

# Qualification Specification

Focus Awards Level 1 Certificate in  
Introduction to Health, Social Care and  
Children's and Young People's Settings  
(RQF)

601/6921/7



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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**Focus Awards Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)**

**Qualification Details**

QAN: 601/6921/7  
 GLH: 215  
 Credit: 25  
 TQT: 250

**Qualification Purpose**

The Focus Awards Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) is aimed at developing knowledge and awareness of health, social care and children's and young people's settings.

The qualification provides learners with the knowledge and understanding of the provision of roles, values, equality, protection and safeguarding, health and safety and communication within the health, social and children's and young people's setting.

The Focus Awards Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) is aimed at those learners who wish to make a career in health, social care and/or children's and young people settings.

**Qualification Structure/Rules of Combination**

Learners must achieve **20 credits from the mandatory units and 5 from the optional units** totalling **25 credits**.

Unit Title	Unit Ref	Level	GLH	Credit
<b>Mandatory</b>				
Understand the range of service provision and roles within health and social care adults and children and young people, early years and	A/602/6187	1	26	3

childcare				
Understand the principles and values in health and social care adults and children and young people, early years and childcare	J/602/6189	1	26	3
Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	R/502/9716	1	25	3
Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare	R/602/6194	1	24	3
Introductory awareness of health and safety in health, social care and children's and young people's settings	Y/502/9717	1	36	4
Introduction to communication in health and social care adults and children and young people, early years and childcare	T/602/6205	1	19	2

Introductory awareness of person-centred support in health, social care and children's and young people's settings	D/502/9718	1	18	2
<b>Optional</b>				
Human growth and development	A/601/3407	1	18	2
Introduction to disability awareness	M/602/5022	1	8	1
Introduction to children and young people's development	F/602/6207	1	26	3
Understand the importance of engagement in leisure and social activities in health and social care	K/602/6301	1	29	3
Introduction to the physical care of babies and young children	H/602/6314	1	30	3
Introduction to the development of children and young people through play	K/602/6315	1	15	2
Encourage children and young people to eat healthily	H/602/6328	1	16	2
Introduction to a Healthy Lifestyle	T/602/6303	1	26	3
Introduction to Autistic Spectrum Condition	Y/602/6309	1	30	3
Introduction to	L/602/6310	1	30	3

Learning Disability				
Introduction to Physical Disability	R/602/6311	1	30	3
Introduction to Sensory Loss	L/602/6372	1	30	3
Introduction to Mental Health	Y/602/6374	1	30	3
Introduction to Dementia	D/602/6375	1	30	3
Introductory awareness of working with others in health, social care and children's and young people's settings	H/502/9719	1	16	2
Introductory awareness of the importance of healthy eating and drinking for adults	Y/502/9720	1	24	3

## Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

## Age Ranges

Learners should be 16 (minimum) to undertake this qualification.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

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## Assessment Methods

The Focus Awards Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 2 Certificate in Preparing to Work in Adult Social Care
- Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings
- Level 2 Diploma in Health and Social Care

The knowledge gained will provide valuable learning should a learner choose to progress onto an Apprenticeship in a related area.

## Useful websites and supporting materials

- [www.focusawards.org.uk/supportingmaterials](http://www.focusawards.org.uk/supportingmaterials)
- [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## **Links to national occupational standard**

Focus Awards has mapped to NOS where they exist.



## Appendix A: Units

<b>Unit Title:</b>	Understand the range of service provision and roles within health and social care adults and children and young people early years and childcare		
<b>Unit No:</b>	A/602/6187		
<b>Level:</b>	1		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the range of service provision and the range and scope of roles within the health and social care, early years and childcare.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the range of service provision available in health and social care (adults and children and young people), early years and childcare	1.1	Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area
		1.2	Outline the purpose of provision offered by different types of service
		1.3	Give examples of who would access different types of service provision
		1.4	Outline the difference between statutory, and independent service provision
		1.5	Outline how informal care contributes to service provision
2	Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare	2.1	Identify the range of job roles within different types of service
		2.2	Identify the knowledge and skills required to work in a job role in the sector
		2.3	Outline a range of progression routes for a worker within the sector



