the 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.

v5.3	January 2025	There are minor changes to wording across the specification. See below for details of which learning outcomes (LOs), assessment criteria (AC), range and delivery and assessment guidance has been amended.
		• Unit 01:
		  o added range to AC1.1, 1.2, 1.3, 1.5 and 1.6
		  o amended verb in AC1.2, 1.3 and 1.5
		  o amended wording in relation to the 'care certificate' in the range for 1.3
		  o removed link to Care Quality Commission (CQC) inspection reports due to the framework being updated
		  o no delivery and assessment guidance
		• Unit 02:
		  o added range to AC1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2 and 3.1
		  o amended verb in AC1.1, 2.2, 2.6, 3.1 and 3.4
		  o amended terminology used in the range for AC1.4
		  o added delivery and assessment guidance
		• Unit 03:
		  o added range to AC1.1 and 1.2
		  o amended verb to AC1.1 and 2.4
		  o no delivery and assessment guidance
		• Unit 04:
		  o amended spelling in LO1
		  o added range to AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1 and 2.2
		  o amended list of teams in the range for AC1.1
		  o amended link for the guide to confidentiality in health and social care in the range for AC1.5
		  o no delivery and assessment guidance

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Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

These qualifications aim to:

- focus on the study of customer service in health and social care
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of these qualification are to:

- develop an awareness of customer service in health and social care
- understand how to communicate effectively in a health and social care setting
- understand the needs of customers who access health and social care services
- understand teamwork in health and social care settings

Support Handbook

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

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

Guidance for entry and registration

These qualifications are designed for learners aged 14 and above.

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

There are no specific prior skills/knowledge a learner must have for these qualifications. However, learners may find it helpful if they have already achieved a level 1 qualification.

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

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

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Achieving these qualifications

Award

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

Certificate

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

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

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

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
  - health and social care work
  - community
  - social work
- further education:
  - Level 2 Certificate in Common Health Conditions
  - Level 2 Certificate in Awareness of Mental Health Problems
  - Level 2 Certificate in Understanding Working in the Health Sector

Resource requirements

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

Real work environment (RWE) requirement/recommendation

These are knowledge-only qualifications. Experience in the real work environment is not required.

Work/industry placement experience

These are knowledge-only qualifications. Work/industry placement experience is not required.

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How the qualifications are assessed

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

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

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

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

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Internal assessment

We have created some sample tasks for the internally assessed one unit which can be found within a separate document in the assessment materials area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge LOs for one unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with the unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

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

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

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Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

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

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

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Unit 01 Preparing to deliver customer service in health and social care settings (D/615/2204)

Unit summary			
In this unit, learners will look at the expectations of customers within health and social care settings and the standards and values that employees in these settings should uphold. The learner will also review their own strengths and areas for improvement relating to customer service, identify ways these can be developed, and ways in which feedback on a personal and organisational level can be addressed.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand customer expectations in health and social care settings	1.1 Identify types of customers who interact with health and social care services
	1.2 Describe the **expectations** of customers using health and social care services
	1.3 Describe the **principles and values** that are promoted in health and social care settings
	1.4 Identify current service standards that apply within health and social care settings
	1.5 State the **employee**'s role in maintaining service standards
	1.6 Describe the employee's **responsibilities** towards customers
2. Know how self-awareness can be used to develop the skills, attitudes and knowledge for effective customer service in health and social care settings	2.1 Explain the importance of being **self-aware** when working with customers in a health and social care setting
	2.2 Reflect on own skills, attitudes and knowledge in relation to customer service in health and social care
	2.3 Explain **ways to develop own skills, attitudes and knowledge** in customer service
	2.4 Identify sources of feedback on: • individual performance • organisation performance
	2.5 Explain how feedback from others can contribute to self-development
	2.6 Describe how **words and actions** can impact on other people

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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand how to represent a health and social care service in a positive way	3.1 Describe how to present a **positive impression** of: • self • organisation
	3.2 Describe **factors** that can affect a customer's experience of using a service
	3.3 Describe personal **attitudes, interactions and behaviours** that demonstrate respect and value for others
	3.4 Describe how personal attitudes, interactions and behaviours can impact on the service provided
4. Understand how feedback can help to improve the quality of a health and social care service	4.1 Explain ways that customers could provide **feedback** about a health and social care service
	4.2 Describe how to respond to customer feedback
	4.3 State the key points in a complaints policy
	4.4 Explain how workers and organisations can **learn from positive and negative feedback**
	4.5 State an **employee's responsibility** to report and escalate concerns
	4.6 Explain the importance of honesty and integrity in identifying and reporting situations where expectations have not been met

Achievement descriptors	Explanation
1. Understand customer expectations in health and social care settings	
Uses information found in at least two sources and communicates it, mostly accurately, in own words.	Learners will research customers and their expectations, values, principles, standards, and the role of employees in health and social care, presenting the information in an accessible format using their own words.
2. Know how self-awareness can be used to develop the skills, attitudes and knowledge for effective customer service in health and social care settings	
Identifies a range of strengths and weaknesses with supporting evidence. States basic ways to improve the outcome.	Learners will complete a self-assessment in relation to the necessary skills, knowledge and attitudes to work in health and social care and plan their development.
3. Understand how to represent a health and social care service in a positive way	
Supports points with examples.	Learners will describe ways to present a positive impression using examples of positive behaviour, attitudes and interactions.
4. Understand how feedback can help to improve the quality of a health and social care service	
Uses information in at least two sources and communicates it, mostly accurately, into own words.	Learners will research ways in which feedback can improve health and social care services by looking at complaints policies and reviews published by customers who have used services and present their findings in an accessible format.

Range
1. Understand customer expectations in health and social care settings
1.2 Expectations:

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Range
Learners could investigate a range of sources that set out expectations in health and social care organisations and the sector as a whole. This could include: • research of an organisation's promotional literature • website aims and objectives • Statement of Purpose • Service User Guide • patients' rights as set out under the NHS Constitution **1.3 Principles and values:** Learners could investigate a range of sources that set out values and principles in health and social care organisations and the sector as a whole. This could include: • research of an organisation's promotional literature • website aims and objectives • Statement of Purpose • Service User Guide • patients' rights as set out under the NHS Constitution Learners should be encouraged to relate to the 'Six Cs' (care, compassion, competence, communication, courage, commitment) as core values. They may also find the strategy for 'Dignity in care work' and the 'Skills for Care common core principles (Dignity)' useful (www.skillsforcare.org.uk, www.nhs.uk). Other values to consider are honesty, integrity and transparency, and the legal requirement for Duty of Candour. In relation to working with individuals, the units set out in the 'Care Certificate' and the 'Code of Conduct for Healthcare Support Workers and Adult Social Care Workers' are useful sources for those working in a direct care role. Most health and social care settings will include their values and mission statement in promotional literature. They could also refer to professional standards such as those produced by the Nursing and Midwifery Council (NMC) or The National Institute for Health and Care Excellence (NICE). Learners should investigate service standards, for example, the regulatory body's inspection framework for the nation they live and work in. They could access published inspection reports to see how standards are effectively met. They could explore the purpose of organisational policies and procedures in guiding staff to work in accordance with service standards and legal requirements. **1.5 Employee** refers to a range of job roles both health and social care specific and non-specific such as receptionist, cleaner, retail assistant. **1.6 Responsibilities:** Learners should describe responsibilities of people who work in health and social care services, such as working to the standards, upholding values and principles and meeting expectations. They could be encouraged to investigate the consequences when expectations and standards are not met.
2. Know how self-awareness can be used to develop the skills, attitudes and knowledge for effective customer service in health and social care settings
2.1 Self-aware: Learners should show recognition of the need to be aware of their own strengths and limitations so that they can review and identify development needs. Learners could then complete a skill scan or

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Range
analysis devised by themselves or the tutor, based on scoring their level of skills, attitudes and knowledge necessary for effective customer service in health and social care. **2.3 Ways to develop own skills, attitudes and knowledge:** A personal development plan identifying areas of development and setting SMART goals in relation to how each can be achieved would provide suitable evidence. This may include sources of support available within and outside an organisation. **2.4 Sources of feedback:** Learners should indicate sources of feedback available, including those which relate to individual performance, and who could provide this feedback. They should consider a range of formal and informal sources of feedback relating to performance and development of individual staff members. They should also look at the ways organisations seek to obtain feedback and how all sources of feedback can be used to plan and monitor own development. **2.6 Words and actions:** Learners should demonstrate an awareness of how what they say and do can affect other people in both positive and negative ways. They could do this by reflecting on relevant experiences or tutor-devised scenarios.
3. Understand how to represent a health and social care service in a positive way
3.1 Positive impression: Learners should consider the importance of personal hygiene, appearance and uniform or dress code in positive interactions and communication whether face-to-face, by telephone or in writing. They should also think about providing a safe, clean and welcoming environment. They should consider their part in providing a positive role model for others and how first impressions influence a customer's experience of self and the service. **3.2 Factors:** Learners should describe both positive and negative factors. These may include factors that are out of their control such as long waiting times, faulty equipment or staff shortages. **3.3 Attitudes, interactions and behaviours:** Learners can provide examples of behaviour, interactions and attitudes that are positive through looking at patient or customer reviews, comments, complaints and evaluations of services that are included online. They could design a customer survey using questions that identify positive behaviours. Learners should be encouraged to think about how empathy and understanding are important factors in any interaction. They may find it useful to relate to/think about their own experiences when using health and social care services.
4. Understand how feedback can help to improve the quality of a health and social care service
4.1 Feedback: Learners should identify and explain a range of ways that customers may give positive and negative feedback about their experience of accessing a service, both formally and informally. They could access sample complaints policies provided by the tutor or from the workplace and discuss their role in

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Range
responding and supporting people to make a complaint. They should consider how complaints and comments can contribute to a culture of openness and safeguard people using a service. **4.4 Learn from positive and negative feedback:** Learners could investigate online reviews about services and evaluate what could be learned from them in terms of service provision and individual staff performance. They may look at how health and social care services monitor comments and complaints and use the information to make improvements. This would include surveys relating to the experiences of people using the service and different aspects of practice. It would be useful to investigate how these are collated and the information used to improve the quality of different aspects of the service, such as mealtimes or provision of activities. **4.5 Employee's responsibility:** Learners should demonstrate awareness of the actions to take when standards are not being met or are disregarded, including when and how to report safeguarding concerns and when whistleblowing would be necessary. They should show an understanding of the requirement for health and social care providers to demonstrate openness and transparency (Duty of Candour) and the responsibilities of individual staff in the event of customers' expectations not being met.

Delivery and assessment guidance
No delivery and assessment guidance for this unit.

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Unit 02 Understand the specific needs of customers accessing health and social care services (K/615/2206)

Unit summary
In this unit, learners will explore a range of specific needs of customers accessing health and social care services and understand how to adapt communication styles and approaches for customers with specific needs. Learners will also look at how the health and social care service environment could be adapted to accommodate individual needs and how to respond to behaviour that is challenging.

Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 2	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand a range of specific needs of customers accessing health and social care services	1.1 Explain how each of the following **conditions** may impact on the experience of customers accessing health and social care services: • autism • dementia • learning disability • mental health problems • sensory loss
	1.2 Describe how to improve the experience of customers with specific conditions accessing health and social care services
	1.3 Describe **how to interact** in a positive and supportive way with customers in the event of: • bereavement • illness
	1.4 Give examples of how **communication styles** and approaches can be adapted for customers with specific needs
	1.5 Give examples of **ways to present information** that are accessible for customers with specific needs
	1.6 Explain how **positive attitudes** towards customers with specific needs will improve their experience of accessing the care service
2. Know how to provide a safe, welcoming and inclusive environment for diverse needs	2.1 Describe how to maintain a **safe and welcoming environment**
	2.2 Explain the precautions to be taken to maintain **security**
	2.3 Identify factors in a health and social care environment that may cause distress or discomfort
	2.4 Explain what is meant by the term 'reasonable adjustments'
	2.5 Give examples of how the environment could be adapted to accommodate individual needs
	2.6 State ways in which working practices could be adjusted to accommodate individual needs
	2.7 Describe how to promote privacy and dignity within the environment

