NCFE CACHE

Qualification Specification

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

Contents

Section 1

About this qualification

Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

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 full regulated qualification title.

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

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.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Technical Specialist in Technology Enabled Care (Certificate)
Qualification number (QN)	610/4524/X
Aim reference	6104524X
Total Qualification Time (TQT)	132
Guided Learning Hours (GLH)	110
Minimum age	16
Qualification purpose	This qualification is designed for learners who want to increase their knowledge and understanding of technology enabled care (TEC). It will support the learner to develop their knowledge of how a technology can be used to help improve an individual's quality of life and support them to live independently.
Aims and objectives	This qualification aims to: • focus on the study of TEC in the health and social care industry • offer breadth and depth of study, incorporating a key core of knowledge The objectives of this qualification are to support the learner to: • gain an understanding of TEC, which can be used to help support an individual's quality of life • understand person-centred care approaches to TEC that can be used to help support independence, health and wellbeing • understand different roles and responsibilities in relation to TEC • gain an understanding of legislation, safeguarding and regulatory requirements relating to TEC
Rules of combination	Learners are required to successfully pass 4 mandatory units.
Grading	Pass/Fail
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Occupational standards	This qualification builds on the outcomes within the Healthcare Support Worker occupational standard (ST0216). The specialist duties have been written to build upon the knowledge, skills and behaviours in the Healthcare Support Worker standard.

	1. maintains safe systems of work for self and for others in relation to Technology Enabled Care 2. develops a specialist level of competence in Technology Enabled Care to allow support of an individual's quality of life 3. practices person-centred approaches to Technology Enabled Care to support independence, health and wellbeing 4. utilises data collection and outcomes from Technology Enabled Care including an awareness of new developments in the sector, to aid future care planning 5. supports collaborative relationships with others to promote holistic care
Progression	Learners who achieve this qualification could progress to: • Level 3 Award in Health and Social Care • Level 3 Certificate in Health and Social Care • Level 3 Diploma in Health and Social Care
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4524/X.
Funding	TBC

Entry guidance

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

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

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

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

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not 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 this qualification, learners are required to successfully achieve **4** mandatory units.

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

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.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

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

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.

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

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

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

Internal assessment

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

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website

Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 our quality assurance team.

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

For further information or guidance about this qualification, please contact our customer support team.

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

Unit summary	In this unit, the learner will gain an understanding of technology enabled care, which can provide a range of technology-based solutions that can be used to improve an individual's quality of life and support them to live as independently as possible by focusing on their individual needs.
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (for example, page number and method)	Assessor Initial and date
1. Understand technology enabled care (TEC)	1.1 Explain what is meant by the term technology enabled care		
	1.2 Explain how TEC has evolved over time		
	1.3 Explain how TEC can benefit the: • **individual** • **organisation** • **carer**		
	1.4 Explain how TEC can benefit people with a range of additional support needs and circumstances		
	1.5 Explain how a range of settings can benefit from the use of TEC		
	1.6 Describe how consumer devices and products can be used to provide TEC		
2. Understand the benefits of TEC within the health and social care system	2.1 Describe the benefits of TEC within the **health and social care** system		
	2.2 Explain how TEC can be used to promote **holistic care**		

	2.3 Explain how the use of data collection and analysis from TEC can aid care planning		
	2.4 Use data collection and analysis from TEC to aid care planning		
	2.5 Identify potential future developments in TEC		

Keywords

Individual: refers to TEC user.

Organisation: to include both public and private bodies providing the TEC solution, (for example, NHS, social services, private healthcare/TEC providers).

Carer: may include a family member, partner, friend and/or neighbour.

Health and social care (H&SC): to include a range of services, providers and people involved in the care of the individual.

