

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Award in the Prevention
and Control of Infection
QN: 603/7262/X**

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	August 2021	First publication
v1.1	June 2022	<p><u>Further information added to how the qualification is assessed 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.</u></p> <p><u>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</u></p> <p><u>Information added to the support handbook section about how to access support handbooks.</u></p>

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.

- definition of total qualification time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- diversity and equality

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Award in the Prevention and Control of Infection
Qualification number (QN)	603/7262/X
Aim reference	6037262X
Total qualification time (TQT)	77
Guided learning hours (GLH)	70
Credit value	7
Minimum age	14
Qualification purpose	The purpose of this qualification is to prepare learners for further learning or training and develop knowledge in the prevention and control of infection.
Aims and objectives	<p>The qualification aims to build on learners' knowledge and awareness of the prevention and control of infection for those working in health settings and adult or child social care settings. It can also be undertaken by learners in school or college who would like to develop a knowledge of infection control and prevention.</p> <p>Learners will develop an understanding of methods of preventing and controlling infection, allowing for progression to the Level 2 Certificate in Health and Social Care or the Level 2 Extended Diploma in Health and Social Care. It will allow learners already in employment to use this knowledge to improve infection control measures in the workplace.</p>
Rules of combination	Learners are required to successfully achieve 3 mandatory units and receive all 7 available credits.
Grading	Achieved/not yet achieved
Assessment method	<p>All units will be individually internally assessed using a range of methods that could include written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>*NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	All units must be assessed in line with Skills for Health and Skills for Care assessment principles.

Progression	Learners will develop an understanding of methods of preventing and controlling infection, allowing for progression to the Level 2 Certificate in Health and Social Care or the Level 2 Extended Diploma in Health and Social Care. It will allow learners already in employment to use this knowledge to improve infection control measures in the workplace. Although not confirming occupational competence, it may aid progression into the workplace.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/7262/X.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for individuals in employment and learners looking to gain a greater understanding of infection prevention and control.

It may also be useful to learners studying qualifications in the following sectors/areas:

- health and social care
- childcare
- healthcare science

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 14 or above to undertake this 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 3 mandatory units.

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




To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Units

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	Credit	GLH
	Unit 01	J/615/7154	The principles of infection prevention and control	2	3	30
	Unit 02	L/615/7155	Causes and spread of infection	2	2	20
	Unit 03	R/615/7156	Cleaning, decontamination and waste management	2	2	20

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 mandatory component:

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

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

Internal assessment

We have created some sample tasks for the 3 internally assessed units. 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 a section of knowledge learning outcomes for the 3 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum team.

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

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

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

A centre may choose to create their own internal assessment tasks. The tasks should:

- 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

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.

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 The principles of infection prevention and control (J/615/7154)

Unit summary	This unit introduces the learner to national and local policies in relation to infection control, and explains employer and employee responsibilities in this area to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use personal protective equipment (PPE) correctly and the importance of good personal hygiene.
Credit value	3
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 own and others' roles and responsibilities in the prevention and control of infection.	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2 Explain employers' responsibilities in relation to the prevention and control of infection.		
2. Understand legislation and policies relating to the prevention and control of infection.	2.1 Outline current legislation and regulatory body standards that are relevant to the prevention and control of infection.		
	2.2 Identify local and organisational policies relevant to the prevention and control of infection.		
3. Understand systems and procedures relating to	3.1 Describe procedures and systems relevant to the prevention and control of infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
the prevention and control of infection.	3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infection.	4.1 Define the term 'risk'.		
	4.2 Outline potential risks of infection within the workplace.		
	4.3 Describe the process of carrying out a risk assessment.		
	4.4 Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using personal protective equipment (PPE) in the prevention and control of infection.	5.1 Demonstrate correct use of PPE.		
	5.2 Identify different types of PPE.		
	5.3 Explain the reasons for use of PPE.		
	5.4 State current relevant regulations and legislation relating to PPE.		
	5.5 Describe employees' responsibilities regarding the use of PPE.		
	5.6 Describe employers' responsibilities regarding the use of PPE.		
	5.7 Describe the correct practice in the application and removal of PPE.		
	5.8 Describe the correct procedure for disposal of used PPE.		
6. Understand the importance of good personal hygiene in the prevention and control of infection.	6.1 Describe the key principles of good personal hygiene.		
	6.2 Demonstrate good hand washing technique.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
	6.3 Identify the correct sequence for hand washing.		
	6.4 Explain when and why hand washing should be carried out.		
	6.5 Describe the types of products that should be used for hand washing.		
	6.6 Describe correct procedures that relate to skincare.		

Additional information about the unit	
Relationship to National Occupational Standards (NOS)	IPC01.2012
Additional unit assessment guidance	This unit must be assessed in line with Skills for Health and Skills for Care assessment principles.
Unit guidance	Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 01 (J/615/7154)
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

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

Assessment task – Unit 01: The principles of infection prevention and control (J/615/7154)

As a health and social care practitioner, you are responsible for infection prevention and control in your daily routine. You have been asked by your manager to prepare a wall display for an open day which shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- explain employees' roles and responsibilities in relation to the prevention and control of infection
- explain employers' responsibilities in relation to the prevention and control of infection

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2.

- outline current legislation and regulatory body standards that are relevant to the prevention and control of infection
- identify local and organisational policies relevant to the prevention and control of infection

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- describe procedures and systems relevant to the prevention and control of infection
- explain the potential impact of an outbreak of infection on the individual and the organisation

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- define the term 'risk'
- outline potential risks of infection within the workplace
- describe the process of carrying out a risk assessment
- explain the importance of carrying out a risk assessment

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and 5.8.

- demonstrate correct use of PPE
- identify different types of PPE
- explain the reasons for use of PPE
- state current relevant regulations and legislation relating to PPE
- describe employees' responsibilities regarding the use of PPE
- describe employers' responsibilities regarding the use of PPE
- describe the correct practice in the application and removal of PPE
- describe the correct procedure for disposal of used PPE

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6.

- describe the key principles of good personal hygiene
- demonstrate good hand washing technique
- identify the correct sequence for hand washing
- explain when and why hand washing should be carried out
- describe the types of products that should be used for hand washing
- describe correct procedures that relate to skincare

Unit 02 Causes and spread of infection (L/615/7155)

Unit summary	This unit is to enable the learner to understand the causes of infection, and common illnesses that may result. The learner will understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types of infection caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body, and key factors that may lead to infection occurring.
Credit value	2
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 the causes of infection.	1.1 Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3 Describe what is meant by infection and colonisation.		
	1.4 Explain what is meant by systemic infection and localised infection.		
	1.5 Identify poor practices that may lead to the spread of infection.		
	1.6 Identify how an understanding of poor practices can be applied to own professional practice.		
2. Understand the transmission of infection.	2.1 Explain the conditions needed for the growth of micro-organisms.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
	2.2 Explain the ways an infective agent might enter the body.		
	2.3 Identify common sources of infection.		
	2.4 Explain how infective agents can be transmitted to a person.		
	2.5 Identify the key factors that will make it more likely that infection will occur.		
	2.6 Discuss the role of a national public health body in communicable disease outbreaks.		

Additional information about the unit	
Relationship to National Occupational Standards (NOS)	IPC2.2012
Additional unit assessment guidance	This unit must be assessed in line with Skills for Health and Skills for Care assessment principles.
Unit guidance	Poor practices: soiled linen and clinical waste should be covered for assessment criteria 1.5 and 1.6.

Learner declaration of authenticity:	
I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

Assessor sign off of completed unit: Unit 02 (L/615/7155)

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

Assessment task – Unit 02: Causes and spread of infection (L/615/7155)

You have been asked to develop a poster to inform your colleagues about the causes and spread of infection. The poster will be displayed in common rooms and public areas in your place of work. The poster should:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

- identify the differences between bacteria, viruses, fungi and parasites
- identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
- describe what is meant by infection and colonisation
- explain what is meant by systemic infection and localised infection
- identify poor practices that may lead to the spread of infection
- identify how an understanding of poor practices can be applied to own professional practice

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.

- explain the conditions needed for the growth of micro-organisms
- explain the ways an infective agent might enter the body
- identify common sources of infection
- explain how infective agents can be transmitted to a person
- identify the key factors that will make it more likely that infection will occur
- discuss the role of a national public health body in communicable disease outbreaks

Unit 03 Cleaning, decontamination and waste management (R/615/7156)

Unit summary	This unit provides the knowledge and understanding of the correct way of maintaining a clean environment in accordance with national policies. Learners will gain an understanding of the procedures to follow to decontaminate an area from infection and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.
Credit value	2
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 how to maintain a clean environment.	1.1 State the general principles for environmental cleaning.		
	1.2 Explain the purpose of cleaning schedules.		
	1.3 Describe how the correct management of the environment minimises the spread of infection.		
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment.		
2. Understand the principles and steps of the decontamination process.	2.1 Describe the 3 steps of the decontamination process.		
	2.2 Describe how and when cleaning agents are used.		
	2.3 Describe how and when disinfecting agents are used.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
	2.4 Explain the role of personal protective equipment (PPE) during the decontamination process.		
	2.5 Explain the concept of risk in dealing with specific types of contamination.		
	2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate.		
	2.7 Describe how equipment should be cleaned and stored.		
3. Understand the importance of good waste management practice.	3.1 Identify the different categories of waste and the associated risks.		
	3.2 Explain how to dispose of the different types of waste safely and without risk to others.		
	3.3 Explain how waste should be stored prior to collection.		
	3.4 Identify the legal responsibilities in relation to waste management.		
	3.5 State how to reduce the risk of sharps injury.		

Additional information about the unit	
Relationship to National Occupational Standards (NOS)	IPC3.2012
Additional unit assessment guidance	This unit must be assessed in line with Skills for Health and Skills for Care assessment principles.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03 (R/615/7156)

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

Assessment task – Unit 03: Cleaning, decontamination and waste management (R/615/7156)

Your place of work has just contracted the cleaning to a new outside firm of cleaners. You have been asked to design a 'handy hints' leaflet for them that shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- state the general principles for environmental cleaning
- explain the purpose of cleaning schedules
- describe how the correct management of the environment minimises the spread of infection
- explain the reason for the national policy for colour coding of cleaning equipment

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7.

- describe the 3 steps of the decontamination process
- describe how and when cleaning agents are used
- describe how and when disinfecting agents are used
- explain the role of personal protective equipment (PPE) during the decontamination process
- explain the concept of risk in dealing with specific types of contamination
- explain how the level of risk determines the type of agent that may be used to decontaminate
- describe how equipment should be cleaned and stored

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

- identify the different categories of waste and the associated risks
- explain how to dispose of the different types of waste safely and without risk to others
- explain how waste should be stored prior to collection
- identify the legal responsibilities in relation to waste management
- state how to reduce the risk of sharps injury

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 assurer 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 that demonstrate achievement of all the learning outcomes associated with each unit.

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: <ul style="list-style-type: none"> 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*: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
<p>* 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:</p> <ul style="list-style-type: none"> • 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 <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

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

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

Skills for Care and Development assessment principles

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

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent 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

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 2 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.
Outline	Identify or describe the main points.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their

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

Section 4

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.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development QCF assessment principles

Qualification factsheet

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:

- www.skillsforcare.org.uk/
- www.skillsforhealth.org.uk/
- www.england.nhs.uk/
- www.nice.org.uk/

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

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.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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