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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand how to respond to the behaviour of customers that others may find challenging	3.1 State why customers may find a health and social care setting **stressful**
	3.2 Identify signs that would indicate a customer is becoming distressed, angry or confused
	3.3 Give examples of how people may behave in ways that others find challenging
	3.4 Explain possible reasons why people may behave in ways that others find challenging
	3.5 Explain how different responses can defuse or escalate behaviour
	3.6 Identify sources of support, information and guidance for responding to behaviour that is challenging

Achievement descriptors	Explanation
1. Understand a range of specific needs of customers accessing health and social care services	
Supports points with examples and explanations. Makes accurate conclusions based on the information given.	Learners will discuss the needs of customers whose individual needs may impact on the way that they experience health and social care services. Learners will provide examples of ways to adapt communication accordingly.
2. Know how to provide a safe, welcoming and inclusive environment for diverse needs	
Possible solutions to technical problems are identified.	Learners will identify factors causing distress or discomfort and provide examples of how adjustments can be made to accommodate a range of different needs.
3. Understand how to respond to the behaviour of customers that others may find challenging	
Possible solutions to technical problems are identified.	Learners will identify possible reasons for the way people behave and how to respond to this in a professional manner.

Range
1. Understand a range of specific needs of customers accessing health and social care services
1.1 Conditions: Learners will need to consider each of the conditions listed in relation to their experience of accessing an unfamiliar environment. They will need to demonstrate awareness of the effects of each condition and how it may influence the way that they make sense of the environment and interact with others. **1.3 How to interact:** When considering the factors that might affect a customer's experience of health and social care services, learners should consider the emotions associated with bereavement and illness and how these may impact on the way individuals behave and interact with others. They should also be encouraged to think about how a specific illness or condition may affect their communication, for example, a stroke. Learners who have access to a health and social care setting and individuals who have specific needs may be encouraged to relate to this.

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Range
1.4 Communication styles: Minor adaptations to styles of communication can make a substantial difference. For example, recognising that an autistic individual may need more time to answer, or that a person with dementia may repeat the same question several times. Information may need to be presented in alternative ways, such as using a visual or audio format. Some customers may have a communication passport or an education, health and care plan or health action plan including details of how they like to communicate. **1.5 Ways to present information:** Information may need to be presented in alternative ways, such as using a visual or audio format. Some customers may have a communication passport or an education, health and care plan or health action plan including details of how they like to communicate. **1.6 Positive attitudes:** Learners should be aware of the importance of a positive attitude towards all customers. This will contribute to a proactive rather than a reactive approach and will reassure customers that they are being understood and supported.
2. Know how to provide a safe, welcoming and inclusive environment for diverse needs
2.1 Safe and welcoming environment: A safe and welcoming environment should be clean and accessible, with relevant information and signs displayed. A range of factors may cause distress depending on the individual customer, including the fact that it may be new and unknown to them. Lack of information, a lack of privacy, poor facilities and attitudes and behaviour of others may also cause distress or discomfort. Learners should demonstrate awareness of principles of maintaining safety through vigilance and reporting any hazards, faults or concerns. **2.2 Security:** It is the responsibility of all staff in the setting to maintain security, for example, checking identity of visitors, signing-in procedures, the use of keypad codes to access secure areas and their role in wearing ID badges in line with workplace procedure.
3. Understand how to respond to the behaviour of customers that others may find challenging
3.1 Stressful: Learners may explore a range of different reasons for the way people behave, through a group discussion, during which they may share their experiences of accessing a health and social care service, either as a visitor, staff member or individual using the service. These reasons may involve various factors, for example, lack of information, behaviour of others and fear of the unknown. Understanding the frustrations or emotions that may trigger outbursts of frustration or aggression will help workers to respond in a more measured and reasoned way that is more likely to defuse the situation.

Delivery and assessment guidance
In relation to AC2.7, tutor-devised scenarios would provide a useful basis for discussion and learners who have access to a health and social care setting should be encouraged to relate to this. They could

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Delivery and assessment guidance
be encouraged to access useful resources such as those relating to 'Dignity in care', 'Skills for Care common core principles (Dignity)' and the Dementia Strategy.

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Unit 03 Effective communication for health and social care (H/615/2205)

Unit summary			
This unit covers developing positive working relationships with customers in a health and social care setting, using effective communication and removing barriers that prevent effective communication.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**28 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand customer relationships in health and social care settings	1.1 Identify different customer **relationships** in health and social care settings
	1.2 Explain how to establish and maintain **positive working relationships** with customers
	1.3 Describe how positive working relationships can improve the quality of customer service in a health and social care setting
2. Understand different communication methods used in health and social care	2.1 Describe a range of communication methods
	2.2 Explain how to select an appropriate method of communication for different situations
	2.3 Give examples of how written information should be presented in ways that meet customer and organisational expectations
	2.4 Explain how confidentiality should be maintained when communicating personal information
3. Understand the skills required to interact with customers in health and social care settings	3.1 Describe the skills necessary to communicate effectively verbally and non-verbally
	3.2 Explain what is meant by active listening
	3.3 Describe how to promote conditions that support communication
	3.4 Explain why it is important to observe a customer's reactions when communicating with them
	3.5 Give examples of how to respond to different reactions of a customer
	3.6 Describe how questioning can be used to establish customer needs and confirm understanding
4. Know how to overcome barriers and adapt communication to meet the needs of different customers	4.1 Identify barriers to communication
	4.2 Describe ways to overcome barriers to effective communication
	4.3 Identify aids, services and support for effective communication

Achievement descriptors	Explanation
1. Understand customer relationships in health and social care settings	
Supports points with examples.	Learners will include examples of positive customer relationships and how these can improve the customer experience and their outcomes.
2. Understand different communication methods used in health and social care	

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Achievement descriptors	Explanation
Makes accurate conclusions based on the information given.	Learners will identify appropriate methods of communication based on their assessment of situations.
3. Understand the skills required to interact with customers in health and social care settings	
Makes accurate conclusions based on the information given.	Learners will observe interactions and identify effective communication skills demonstrated based on their assessment of the situation.
4. Know how to overcome barriers and adapt communication to meet the needs of different customers	
Makes accurate conclusions based on the information given.	Learners will consider a range of personal and environmental barriers that may affect communication and suggest ways that these can be overcome.

Range
1. Understand customer relationships in health and social care settings
1.1 Relationships: Learners should identify a range of different relationships in health and social care. Customers could be internal, for example, interdepartmental within the organisation; and external, people using the services and other stakeholders. Relationships may vary in different sectors depending on the nature and type of service, for example, within the NHS, domiciliary care or mental health services. **1.2 Positive working relationships:** Within their explanation, learners should consider the importance of being respectful and friendly, treating everyone as an individual, building a rapport and making customers feel valued. They should explain ways to identify and confirm customers' expectations; how to keep customers informed and reassured, and ways to adapt their communication in response to concerns and reactions within the context of customer service.

Delivery and assessment guidance
No delivery and assessment guidance for this unit.

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Unit 04 Teamwork in health and social care settings (M/615/2207)

Unit summary			
In this unit, learners will consider what makes an effective team and the benefits of teamwork in a health and social care setting. The unit also covers possible causes of conflict and resolutions to overcome this.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**16 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of effective teamwork in health and social care	1.1 Explain the **different teams specific to** health and social care
	1.2 Describe the necessary **components** for an effective team
	1.3 Explain the **benefits** of team working for: • customers • team members
	1.4 Describe **skills**, attitudes and behaviour that contribute to effective team working
	1.5 Explain the **principles of sharing information** within teams
2. Know how to deal with conflict within teams	2.1 Describe how a **team approach** can support problem solving
	2.2 Identify factors that may lead to **conflict** between team members
	2.3 Explain how negotiation can be used to reduce the likelihood or impact of conflict
	2.4 Identify how and when to access support and advice about resolving conflicts

Achievement descriptors	Explanation
1. Understand the importance of effective teamwork in health and social care	
Describes relevant theories and concepts.	Learners will explore the concept of teamwork and what makes an effective team and team member.
2. Know how to deal with conflict within teams	
Makes accurate conclusions based on the information given.	Learners will answer questions based on case studies relating to problem solving and resolving conflict within teams.

Range
1. Understand the importance of effective teamwork in health and social care
1.1 Different teams: In health and social care, teams may be made up from multi-agency, multi-disciplinary departmental, integrated care teams, community teams and specialist teams. Learners with access to an appropriate workplace should be encouraged to look at different teams within the setting, organisational flow charts and relate this to specific work roles.   **1.2 Components:**

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Examples of necessary components that help to make an effective team would include: • shared identity • clear leadership • roles • high levels of participation Learners may also find it helpful to investigate common theories of teamwork such as those of Tuckman or Belbin. **1.3 Benefits:** Examples of potential benefits to customers include: • improved outcomes • continuity and quality of care • cost effectiveness • reduction in error rates • higher rates of customer satisfaction • reduction in aggression and violence Learners should also recognise how team working has positive effects for team members, such as: • a feeling of belonging • increase in motivation and satisfaction • reduced sickness and turnover of staff **1.4 Skills:** Learners should describe a range of skills that are necessary to make a teamwork effectively. These may include: • adaptability • flexibility • negotiation skills • supporting and respecting others • listening to others' views • recognising strengths **1.5 Principles of sharing information** should reflect the balance between providing sufficient information to enable other members to support customers effectively and maintaining confidentiality. Learners should also consider the importance of keeping all team members informed and up to date, and ways of circulating information. They may find the principles outlined in A guide to confidentiality in health and social care useful.
2. Know how to deal with conflict within teams
2.1 Team approach: Learners should develop their understanding of effective teamwork and apply this to problem solving and resolving conflict within a team. They can explore the process of problem solving in terms of

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Range
balancing the potential outcomes and different options available. They may consider how different perspectives, expertise, experiences and decision making can help towards solving problems effectively. Ways of working to support a team approach and negotiation may include staff meetings, briefings and handovers. **2.2 Conflict** may occur when team members do not share values and objectives.

Delivery and assessment guidance
No delivery and assessment guidance for this unit.

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Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your EQA with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: • by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: • when directed by the SSC or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

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Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to these qualifications

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

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

Knowledge LOs

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

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Section 3: explanation of terms

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

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

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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.

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Section 4: support

Support materials

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

- Learner's Evidence Tracking Log (LETL)
- learning resources
- Qualification Factsheet

Useful websites

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

- www.skillsforcare.org.uk
- www.skillsforhealth.org.uk
- www.nice.org.uk
- www.cqc.org.uk
- www.nhs.uk
- www.healthcareers.nhs.uk
- www.scie.org.uk

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

Other support materials

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

Products to support the delivery of these qualifications are offered by the following suppliers:

- Learning Curve Group
- The Skills Network

For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

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

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

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Awd	Cert	Notes
☆	Unit 01	D/615/2204	Preparing to deliver customer service in health and social care settings	2	25	✓	✓	
☆	Unit 02	K/615/2206	Understand the specific needs of customers accessing health and social care services	2	25	✓	✓	
☆	Unit 03	H/615/2205	Effective communication for health and social care	2	28		✓	
☆	Unit 04	M/615/2207	Teamwork in health and social care settings	2	16		✓	