Assessment guidance

Delivery and assessment
The learner will gain knowledge and understanding of TEC and its utilisation in the support of people living independently with conditions within the context of current health and social care policy.   Learners should be able to describe the different types of TEC available and how it may benefit individuals with a range of needs and circumstances. Learners should also understand how technology might impact on individuals' wider networks, such as carers and/or family members. They should also have an understanding of self-care and how this fits into the wider health and social care context.   Learners should also be able to appreciate the different technologies used in certain H&SC settings and how this may vary in settings such as residential care, nursing care, hospital care and those living independently at home.   1.1 Learners must explain what is meant by the term TEC, (for example, a digital solution that helps keep someone independent).   1.2. Learners must explain how TEC has evolved over time, including in the areas of health-related digital solutions, connected care, telecare, telemedicine and telehealth.   1.4 Learner should include a range of ages, health conditions and personal circumstances and explain how TEC can benefit people with a range of additional support needs and circumstances.   1.5 Learners must explain how TEC can benefit a range of settings, which should include each of the following: • sheltered/supported housing   • private homeowners   • general needs housing   • hospital   • other (for example, workplace)   2.1 Learners must describe the benefits of TEC within H&SC, including (but not limited to): monitoring, independence, cost effective, help with support planning (monitoring analysis) use of plug and play, warden call, Apps, 'virtual assistants' (for example, Alexa, Google Home), Globing Positioning System (GPS), monitoring equipment, Virtual Reality (VR).   2,2 Learners must explain how TEC can be used to promote **holistic care** and enable individuals to continue to live independently, (for example, fall detectors to give individuals the confidence that if they fall, someone will come in response).   2.2 **Holistic care** should include: • independence   • wellbeing   • self-care   2.3 Learners must explain how data can be used to understand patterns in individual behaviour and how this contributes to and aids care planning.

Types of evidence
Evidence could include: • research • learner report

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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

Unit summary	In this unit, the learner will understand person-centred care approaches to TEC that can be used to support independence, health and wellbeing.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (for example, page number and method)	Assessor Initial and date
1. Understand person-centred care in relation to TEC	1.1 Explain what is meant by person-centred care		
	1.2 Explain how TEC can support early intervention to meet current or delay follow up care needs		
	1.3 Explain how TEC can support the principles of effective person-centred care, health and wellbeing		
	1.4 Identify the potential barriers to using TEC in relation to person-centred care		
	1.5 Describe the limitations of using TEC in relation to person-centred care		
2. Understand the importance of effective communication in relation to TEC	2.1 Describe the key factors that may impact on effective communication in relation to TEC		
	2.2 Explain how TEC can be used as a communication tool for the: • **individual** • **carer** • **health and social care service provider**		

	• community		
3.Understand the positive impact TEC can have in reducing isolation	3.1 Describe the issues of social isolation		
	3.2 Give examples of the positive impact TEC can have on reducing isolation		
4. Understand person-centred care in TEC assessment and care planning	4.1 Explain the importance of assessing an individual's circumstances before implementing a technology enabled care plan		
	4.2 Assess individual's circumstances and make recommendations for technology enabled care plan		
	4.3 Identify when TEC can be used as an assessment tool		
	4.4 Explain how TEC can be used as a solution to meet an individual's assessment needs		

Keywords

Individual: refers to TEC user.

Carer: may include a family member, friend, partner and/or neighbour/key holder.

Health and social care service provider (for example, monitoring centre, GP).

Assessment guidance

Delivery and assessment
1.1 Learners should explain person-centred care and how it is the cornerstone of effective and appropriate TEC in H&SC. Learners must explain the values and principles of person-centred care and how technology relates to this. Person-centred values and principles include: • individuality • rights, choice and privacy • independence • dignity • respect • partnership • safety 1.2 Learners should explain how implementing TEC as early as possible can positively affect the individual's life, (for example, promotes self-care, confidence, independence, feeling safe and secure) and can delay the need for follow-up care (for example, fall monitoring can avoid an individual being left injured on the floor which would result in a delay of follow-up care). 1.3 Learners should explain how TEC can positively affect the following: • individuality • rights, choice and privacy • independence • dignity and respect • partnership • safety They should also explain the positive effects on the health and wellbeing of the individual. This may include aspects that are: • spiritual • emotional • cultural • religious • social • political • sexual • physical • mental 1.4 Learners should identify potential barriers (for example, negative perceptions to using TEC, ability to use TEC and ethics). 1.5 Learners should describe the limitations of TEC and also the principles of holistic assessment, taking into account the different elements of individuals' lives, (for example, work, home and social lives and the way that technology can support this).

