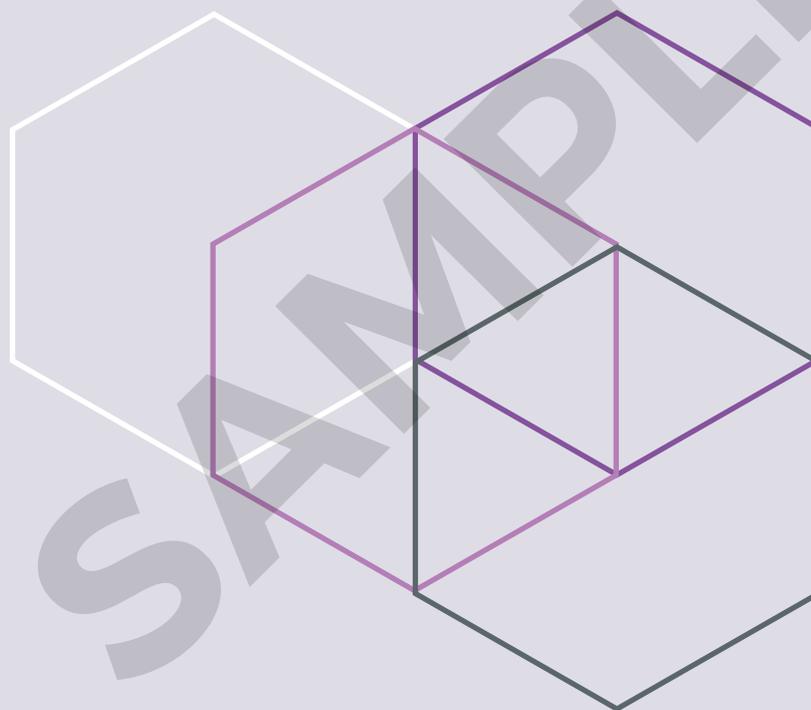


# NCFE Level 2

## Extended Diploma in Health and Social Care

(601/8855/8)

# Assessment Book



# NCFE Level 2

## Extended Diploma in Health and Social Care

(601/8855/8)

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## Introduction

This assessment book will support you to study towards the NCFE CACHE Level 2 Extended Diploma in Health and Social Care. It will provide you with knowledge and understanding essential to the health and social care sector, supporting progression to further learning or the workplace.

You can work through this assessment book to support you with your learning for the mandatory units. This assessment book includes suggested assessed assignments and projects to complete, details how you can achieve each grade and will support you to reference your reading and research. There is also a section where you can record the details of your work placement and reflect on your progress.

This assessment book can be used alongside the workbook. The workbook has detailed information and learning activities to support you to learn the content. You can use both of these resources to help build your portfolio.

## Grading

This qualification is graded A\* - D.

## Referencing

You need to provide evidence that you are completing additional reading and research around each of the units. This can include reading books or publications or online research. To show this, you need provide references that are relevant and traceable.

Record as much information as possible in references to make finding the original work simple.

For books or publications, you need to record:

- Author/s
- Date of Publication
- Title of Piece (in italics)
- Publisher Information
- Page Numbers

For webpages, you need to record:

- URL link
- Date Accessed

## Examples:

### **If you are referencing information from a book or publication:**

Clanchy, M.T. (1993) *From Memory to Written Record England 1066 – 1307* Oxford, Blackwell, p. 115

### **If you are referencing information from a website:**

Equality and Human Rights Commission (2019) Equality Act codes of practice [online] available at <https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice> (Accessed June 08, 2020)

If you are providing a list of references (also known as a bibliography), each reference should be numbered and the list should also be in alphabetical order.

## Explanation of terms used at Level 2

Define	State the meaning of a word or phrase.
Describe	Write about the subject giving detailed information.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
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).
List	Make a list of key words, sentences or comments that focus on the subject.
Outline	Identify or describe the main points.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

# Unit HSC M1:

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Equality, diversity and rights  
in health and social care

## Unit HSC M1:

### Equality, diversity and rights in health and social care

#### Question 1:

Define the terms:

- equality
- diversity
- inclusion

Examples may be used to support the definitions. (AC 1.1)



#### Question 2:

Outline **one** piece of legislation, policy, procedure or code of practice in relation to equality, diversity and inclusion from the following:. (AC 1.2)

- Care Act 2014
- Health and Social Care Act 2012
- The Equality Act 2010
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child 1989
- related policies and procedures
- codes of practice relevant to sector
- current legislation as relevant to Home Nation

SAMPLE

#### Question 3:

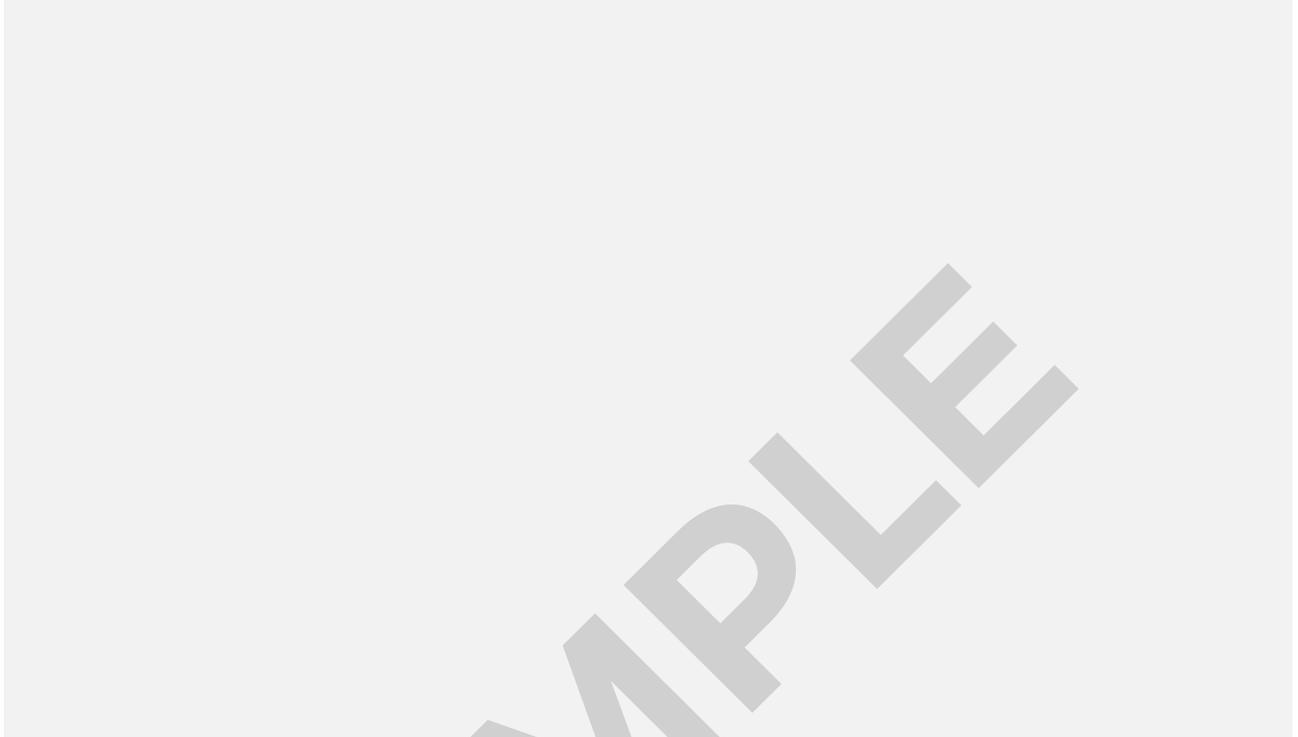
Describe how the health and social care practitioner contributes to inclusive practice. Examples may be used to support the description. Consider the following: (AC 1.3)

- knowledge of individuals beliefs, culture, values, needs, preferences
- promote rights
- value diversity
- person-centred practice
- access to services
- information and advice
- manage risk

SAMPLE

**Question 4:**

Summarise types of discrimination. A minimum of **three** types of discrimination must be summarised: (AC 2.1)



#### Question 5:

Describe approaches to challenge discrimination. A minimum of **two** approaches used to challenge discrimination must be described from the following: (AC 2.2)

- strategy
- communication
- reporting
- whistleblowing
- modelling
- training

SAMPLE

## Unit HSC M1:

### Equality, diversity and rights in health and social care

#### References

This qualification is graded A\* - D and you need to reference your reading and research throughout to show evidence of the knowledge and understanding you have gained from wider reading.

- To achieve this unit at D grade all D criteria assessment of learning must be achieved including: a minimum of one (1) relevant and traceable reference. (D4)
- To achieve this unit at B grade all D, C and B criteria assessment of learning must be achieved including: a minimum of two (2) relevant and traceable references and a reference list. (B3)
- To achieve this unit at A\* all D, C, B, A and A\* criteria assessment of learning must be achieved and reference must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable. (A\*2)

#### Learning Outcomes and Assessment Criteria

To achieve this unit, you must:

##### 1. Understand equality, diversity and inclusion in health and social care

1.1. The terms:

- Equality
- Diversity
- inclusion

1.2. Legislation, policies, procedures, and codes of practice in relation to equality, diversity, and inclusion:

- Care Act 2014
- Health and Social Care Act 2012
- The Equality Act 2010
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child 1989
- related policies and procedures
- codes of practice relevant to sector
- current legislation as relevant to Home Nation

1.3. How the health and social care practitioner contributes to inclusive practice:

- knowledge of individuals beliefs, culture, values, needs, preferences
- promote rights
- value diversity
- person-centred practice
- access to services
- information and advice
- manage risk

#### 2. Understand discrimination

2.1 Types of discrimination: in relation to:

- direct
- indirect

2.2. Approaches to challenge discrimination:

- strategy
- communication
- reporting
- whistleblowing
- modelling
- training

2.3. How the health and social care practitioner's own values, beliefs and experiences can influence delivery of care:

- self-awareness
- acknowledging belief systems, attitudes, and behaviours
- influence of others on own belief system, attitudes, and behaviours to include:
  - media, family, and peer pressure
  - professional versus personal
  - respect and value diversity

#### 3. Understand person-centred practice

3.1. The concept of person-centred practice:

- individual central
- individual in control

3.2. How person-centred practice is used to support individuals:

- informed choices
- dignity and respect
- care planning
- tailored communication
- consent
- risk management

3.3. Impacts of person-centred practice on individuals:

- meets individual needs (social, emotional, cognitive, and physical)
- individual rights
- independence
- decision-making and confidence
- health and well-being

3.4. Ethical dilemmas that may arise when balancing individuals' rights and duty of care:

- Confidentiality
- managing values and beliefs
- risk taking
- rights versus responsibilities

## Unit HSC M1:

### Equality, diversity and rights in health and social care

#### Grading Criteria

The table below shows what you must do to achieve each grade. You must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

		Assessment of learning
D1	1.1	<p>Define the terms:</p> <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion</li> </ul> <p>Examples may be used to support the definitions.</p>
D2	1.2	Outline one (1) piece of legislation, policy, procedure or code of practice in relation to equality, diversity and inclusion.
D3	1.3	<p>Describe how the health and social care practitioner contributes to inclusive practice.</p> <p>Examples may be used to support the description.</p>
D4		A minimum of one (1) relevant and traceable reference must be included.
C1	2.1	<p>Summarise types of discrimination.</p> <p>A minimum of three (3) types of discrimination must be summarised.</p>
C2	2.2	<p>Describe approaches to challenge discrimination.</p> <p>A minimum of two (2) approaches used to challenge discrimination must be described.</p>
C3	3.1	<p>Define the concept of person-centred practice.</p> <p>Examples must be used to support the definition.</p>
B1	2.3	Explain how the health and social care practitioner's own values, beliefs and experiences can influence delivery of care.
B2	3.2	Describe how person-centred practice is used to support individuals.
B3		A minimum of two (2) relevant and traceable references must be included. A reference list must be included.
A1	3.3	<p>Discuss impacts of person-centred practice on individuals.</p> <p>A minimum of four (4) impacts of person-centred practice on individuals must be discussed.</p>

## Unit HSC M1:

### Equality, diversity and rights in health and social care

A*1	3.4	Describe ethical dilemmas that may arise when balancing individuals' rights and duty of care. A minimum of one (1) ethical dilemma that may arise when balancing an individual's rights and duty of care must be described.
A*2		References must be present throughout to show evidence of knowledge and understanding gained from wider reading. References must be relevant and traceable.
Current legislation as relevant to Home Nation.		

#### Links to information to support you with wider reading and research

Equality and Human Rights Commission <https://www.equalityhumanrights.com/en>

Acas <https://www.acas.org.uk/>

Skills for Care <https://www.skillsforcare.org.uk/Learning-development/ongoing-learning-and-development/equality-and-diversity/Equality-and-diversity.aspx>

Care Quality Commission <https://www.cqc.org.uk/guidance-providers/adult-social-care/equality-diversity-human-rights-adult-social-care-services>

Care Quality Commission – information on whistleblowing <https://www.cqc.org.uk/contact-us/report-concern/report-concern-if-you-are-member-staff>

United Nations Convention on the Rights of the Child, on the UNICEF website <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

# Work Placement

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Record and Reflect

SAMPLE

### Placement details

Use the table below to record details of your placement.

<b>Placement details and contact number</b>	
<b>Placement type/description of service</b>	
<b>Name of mentor</b>	
<b>Date of induction</b>	
<b>Start date / finish date</b>	



# Work Placement

## Record and Reflect

### Induction

Use this table to help you to think about the things that you need to do before starting placement, and to record your induction meeting with your mentor at placement.

<b>Induction date</b>	
<b>What time should I arrive?</b>	
<b>Do I need to sign in?</b>	
<b>What time do I finish?</b>	
<b>What room do I go to?</b>	
<b>Is there a dress code?</b>	
<b>Is there anything I cannot wear?</b>	
<b>Do I need a uniform?</b>	
<b>Do I need an ID badge?</b>	
<b>What documentation do I need to take as evidence of the qualification I am studying?</b>	
<b>What policies and procedures do I need to know about, and why?</b>	

## Work Placement

### Record and Reflect

Reflection: Write about the induction day here	
What did you learn?	
Do you feel more prepared now?	
What did you forget to ask?	

### Reflecting on progress

Reflection is an essential part of becoming an effective practitioner. We have provided the following Professional Skills Profile to enable you to reflect on your experience in placement.

You may use the following Professional Skills Profile in collaboration with your placement mentor and tutor to record your progress at regular intervals. You can then discuss your experiences and reflections with your placement mentor and tutor. Your mentor and tutor will discuss your progress, as well as offer you feedback. This feedback will support your learning and progression.

At the end of your placement your Professional Skills Profile should be signed and dated by you, your placement mentor and your tutor. The Confirmation of Placement Hours table should also be signed and dated.

### Recommended placement hours

While assessment in the workplace is not required for these qualifications, learners studying for the Extended Diploma are encouraged to attend work placement in order to support their learning. We recommend 30 hours of placement in a Real Work Environment.

# Work Placement

## Record and Reflect

No.	Skills Profile	Your comments	Comments from mentor/tutor
1.	Be a positive role model in relation to: <ul style="list-style-type: none"><li>• behaviour</li><li>• confidentiality</li><li>• timekeeping</li><li>• safeguarding and welfare</li><li>• health and hygiene</li></ul>		
2.	Follow the policies and procedures of the setting in relation to: <ul style="list-style-type: none"><li>• health and safety</li><li>• safeguarding</li><li>• reporting (e.g. data protection)</li><li>• equality, diversity and inclusion</li></ul>		
3.	Communicate effectively with individuals		
4.	Communicate effectively with colleagues and others as appropriate, demonstrating a good command of the English language in both written and spoken form		

# Work Placement

## Record and Reflect

5.	Value diversity		
6.	Contribute to inclusive practice		
7.	Contribute to a healthy and safe environment		

SAMPLE

## Work Placement

### Record and Reflect

8.	Show a commitment to own professional development		
9.	<p><b>Your learning:</b></p> <p>Use this space to reflect on your learning and experience at placement. You may also reflect on comments received from your placement mentor and/or tutor. Think about ways you could improve your practice:</p> <ul style="list-style-type: none"><li>• What have I been involved in?</li><li>• What did I do well/how could I improve my practice?</li><li>• What goals can I set for personal and professional development?</li></ul>		

# Work Placement

## Record and Reflect

<b>Learner signature and date</b>	
<b>Mentor signature and date</b>	
<b>Tutor signature and date</b>	

### Confirmation of placement hours

To be completed at the end of the placement:

<b>Total placement hours completed</b>	
<b>Learner name, signature and date</b>	
<b>Mentor name, signature and date</b>	
<b>Tutor name, signature and date</b>	

## Work Placement

### Record and Reflect

#### Placement checklist for learners

This checklist summarises the activities to be carried out in preparation for, and during, your placement and identifies who is responsible for carrying them out.

Activity	You	Mentor	Tutor
Record placement details	✓		
Complete induction details	✓	✓	
Complete attendance record	✓	✓	
Use the Professional Skills Profile at regular intervals to reflect on placement experience	✓		
Use the Professional Skills Profile at regular intervals to review the learner's placement experience and progress	✓	✓	✓
Use the Professional Skills Profile to provide feedback on the learner's progress		✓	✓
Sign and date the Professional Skills Profile	✓	✓	✓
Confirm the number of placement hours completed	✓	✓	✓