<b>Unit Title:</b>	Understand the principles and values in health and social care adults and children and young people, early years and childcare		
<b>Unit No:</b>	J/602/6189		
<b>Level:</b>	1		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the principles and values that underpin work and the ways to respect and value those who access services in health and social care adults and children and young people, early years and childcare.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare	1.1	Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare
		1.2	Identify guidance and standards that underpin the principles and values
2	Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare	2.1	Describe why those who access services should be valued as individuals
		2.2	Give examples of ways to value adults who access services
		2.3	Give examples of ways to value children and young people who access services
		2.4	Outline what is meant by person centred practice or child centred practice
		2.5	Define confidentiality in the context of the sectors
		2.6	Identify how confidentiality promotes respect for and values individuals



<b>Unit Title:</b>	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings		
<b>Unit No:</b>	R/502/9716		
<b>Level:</b>	1		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge, understanding of the importance of equality and inclusion, the effects of discriminatory attitudes and behaviours on individuals.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know the importance of equality and inclusion within health, social care and children's and young people's settings	1.1	Define the terms equality and inclusion
		1.2	Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings
2	Know the effects of discriminatory attitudes and behaviours on individuals	2.1	Identify discriminatory attitudes
		2.2	Give examples of how discriminatory attitudes can affect individuals
		2.3	Identify discriminatory behaviours
		2.4	Give examples of how discriminatory behaviours can affect individuals
3	Know the factors that affect equality and inclusion of individuals	3.1	Identify social and physical barriers that may prevent equality and inclusion
		3.2	Outline how barriers to equality and inclusion may be overcome
		3.3	Outline behaviours that may promote equality and inclusion

<b>Unit Title:</b>	Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare		
<b>Unit No:</b>	R/602/6194		
<b>Level:</b>	1		
<b>GLH:</b>	24		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of protection and safeguarding in health and social care adults and children and young people, early years and childcare			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	1.1	Define 'protection of vulnerable adults'
		1.2	Define 'safeguarding children'
		1.3	Explain the term 'harm, abuse and neglect' in the context of: <ul style="list-style-type: none"> <li>• Protecting vulnerable adults</li> <li>• Safeguarding children</li> </ul>
		1.4	Give examples of the indicators of harm, abuse and neglect
		1.5	Identify what actions should be taken if there are concerns about harm, abuse and neglect
		1.6	Describe the boundaries of confidentiality and when to share information
		1.7	Explain who is responsible for protecting vulnerable adults and safeguarding children
		1.8	Identify what organisations should do to protect vulnerable adults and safeguard children
		1.9	Identify sources of support and information in relation to protection and safeguarding



<b>Unit Title:</b>	Introductory awareness of health and safety in health, social care and children's and young people's settings		
<b>Unit No:</b>	Y/502/9717		
<b>Level:</b>	1		
<b>GLH:</b>	36		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the main responsibilities of workers and employers, the importance of risk assessing and what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings	1.1	Outline key areas of health and safety related to a work setting
		1.2	Outline employers responsibilities for health and safety
		1.3	Outline workers responsibilities for health and safety
		1.4	Give examples of health and safety training required in the work setting
2	Understand the importance of assessing risk in relation to health and safety	2.1	Outline what is meant by risk
		2.2	Give examples of hazards and their associated risks
		2.3	Outline the purpose of a risk assessment
		2.4	Identify occasions when a risk assessment is necessary
3	Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings	3.1	Outline the importance of protecting your own security and the security of others in the work setting
		3.2	Outline the importance of safe moving and handling principles
		3.3	Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting
		3.4	Identify who might deal with accidents and sudden illness in the work setting
4	Know what contributes to the reduction of the	4.1	Describe how infection is spread
		4.2	Identify methods that reduce the spread of



	spread of infection in health, social care and children's and young people's settings		infection
		4.3	Describe the standard method of washing hands
		4.4	Identify when personal protective equipment should be used

<b>Unit Title:</b>	Introduction to communication in health and social care adults and children and young people, early years and childcare		
<b>Unit No:</b>	T/602/6205		
<b>Level:</b>	1		
<b>GLH:</b>	19		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of communication in health and social care, adults and children and young people, early years and childcare			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know different methods of communication	1.1	Identify a range of communication methods
2	Understand how to communicate with individuals	2.1	Outline how to identify an individual's communication and language needs, wishes and preferences
		2.2	Identify a range of barriers to communication
		2.3	Identify factors that promote communication and overcome barriers



<b>Unit Title:</b>	Introductory awareness of person-centred support in health, social care and children's and young people's settings		
<b>Unit No:</b>	D/502/9718		
<b>Level:</b>	1		
<b>GLH:</b>	18		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge, understanding and awareness of person centred support in health, social care and children's and young people's settings			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand what is meant by person-centred support in health, social care and children's and young people's settings	1.1	Define person-centred support
		1.2	Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes
		1.3	Give examples of how to provide person-centred support when supporting individuals in day-to-day activities
2	Know the importance to individuals of person-centred support in health, social care and children's and young people's settings	2.1	Outline the benefits to an individual of person-centred support
		2.2	Give examples of how individuals can be in control of their care needs
		2.3	Outline how assessing risk can assist person-centred support



<b>Unit Title:</b>	Human growth and development		
<b>Unit No:</b>	A/601/3407		
<b>Level:</b>	1		
<b>GLH:</b>	18		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of human growth and development			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know about human growth and development	1.1	Identify the main stages of growth and development across the human lifespan
		1.2	Outline what is meant by physical, intellectual, emotional and social development
2	Know factors which affect human growth and development	2.1	Identify factors which may affect physical growth and development
		2.2	Outline circumstances or life events which may affect an individual's emotional and social wellbeing
		2.3	Outline the effects of ageing in the later stages of life

<b>Unit Title:</b>	Introduction to disability awareness		
<b>Unit No:</b>	M/602/5022		
<b>Level:</b>	1		
<b>GLH:</b>	8		
<b>Credit:</b>	1		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the terms disability and impairment, attitudes and barriers faced by people who have a disability.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the difference between the terms disability and impairment	1.1	Identify what disability means
		1.2	Outline conditions which cause disability
		1.3	Identify what impairment means
2	Know how key legislation protects people who have a disability	2.1	List current disability related legislation
		2.2	Outline the rights of disabled people in line with current disability related legislation
3	Understand attitudes and barriers faced by people who have a disability	3.1	Outline the types of difficulties faced by disabled people including: <ul style="list-style-type: none"> <li>• Social and financial issues</li> <li>• Negative attitudes</li> <li>• Physical barriers</li> <li>• Institutional barriers</li> </ul>
4	Understand the social model of disability and how it is put into practice	4.1	Identify what is meant by the 'social model' of disability
		4.2	Explain key differences between the 'medical model' of disability and the 'social model' of disability
		4.3	Outline the reasons why the social model focuses on 'disability' and not 'impairment'
		4.4	Outline the type of 'language' used when applying the social model
		4.5	Explain how the social model of disability can be used in practice

<b>Unit Title:</b>	Introduction to children and young people's development		
<b>Unit No:</b>	F/602/6207		
<b>Level:</b>	1		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of children and young people's development			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know the main stages of children and young people's development	1.1	Outline the expected pattern of development for children and young people from birth to 19 years to include: <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Communication</li> <li>• Intellectual development</li> <li>• Social, emotional and behavioural development</li> </ul>
2	Know the factors that affect children and young people's development	2.1	Identify the factors that affect children and young people's development to include: <ul style="list-style-type: none"> <li>• Background</li> <li>• Health</li> <li>• Environment</li> </ul>
3	Know how to support children and young people's development	3.1	Outline different ways to support children and young people's development to include: <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Communication</li> <li>• Intellectual development</li> <li>• Social, emotional and behavioural development</li> </ul>





<b>Unit Title:</b>	Understand the importance of engagement in leisure and social activities in health and social care		
<b>Unit No:</b>	K/602/6301		
<b>Level:</b>	1		
<b>GLH:</b>	29		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the importance of engagement in leisure and social activities in health and social care			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand why leisure and social activities are important for an individual's well being and relationships	1.1	Outline why leisure and social activities are important for an individual's well being
		1.2	Outline how leisure and social activities support relationships
2	Know a range of leisure and social activities	2.1	Identify a range of leisure and social activities that take place within: <ul style="list-style-type: none"> <li>• A local community</li> <li>• A person's own home</li> <li>• A residential or group living home</li> <li>• Day care provision</li> </ul>
3	Understand how a person centred approach supports individuals in leisure or social activities	3.1	Describe how to find out about the interests and preferences of individuals
		3.2	Outline the benefits for individuals of a person centred approach when taking part in leisure or social activities
		3.3	Describe different types of support that individuals may need to take part in leisure and social activities within: <ul style="list-style-type: none"> <li>• The community</li> <li>• Their own home</li> <li>• A residential home or group living arrangement</li> </ul>
		3.4	Give examples of how to promote independence through leisure and social activities

<b>Unit Title:</b>	Introduction to the physical care of babies and young children		
<b>Unit No:</b>	H/602/6314		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the physical care of babies and young children, care routines, protective environments and the nutritional needs of babies and young children.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the physical care needs of babies and young children	1.1	Identify care needs for babies and young children's <ul style="list-style-type: none"> <li>• Skin</li> <li>• Hair</li> <li>• Teeth</li> <li>• Nappy area</li> </ul>
2	Know how to support physical care routines for babies and young children	2.1	Outline how to treat babies or young children with respect and sensitivity during physical care routines
		2.2	List ways of engaging with babies or young children during physical care routines that make the experience enjoyable
		2.3	Outline the principles of toilet training
3	Know how to support safe and protective environments for babies and young children	3.1	Describe how to provide a safe and hygienic environment for babies and young children
		3.2	Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills
		3.3	Identify what to do if concerned about the well-being of babies and young children
4	Know the nutritional needs of babies and young children	4.1	Outline the nutritional needs of babies
		4.2	Outline the nutritional needs of young children
		4.3	Give examples of healthy balanced meals

		for young children
	4.4	List nutritional allergies that may be experienced by babies and young children

<b>Unit Title:</b>	Introduction to the development of children and young people through play		
<b>Unit No:</b>	K/602/6315		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of the development of children and young people through play.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know the importance of play for children and young people's development and well being	1.1	Identify how play supports children and young people's development and well-being
		1.2	Outline the difference between adult directed play and child initiated play
2	Know factors that promote inclusive and stimulating play environments	2.1	Outline what is meant by inclusive and stimulating play
		2.2	Describe an environment that supports inclusive and stimulating play
		2.3	Identify a range of activities that promote inclusive and stimulating play



<b>Unit Title:</b>	Encourage children and young people to eat healthily		
<b>Unit No:</b>	H/602/6328		
<b>Level:</b>	1		
<b>GLH:</b>	16		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding to enable them to encourage children and young people to eat healthily.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know about healthy eating for children and young people	1.1	Identify healthy eating principles for children and young people
		1.2	Identify factors that influence food choice
2	Know about activities to encourage children and young people to eat healthily	2.1	Outline a range of activities that encourage children and young people to eat healthily





<b>Unit Title:</b>	Introduction to a Healthy Lifestyle		
<b>Unit No:</b>	T/602/6303		
<b>Level:</b>	1		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of what contributes to a healthy and unhealthy lifestyle.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know what contributes to a healthy lifestyle	1.1	Outline factors that contribute to a healthy lifestyle
		1.2	Outline benefits of living a healthy lifestyle
2	Know how activities contribute to a healthy lifestyle	2.1	List activities in the local area that support a healthy lifestyle
		2.2	Select activities that support a healthy lifestyle
		2.3	Identify the benefits of selected activities on personal well-being as a result of taking part in activities
3	Know what contributes to an unhealthy lifestyle	3.1	List activities and choices that hinder a healthy lifestyle
		3.2	Outline how these activities and choices can have a negative effect on personal well-being
4	Know how to develop a personal healthy lifestyle plan	4.1	Identify positive and negative aspects of own lifestyle
		4.2	Produce an action plan to improve own health and well-being