Learners should describe how TEC forms only part of the holistic care plan. Acknowledge that without human interaction in the process, TEC cannot be fully effective, (for example, pill dispensers are reminders but can't give the medication; fall detectors can say a person has fallen but can't stop them from falling).

2.1 Learners should describe key factors that may impact on effective communication in relation to TEC (for example, an individual's mental capacity, and language barriers).

4.1 Learners must explain the importance of understanding and listening to the individual's needs and wishes when developing a technology enabled care plan. They must also understand an individual's personal circumstances and how this allows for the use of the correct TEC best suited to their circumstances, (for example, an individual living with dementia who is especially lucid on certain days can potentially be different when assessed on another). Without proper assessment/review of medical history, TEC may be implemented incorrectly. The learner must also understand the need for continuous reassessment of an individual's needs.

Types of evidence

Evidence could include:

- research
- learner report
- case study

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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

Unit summary	In this unit, the learner will gain an understanding of the different roles and responsibilities in relation to the appropriate use of technology enabled care**.**
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (for example, page number and method)	Assessor Initial and date
1. Understand the roles and functions in the use of TEC	1.1 Describe the importance of TEC in relation to: • assessing • installing • monitoring • responding		
	1.2 Identify who could be responsible for TEC in relation to: • assessing • installing • monitoring • responding		
	1.3 Explain the potential issues that may arise in relation to the use of TEC		
	1.4 Identify who should escalate concerns relating to TEC		
	1.5 Explain the importance of following standard operating procedures (SOPs) when escalating concerns relating to TEC		

2. Understand different types of TEC devices available and their functions	2.1 Identify different types of devices available and their functions		
	2.2 Identify the range of triggers that can activate a device		
	2.3 Describe the follow up process that occurs when a specific device is activated		
	2.4 Explain what action and contingency could be taken if a device fails to work, by the following: • **individual** • **carer** • **health and social care service provider**		
	2.5 Explain the importance of follow up support, reviewing and monitoring to ensure the TEC solution is fit for purpose		
3. Understand the infrastructure for TEC	3.1 Identify the difference between analogue and digital relating to TEC		
	3.2 Explain the benefits of using data collected from TEC		

Keywords

Individual: refers to TEC user.

Carer: may include a family member, friend, partner and/or neighbour/key holder.

Health and social care service provider (for example, monitoring centre, GP).

Assessment guidance

Delivery and assessment
1.1 Learners must describe the important role that each stage plays in the overall delivery of TEC. The learner could describe the negative effects of stages not being performed correctly, (for example, due diligence on the TEC manufacturer or provider specific training in the use of TEC, contingency if it doesn't work, and review). 1.3 Learners must explain the potential issues that may arise when using TEC and issues that may occur if TEC is used incorrectly, (for example, TEC installed but no responder, individual unsure how to use TEC, potential for installing the wrong TEC if an individual's circumstances/full medical history are not properly assessed). 1.4 Learners must identify at least 3 individuals who might escalate concerns. 1.5 Learners must explain the importance of following SOPs when escalating concerns with TEC. 2.1 Learners must identify 3 different devices available and their functions. Learners will be able to identify how the piece of equipment is activated and how the service user would be able to use this to help support independence. 2.2 Learners must identify the triggers of the 3 devices they have identified. 2.3 Learners must describe the follow-up processes that occur for the 3 devices identified in 2.1 after activation, such as: Who is alerted? Where does the data go? What next steps are taken (standard response protocol)? 2.4 Learners must explain the action to be taken if a device is not working as intended, (for example, if a fall detector fails to detect a fall). 2.5 Learners must explain the importance of follow-up support, reviewing and monitoring, to ensure individuals' needs are being met. 3.1 Learners should identify the differences between analogue and digital TEC in order to effectively communicate with individual users of TEC. 3.2 Learners should explain how data can be used to develop broader practice and internal processes for the organisations responsible for TEC. Feedback data from devices can also be used to improve device design and efficiency.
Types of evidence
Evidence could include: • research • report

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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

Unit summary	In this unit, the learner will understand legislation, regulatory requirements and the principles of safeguarding relating to technology enabled care (TEC).
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (for example, page number and method)	Assessor Initial and date
1. Understand legal, ethical and regulatory requirements relating to TEC	1.1 Identify legislation that could impact on the use of TEC		
	1.2 Explain how the ethical and regulatory frameworks may impact using TEC in health and social care		
	1.3 Identify the principles of consent and information governance in relation to TEC		
2. Understand the principles of safeguarding relating to TEC	2.1 Explain the principles of safeguarding for individuals using TEC		
	2.2 Explain the importance of consent and capacity and how they may impact on the individual		
	2.3 Identify issues around an individual's right to privacy when using TEC		
	2.4 Identify different sources of information and support available to safeguard the individual while using TEC		

3. Understand risks associated with TEC	3.1 Explain the risks associated with the use of TEC		
	3.2 Describe how to overcome the risks associated with the use of TEC		

Assessment guidance

Delivery and assessment
1.2 There are a number of legal, ethical and regulatory frameworks which may impact on the use of TEC. Learners should explain these and how they may impact on different scenarios and use cases for technology. Learners must cover the following: • Mental Health Act 2007 • Health and Care Act 2022 • Mental Capacity Act 2005 • Safeguarding Vulnerable Groups Act 2006 • Data Protection Act 2018 Legislation is subject to change and current requirements must be used as relevant to their own home nation. 1.3 Learners should identify the difference between consent and governance: Governance framework brings together relevant policies, procedures and controls to ensure that information is managed in compliance with legislative, regulatory and contractual requirements, whilst also enabling and supporting the delivery of objectives and exploiting opportunities for business benefits. Consent is a key issue relating to the use of technology and this should be taken into account when considering how to communicate the impact and implications of any technology solutions. A lack of capacity to consent could be due to the following factors: • a stroke or brain injury • a mental health problem • dementia • a learning disability • substance misuse • confusion, drowsiness or unconsciousness 2.2 Learners must explain the importance of consent and the capacity and how they can impact an individual. Learners should make reference to the Mental Capacity Act within their explanation. 2.3 Learners must identify the issues around the right to privacy and how this affects provision of TEC. For example, learners could explain issues surrounding the individual feeling TEC infringes on their right to privacy, (for example, may feel it is watching them). 3.1 – 3.2 Learners will recognise and be able to understand the importance of risk management in relation to TEC in a range of settings. They will be able to explain risks to the service user from a range of sources, such as financial, environmental, technical, data protection, emotional and social factors, as well as developing mitigation and management techniques. Learners should be confident in explaining risks and determining both their impact and their likelihood in relation to assistive living technologies. They should explain the risks to different audiences, including the user themselves, carers and family members. Learners should also be able to

communicate these risks to others and present a balanced view of the likelihood and severity of the risks.

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

Types of evidence
Evidence could include: • research • learner report

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

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

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. (Grades are not awarded.)

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 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 Sector Skills Council 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
J	Reflection on own practice in real work environment	Yes	Yes

K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	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 strategy

Knowledge learning outcomes

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

Section 3
Explanation of terms

Explanation of terms

(not all verbs are used in this qualification)

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

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4

Additional information

Additional information

Resource requirements

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

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

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

- TSA: www.tsa-voice.org.uk/
- NHS: www.england.nhs.uk/tecs/

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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

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* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes