

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 2 Certificate in  
Understanding Tenant Support in Social  
Housing  
QN: 603/4273/0**

## Contents

<b>Summary of changes</b>	<b>3</b>
<b>Section 1</b>	<b>4</b>
About this qualification	5
Support handbook	5
Qualification summary	6
Entry guidance	8
Achieving this qualification	8
Internal assessment	10
<b>Section 2</b>	<b>11</b>
<b>Unit content and assessment guidance</b>	<b>12</b>
Unit 01 Introduction to the social housing sector	13
Unit 02 Understand the principles of safeguarding and equality and diversity	17
Unit 03 Understand mental and physical ill-health	19
Unit 04 Understand reasons for problematic behaviour	22
Unit 05 Understand issues affecting isolated tenants	25
Recommended assessment methods	28
<b>Section 3</b>	<b>30</b>
<b>Explanation of terms</b>	<b>31</b>
<b>Section 4</b>	<b>33</b>
<b>Additional information</b>	<b>34</b>
Resource requirements	34
Support for learners	34
Learner's evidence tracking og (LETL)	34
Support for centres	34
Learning resources	35
Third-party products	35
Contact us	36

## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.1 January 2020).

Version	Publication Date	Summary of amendments
v1.0	May 2019	First publication
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to section 1.
v1.2	June 2022	p.5, information updated in the support for centres section about how to access support handbooks. p.8, 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. p.10, further information added to the achieving this qualification 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.

# Section 1

## About this qualification

## About this qualification

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.

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## 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, such as:

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

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

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Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 2 Certificate in Understanding Tenant Support in Social Housing
<b>Qualification number (QN)</b>	603/4273/0
<b>Aim reference</b>	60342730
<b>Total Qualification Time (TQT)</b>	130
<b>Guided Learning Hours (GLH)</b>	105
<b>Minimum age</b>	16
<b>Qualification purpose</b>	This qualification is designed for learners who want to improve their knowledge of the functions of housing associations and ways in which their tenants can be supported. It will support learners within the housing sector to develop their knowledge of how to better support tenants. Learners may also progress onto further study.
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of the social housing sector</li> <li>• provide knowledge for those seeking employment in, or recently employed in the social housing sector</li> </ul> <p>The objectives of this qualification are to support the learner to:</p> <ul style="list-style-type: none"> <li>• gain an understanding of the social housing sector</li> <li>• understand the principles of customer service in the social housing sector</li> <li>• understand how to identify, record and report potential issues experienced by tenants</li> </ul>
<b>Work/industry placement experience</b>	This is a knowledge only qualification. Work/industry placement experience is not required.
<b>Rules of combination</b>	Learners are required to successfully achieve 5 mandatory units.
<b>Grading</b>	Achieved/Not Yet Achieved.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 Certificate in Preparing to work in Adult Social Care</li> <li>• Level 2 Certificate in Understanding working in the Health Sector</li> <li>• Level 2 Diploma in Care</li> <li>• Level 3 Certificate in Housing Services</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/4273/0.

<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
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## **Entry guidance**

This qualification is designed for learners who wish to improve their knowledge of supporting tenants in the housing sector.

This qualification is suitable for learners aged 16 and above.

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

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

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 shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve the 5 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. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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## Units

To make cross-referencing assessment and quality assurance easier, we've 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.

	Unit number	Regulated unit number	Unit title	Level	GLH
★	Unit 01	T/617/5097	Introduction to the social housing sector	2	25
★	Unit 02	F/617/5099	Understand the principles of safeguarding and equality and diversity	2	20
★	Unit 03	K/617/5100	Understand mental and physical ill-health	2	20
★	Unit 04	M/617/5101	Understand reasons for problematic behaviour	2	20
★	Unit 05	T/617/5102	Understand issues affecting isolated tenants	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.

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.

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

## 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.

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# 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.

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**Unit 01 Introduction to the social housing sector (T/617/5097)**

<b>Unit summary</b>	To provide learners with an introduction to the housing sector and specific customer service requirements within this sector. This unit will also introduce learners to generic referral groups available to tenants and the methods of accessing these.
<b>Guided learning hours</b>	25
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
1. Understand the housing sector	1.1 Outline the history of Registered Social Landlords		
	1.2 Describe the different types of social housing organisations		
	1.3 Identify the different people that might use social housing		
	1.4 Describe the range of services provided by social housing		
	1.5 Outline the provision available through supported accommodation		
	1.6 Describe the relationship between a landlord and their tenants		
	1.7 Identify current government legislation relating to housing associations and their functions		
	1.8 Identify potential career progression routes within the housing sector		
2. Understand customer service in the context of the housing sector	2.1 Explain the purpose of customer service		
	2.2 Explain the term 'service offer'		
	2.3 Outline the specific needs of tenants within a housing association		
	2.4 Explain the importance of good communication in customer service		
	2.5 Identify barriers to providing effective customer service		
	2.6 Identify ways to overcome barriers to providing effective customer service		

**Unit 01 Introduction to the social housing sector (T/617/5097) (cont'd)**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
3. Know how to direct tenants to useful support services and information	3.1 Identify support services that tenants could be referred to		
	3.2 Identify sources of information and support for tenants		
	3.3 List community engagement activities available to tenants in own local area		
	3.4 Explain the benefits of community engagement in the housing sector		

## Assessment guidance

### Delivery and assessment

1.1 Learners must provide an overview of the history of housing to include:

- Victorian philanthropic organisations (for example, Peabody, Guinness)
- the emergence of modern not-for-profit housing associations in the 60s - 70s
- influential housing acts introduced in the 80's (for example, The Housing Act 1988)
- development of registered social landlords into organisations operating in the present day

1.2 Learners must describe the following types of social housing:

- HAs (housing associations)
- ALMOs (arms-length management organisations)
- Mutual
- Co-operatives
- Stock-Transfers
- TMOs (tenant management organisations).

1.5 Learners must explain provision within 'extra care housing'.

1.6 Learners must address legal relationship.

2.2 Learners can identify their own role in the provision of the service offer.

3.1, 3.2 Learners must address local and national sources of support and information.

3.1, 3.2, 3.3, 3.4 Learners must include digital sources of support and information, (for example, social media groups, housing associations' own bespoke applications).

3.2 Learners must identify sources of employability skills and money management advice for tenants.

3.3 Learners must identify organisations/groups as well as the activities they offer.

3.4 Learners must consider the benefits of community engagement from the perspective of both the tenant and the landlord.

**Unit 01 Introduction to the social housing sector (T/617/5097) (cont'd)**

<b>Delivery and assessment</b>
The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.
<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• case studies</li><li>• questioning</li><li>• coursework</li><li>• research documents</li><li>• presentations</li></ul>



## Unit 02 Understand the principles of safeguarding and equality and diversity (F/617/5099)

<b>Unit summary</b>	In this unit learners will be introduced to the principles of safeguarding and equality and diversity.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand what is meant by the term safeguarding	1.1 Define the term 'safeguarding'		
	1.2 Identify key and current legislation relating to safeguarding		
	1.3 Identify key components of safeguarding policy used by a housing association		
	1.4 Explain the roles of different agencies in safeguarding and protecting individuals from abuse		
	1.5 Outline the principles of confidentiality related to tenant information		
	1.6 Describe what whistleblowing is		
2. Understand what is meant by equality and diversity	2.1 Define the following terms: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> </ul>		
	2.2 Explain the purpose of equality legislation		
	2.3 List the protected characteristics contained within equality legislation		
	2.4 Explain the negative effects of stereotyping and labelling		
	2.5 Explain the negative effects of prejudice and discrimination		
	2.6 Explain the value to communities in creating and maintaining a diverse environment		
	2.7 Identify the support services and groups that exist within a community to ensure equality and diversity is maintained		

**Unit 02 Understand the principles of safeguarding and equality and diversity (F/617/5099) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>1.3 Learners must include how national policy and legislation influence housing association policy.</p> <p>1.4 Learners must cover a minimum of 3 different agencies. The listing of names and roles is not sufficient to meet the needs of this assessment – an explanation is required to prove knowledge and comprehension.</p> <p>2.4 Learners must include real world examples of stereotyping and how this affects the individual.</p> <p>2.5 Learners must include real world examples of prejudice and discrimination and how these affect individuals.</p> <p>The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• case studies</li> <li>• questioning</li> <li>• coursework</li> <li>• research documents</li> <li>• presentations</li> </ul>

### Unit 03 Understand mental and physical ill-health (K/617/5100)

<b>Unit summary</b>	To provide learners with information regarding prevalent mental and physical health issues that tenants may experience; and providing learners with the knowledge of how to correctly record and report these issues.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
1. Understand how to recognise and report mental ill-health	1.1 Define what is meant by mental health and mental ill-health		
	1.2 Describe factors contributing to good mental health		
	1.3 Identify relevant legislation in relation to mental ill-health		
	1.4 Outline the <b>responsibilities</b> of landlords in relation to supporting tenants experiencing mental ill-health		
	1.5 Identify examples of mental ill-health		
	1.6 Explain how to record and report if mental ill-health of a tenant is suspected		
2. Understand how to recognise and report physical ill-health	2.1 Define what is meant by <b>physical</b> health and physical ill-health		
	2.2 Describe factors contributing to good physical health		
	2.3 Describe the risk factors associated with developing physical ill-health		
	2.4 Identify examples of physical ill-health		
	2.5 Explain how to record and report if physical ill-health of a tenant is suspected		

**Unit 03 Understand mental and physical ill-health (K/617/5100) (cont'd)**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
3. Understand how to recognise and report possible dementia	3.1 Define the term 'dementia'		
	3.2 Describe some of the ways dementia may affect an individual and their life		
	3.3 Identify the possible signs that suggest an individual may have dementia		
	3.4 Explain how to record and report if dementia in a tenant is suspected		

**Key word(s)**

**Responsibilities:** to cover landlord required action as well as limitations when dealing with tenants with mental health issues.

**Physical** for example: sensory impairment, cardiovascular disease, respiratory disease, musculoskeletal conditions, neurological conditions.

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## Assessment guidance

### Delivery and assessment

Within a number of assessment criteria, learners are being asked to identify potential difficulties related to health that tenants may be experiencing. The learner is not expected to have any specialist knowledge and they should be made aware of the boundaries of their responsibility in these areas.

If using real world examples, learners must not include names or identifying information related to specific tenants or others. Information must be anonymised.

1.3 It is important that learners focus on the current and relevant legislation.

1.6 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate. Learners must also include their limitations in respect of reporting suspected mental ill-health.

2.5 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate. Learners must include their limitations in respect of reporting suspected physical ill-health.

3.4 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate. Learners must include their limitations in respect of reporting suspected dementia.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- case studies
- questioning
- coursework
- research documents
- presentations

**Unit 04 Understand reasons for problematic behaviour (K/617/5101)**

<b>Unit summary</b>	This unit will provide learners with information regarding potentially challenging behaviour in the community, and provides learners with the knowledge of how to correctly record and report these issues.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
1. Understand behaviour that challenges	1.1 Explain what is meant by behaviour that challenges		
	1.2 Explain why people present with behaviour that is perceived as challenging		
	1.3 Describe the possible underlying causes for behaviour that challenges		
	1.4 Describe professional boundaries when encountering individuals exhibiting behaviour that is perceived as challenging		
	1.5 Explain how to record and report incidents of behaviour that challenges		
2. Understand substance misuse	2.1 Identify <b>substances</b> which are often misused		
	2.2 State reasons why people might misuse substances		
	2.3 Identify signs and symptoms that may indicate the use of substances		
	2.4 Identify the impact of substance misuse on individuals, communities and society		
	2.5 Explain how to record and report a tenant suspected of substance misuse		

**Unit 04 Understand reasons for problematic behaviour (K/617/5101) (cont'd)**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
3. Understand antisocial behaviour	3.1 Explain what is meant by antisocial behaviour		
	3.2 Identify behaviour that may be considered antisocial		
	3.3 Explain the possible reasons for this behaviour		
	3.4 Describe professional boundaries when encountering individuals exhibiting behaviour that is perceived as antisocial		
	3.5 Identify the impact of antisocial behaviour on individuals, communities and society		
	3.6 Explain how to record and report incidents of antisocial behaviour		

**Key word(s)**

**Substances:** can include illegal, legal, prescription, alcohol, for example.

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**Assessment guidance**

<b>Delivery and assessment</b>
<p>If using real world examples, learners must not include names or identifying information related to specific tenants or others. Information must be anonymised.</p> <p>1.5 Learners can explain general recording and reporting principles as well as provide real world examples if appropriate.</p> <p>2.5 Learners can explain general recording and reporting principles as well as provide real world examples if appropriate.</p> <p>3.2, 3.3 Learners must identify that extremist beliefs can manifest as antisocial behaviour.</p> <p>3.6 Learners can explain general recording and reporting principles as well as provide real world examples if appropriate.</p> <p>The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• case studies</li> <li>• questioning</li> <li>• coursework</li> <li>• research documents</li> <li>• presentations</li> </ul>



**Unit 05 Understand issues affecting isolated tenants (T/617/5102)**

<b>Unit summary</b>	This unit provides learners with information regarding possible issues which could affect isolated tenants and provides learners with the knowledge of how to correctly record and report these issues.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (for example, page number & method)	<b>Assessor</b> Initial and date
1. Understand the issue of loneliness	1.1 Explain the signs and symptoms of loneliness		
	1.2 Explain why loneliness is not always recognised		
	1.3 Identify the support available for tenants experiencing loneliness		
	1.4 Explain how to record and report if loneliness is suspected		
2. Understand the term 'mate crime'	2.1 Define the term 'mate crime'		
	2.2 Explain the motives behind the practice of 'mate crime'		
	2.3 Identify circumstances which may make an individual more susceptible to 'mate crime'		
	2.4 Identify signs which may point to an instance of 'mate crime'		
	2.5 Explain how to record and report if 'mate crime' is suspected		
3. Understand the term 'cuckooing'	3.1 Define the term 'cuckooing'		
	3.2 Explain the motives behind the practice of 'cuckooing'		
	3.3 Identify circumstances which may make an individual more susceptible to 'cuckooing'		
	3.4 Describe the actions individuals and groups might take to invade a tenant's home		
	3.5 Identify signs which may point to an instance of 'cuckooing'		

	3.6 Explain how to record and report if 'cuckooing' is suspected		
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**Unit 05 Understand issues affecting isolated tenants (T/617/5102) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>If using real world examples, learners must not include names or identifying information related to specific tenants or others. Information must be anonymised.</p> <p>1.1 Learners must explain how signs, symptoms and indicators should be taken within the context of the tenant's situation.</p> <p>1.4, 2.5, 3.6 Learners can explain general recording and reporting principles as well as provide real world examples if appropriate.</p> <p>The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• case studies</li> <li>• questioning</li> <li>• coursework</li> <li>• research documents</li> <li>• presentations</li> </ul>

### 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.)

Please refer to the notes relating to expert witness testimony and simulation, which 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"> <li>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</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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"> <li>may include simulation**</li> </ul>	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>* <b>Expert witness testimony</b> 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"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an assessor to observe the learner’s performance</li> </ul> <p>** <b>Simulation.</b> A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

# 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).

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

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### Support for learners

#### Learner's evidence tracking og (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This blank document can be downloaded free of charge from the qualifications page on the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

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### 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:

- <https://www.hact.org.uk/>
  - <https://www.citizensadvice.org.uk/housing/>
  - <https://www.talktofrank.com/>
  - <https://www.drinkaware.co.uk/>
  - <https://www.ageuk.org.uk/>
  - <https://www.equalityhumanrights.com/en>
  - <https://www.gov.uk/guidance/regulatory-standards>
  - <https://crimestoppers-uk.org/keeping-safe/community-family>
  - <https://www.scie.org.uk/safeguarding/adults/practice/housing>
  - <https://www.mind.org.uk/information-support/guides-to-support-and-services/housing>
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### **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.

### **Third-party products**

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

- Learning Curve Group

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

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