<b>Unit Title:</b>	Introduction to Autistic Spectrum Condition		
<b>Unit No:</b>	Y/602/6309		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of autistic spectrum condition			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the importance of a person centred approach when working with individuals with an autistic spectrum condition	1.1	Outline why it is important to recognise and value an individual with an autistic spectrum condition as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with an autistic spectrum condition
2	Understand the concept of Autistic Spectrum Condition	2.1	Outline what is meant by the term 'autistic spectrum condition'
		2.2	Give examples of behavioural characteristics associated with autistic spectrum condition
		2.3	Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition
		2.4	Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition
3	Understand the importance of effective communication for individuals with an autistic spectrum condition	3.1	Identify the benefits of effective communication on the lives of individuals with an autistic spectrum condition
		3.2	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language
		3.3	Outline the use of visual communication systems for individuals with an autistic spectrum condition

<b>Unit Title:</b>	Introduction to Learning Disability		
<b>Unit No:</b>	L/602/6310		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of the main causes of learning disability and the effectiveness of communication with the learning disability.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the importance of a person centred approach when working with individuals with a learning disability	1.1	Outline why it is important to recognise and value an individual with a learning disability as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with a learning disability
2	Know the main causes of learning disability	2.1	Outline what is meant by the term 'learning disability'
		2.2	Give examples of causes of learning disability
3	Understand the importance of effective communication for individuals with a learning disability	3.1	Identify the impact of effective communication on the lives of individuals with a learning disability
		3.2	Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability
		3.3	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language

<b>Unit Title:</b>	Introduction to Physical Disability		
<b>Unit No:</b>	R/602/6311		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of physical disability			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the importance of a person centred approach when working with individuals with a physical disability	1.1	Outline why it is important to recognise and value an individual with a physical disability as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with a physical disability
2	Know the main causes of physical disability	2.1	Give examples of conditions that cause physical disability
3	Know how the challenges of living with a physical disability can be addressed	3.1	Identify factors that have a disabling effect on an individual
		3.2	Give examples of how to challenge discriminatory attitudes
		3.3	Outline the effects that having a physical disability can have on an individual's day to day life
		3.4	Give examples of how individuals can be in control of their care needs
		3.5	Outline the importance of promoting independence for individuals with physical disability
		3.6	Give examples of ways to promote the inclusion of individuals with physical disability in society

<b>Unit Title:</b>	Introduction to Sensory Loss		
<b>Unit No:</b>	L/602/6372		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of sensory loss			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the importance of a person centred approach when working with individuals with sensory loss	1.1	Outline why it is important to recognise and value an individual with sensory loss as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with sensory loss
2	Know the main causes of sensory loss	2.1	Outline the main causes of sensory loss
3	Understand the importance of effective communication for individuals with sensory loss	3.1	Outline factors that need to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>
		3.2	Identify the benefits of effective communication on the lives of individuals with sensory loss
		3.3	Outline how information can be made accessible to individuals with sensory loss



<b>Unit Title:</b>	Introduction to Mental Health		
<b>Unit No:</b>	Y/602/6374		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of mental health problems, factors the cause mental health and the importance of communication.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the importance of a person centred approach when working with individuals with mental health problems	1.1	Outline why it is important to recognise and value an individual with mental health problems as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with mental health problems
2	Know the main factors that can cause mental health problems	2.1	Outline factors that affect mental health
		2.2	Give examples of a range of mental health problems
3	Understand the importance of effective communication with individuals who have mental health problems	3.1	Identify the benefits of effective communication on the lives of individuals with mental health problems
		3.2	Outline why it is important to use active listening skills with individuals who have mental health problems



<b>Unit Title:</b>	Introduction to Dementia		
<b>Unit No:</b>	D/602/6375		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of a person centred approach to dementia, the main causes of effects, and the importance of communication for individuals with dementia.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the importance of a person centred approach when working with individuals with dementia	1.1	Outline why it is important to recognise and value an individual with dementia as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with dementia
2	Know the main causes and effects of dementia	2.1	Outline what is meant by the term 'dementia'
		2.2	Give examples of causes of dementia
		2.3	Outline the effects of dementia on individuals, families and carers
3	Understand the importance of effective communication for individuals with dementia	3.1	Identify the benefits of effective communication on the lives of individuals with dementia
		3.2	Outline how memory loss affects the use of spoken language in an individual with dementia
		3.3	Give examples of techniques that can be used to facilitate communication with an individual with dementia

<b>Unit Title:</b>	Introductory awareness of working with others in health, social care and children's and young people's settings		
<b>Unit No:</b>	H/502/9719		
<b>Level:</b>	1		
<b>GLH:</b>	16		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge, understanding and awareness of working with others in health, social care and children's and young people's settings			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know how to work together with others	1.1	Outline why it is important to work with others
		1.2	Outline ways of working together with others
		1.3	Give examples of ways that work well when working with others
		1.4	Give examples of ways that do not work well when working with others
2	Understand partnership working in health, social care and children's and young people's settings	2.1	Outline what partnership working means in health, social care and children's and young people's settings
		2.2	Give examples of who partners might be
		2.3	Outline the benefits of partnership working in health, social care and children's and young people's settings



<b>Unit Title:</b>	Introductory awareness of the importance of healthy eating and drinking for adults		
<b>Unit No:</b>	Y/502/9720		
<b>Level:</b>	1		
<b>GLH:</b>	24		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge, understanding and awareness of the importance of healthy eating and drinking for adults			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the importance of healthy eating	1.1	Outline what is meant by a balanced diet
		1.2	Give examples of the effects on health if a diet is not balanced
		1.3	Give examples of ways that food can contribute to helping an individual to stay healthy
		1.4	Outline ways to inform individuals to eat a balanced diet
		2.2	Outline how drinking enough can help to stay healthy
		2.3	Identify the effects to health of not drinking enough
		2.4	Give examples of signs of not drinking enough
		2.5	Outline ways to encourage individuals to drink enough to stay healthy

## Appendix B: Assessment Strategy

Competence based units must include direct observation in the workplace as the primary source of observation. Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Where an expert witness is used, they must meet the following criteria:

- Have a working knowledge of the QCF units on which their expertise is based;
- Be occupationally competent in their area of expertise;
- Have **EITHER** a qualification in assessment of workplace performance OR a professional role work role which involves evaluating the everyday practice of staff.

### Methods of evaluating

Visual, verbal, written feedback

### Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

#### Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS);
- Certificate to Teach in the Lifelong Learning Sector (CTLLS);
- Diploma to Teach in the Lifelong Learning Sector (DTLLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;

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- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

### **Requirements of Assessors:**

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications
- 

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

### **Requirements of Internal Quality Assurers (IQA):**

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured

- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications
- 

Please note simulation is not allowed

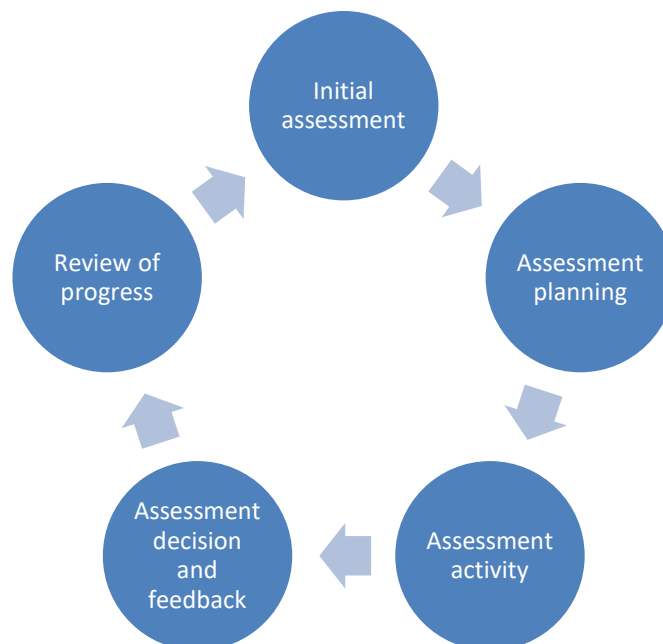
## Appendix C: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



#### Initial Assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the

subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial

assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed on to the assessor in order for them to effectively move on to the next stage of the assessment cycle and plan the learner assessment. The initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

### **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

### **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

### **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

### **Review of progress**

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.





## Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated.

**Recognition of Prior Learning (RPL)** is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a particular course of learning and progress to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate

It is the responsibility of all learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers, or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the preliminary consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request, all centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

## Guided Learning Hours (GLH)

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:
  -
- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

## Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

## Consistency of assessment decisions

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess

- 
- Assessors are observed at least annually by qualified IQA's during assessment
- 
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- 
- Standardisation exercises take place within the Centre
- 
- Centre training days run by Focus Awards include assessment best practice
- 
- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

### **Judging authenticity**

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- 
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners
- 
- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required
- 
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- 
- Evidence which is not considered to be authentic should be disallowed

## Guidance on re-submission of learner assessment

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
  -
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
  -
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
  -
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

## Use of language and stimulus materials

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- - Facilitate learners to demonstrate their level of attainment
- - Require skills, knowledge, and understanding that are required for the qualification
- - Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- - Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- - The age of learners who may realistically be expected to take the qualification
- - The qualification level
- - The qualification objective
- - The skills, knowledge and understanding assessed for the qualification
- - It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

## Appendix D: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

### Observing the learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when conducting out an observed assessment:

- Involve the learner
  -
- Carry out an adequate briefing
  -
- Complete an assessment checklist
  -
- Avoid carrying out an assessment in a noisy environment
  -
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
  -

- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- 
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient
- 
- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'
- 
- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- 
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focussed on what is being assessed
- 
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or any perform any other action which will distract from the observation
- 
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- 
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

### **Suggested stages of an observation for Focus Awards Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)**

- **Step 1**  
Initial briefing with the learner
- **Step 2**  
Observation of the learner
- **Step 3**  
Assessor led learner/client Feedback
- **Step 4**  
Learner Evaluation with the participant (15 minutes minimum)



- **Step 5**  
Assessor Questions to assess knowledge and understanding (non-leading and open)
- **Step 6**  
Assessor Adjudication (pass/refer)
- **Step 7**  
Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria)

### **Questioning to Assess Knowledge and Understanding**

- It is essential that learners are questioned whenever there is doubt about underpinning knowledge. It is easy to assume a level of understanding by what we see during an observation
- A question should not be asked if the assessor does not see a particular performance criteria
  -
- Questions can be divided into two types:
  -
- Open questions start with the words, 'Who?', 'How?', 'Where?', 'What?', 'When?', and 'Why?' - These words act as prompts to enable a learner to respond and use their own words. Closed questions enable the learner to respond with a simple 'Yes' or 'No' answer. For example, "Could bruising be an indication of abuse?" Assessors should always use open questions when assessing underpinning knowledge
  -
- It is a Focus Awards requirement that all questions asked as part of an assessment, AND the learner responses, are documented. These must be written out in full and then signed and dated by both the assessor and the learner
  -
- Assessors writing "learner answered correctly" next to a question is not acceptable. If an appeal against the assessment decision is raised a clearly auditable trail of evidence which shows the question that was asked, and the learner response, must be available

### **Non-Leading Questions**

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Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression. Examples of leading questions would be:

- 1 "If a parent indicates that their child has an allergy would you record the details?"
- 2 "Could a divorce in the family affect the behaviour of a child?"

## Feedback

*'Structured, helpful information that is given to someone to suggest what can be done to improve a performance'*

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor's opinion and should not be delivered as criticism. Criticism is subjective it is one individual's judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the 'feedback sandwich' model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance

## Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

--	--	--	--	--

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions, **A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

**Professional Discussion**

<b>Learner name:</b>	
<b>Assessor name:</b>	
<b>Date:</b>	
<b>Assessment criteria / topic of discussion:</b>	<b>Learner response:</b>

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

### Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer</b>		<b>Date:</b>	

signature:

--	--	--	--

### Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	





**Learner Assessment Record**

Evidence	Date Achieved	Assessor signature	Learner Signature

### Evidence Record Sheet

Qualification:

Unit:

Learning outcome																						
Evidence																						

**I confirm that the evidence provided is a result of my own work:**

Signature of learner:

Date:

**I confirm that the learner has demonstrated competence by satisfying all of the learning outcomes and assessment criteria for this unit:**

Signature of assessor:

Date:

Signature of IQA:

Date: