

Level 2 and 3 Certificate in Preparing to Work in Adult Social Care (4229-02/03)

Qualification handbook for centres

600/0077/6 Level 2

600/0108/2 Level 3

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Level 2 and 3 Certificate in Preparing to Work in Adult Social Care (4229-02/03)

Version and date	Change detail	Section
2.1 Oct 2011	Amend assessment method	Summary of assessment methods
2.2 June 2012	Format changes	Units
2.3 May 2013	Amended assessment methods	Summary of assessment methods

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	Level 2/3 Certificate in Preparing to work in Adult Social Care (QCF)
City & Guilds qualification number	4229-02/03
Qualification accreditation number	600/0077/6 Level 2 600/0108/2 Level 3

These qualifications aim to introduce knowledge around the following areas relating to working in adult social care:

- Communication
- Equality, diversity and inclusion
- Personal development
- Role of the social care worker
- Handling information
- Health and safety
- Safeguarding
- Duty of care
- Person centred approaches

They do not confirm competence but relate to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at L2 and L3. They can be used as stand alone qualifications or as part of the Apprenticeship in Health & Social Care at Level 2 and 3.

1.1 Qualification structure

To achieve the Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) candidates will need to complete 20 credits from 9 mandatory units (201 – 209).

To achieve the Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) candidates will need to complete 21 credits from 9 mandatory units (301-307; 204, 206).

The tables on the following pages illustrate the unit titles, the credit value of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

Level 2 Certificate in Preparing to Work in Adult Social Care

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
L/602/2905	Unit 201	Principles of communication in adult social care settings	Mandatory	2
L/602/3035	Unit 202	Principles of personal development in adult social care settings	Mandatory	2
H/602/3039	Unit 203	Principles of diversity, equality and inclusion in adult social care settings	Mandatory	2
A/601/8574	Unit 204	Principles of safeguarding and protection in health and social care	Mandatory	3
H/601/5474	Unit 205	Introduction to duty of care in health, social care or children's and young people's settings	Mandatory	1
A/602/3113	Unit 206	Understand the role of the Social Care Worker	Mandatory	1
J/602/3180	Unit 207	Understand person centred approaches in adult social care settings	Mandatory	4
R/602/3179	Unit 208	Understand health and safety in social care settings	Mandatory	4
Y/602/3118	Unit 209	Understand how to handle information in social care settings	Mandatory	1

Level 3 Certificate in Preparing to Work in Adult Social Care

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
R/602/2906	Unit 301	Principles of communication in adult social care settings	Mandatory	2
R/602/3036	Unit 302	Principles of personal development in adult social care settings	Mandatory	2
M/602/3044	Unit 303	Principles of diversity, equality and inclusion in adult social care settings	Mandatory	2
A/601/8574	Unit 204	Principles of safeguarding and protection in health and social care	Mandatory	3
R/601/1436	Unit 304	Principles for implementing duty of care in health, social care or children's and young people's settings	Mandatory	1
A/602/3113	Unit 206	Understand the role of the Social Care Worker	Mandatory	1
R/602/3182	Unit 305	Understand person-centred approaches in adult social care settings	Mandatory	4
L/602/3178	Unit 306	Understand health and safety in social care settings	Mandatory	5
D/602/3119	Unit 307	Understand how to handle information in social care settings	Mandatory	1

1.2 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Assignment guide for centres	www.cityandguilds.com From spring 2011
Marking guide	www.cityandguilds.com From spring 2011

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres already offering City & Guilds qualifications in the area of Health and Social Care will be automatically approved to offer this qualification.

Please see the following table for details:

NEW QUALIFICATION	APPROVED FROM
Level 2 4229-02 (TECH CERT)	Level 2/3 3179 Level 2/3 3172
Level 3 4229-03 (TECH CERT)	Level 3 3179 Level 3 3172
Level 2 4222-21-22 (England , Wales and NI)	Level 2/3 3172 Level 2/3 3179 (England , Wales and NI)
Level 3 4222 31-32(England , Wales and NI)	Level 3 3172 Level 3 3179(England , Wales and NI)

Direct claim status will apply.

Existing City & Guilds Centres not currently offering qualifications in this area will need to obtain qualification approval. Please see appendix 1 for more details

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding. For further information visit **www.cityandguilds.com/qtls**
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

Assessors/Trainers/Lecturers/Instructors must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.

- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
 - o Level 3 Award in Assessing Vocational Competence OR
 - o Level 3 Award in Assessing Vocationally Related Achievement OR
 - o Level 3 Certificate in Assessing Vocational Achievement OR
 - o Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Internal verifiers:

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements (e.g. the City & Guilds 6317 such as the:
 - o Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
 - o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification[s]. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For these qualifications candidates will be required to complete the following assessments:

- assignments

Time constraints

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Recording forms

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously described terms like "the accreditation of prior learning (APL), the recognition of experiential learning or "the validation of informal learning" by incorporating all types of prior learning and training. The Regulatory arrangements for the Qualifications and Credit Framework define RPL as follows:

A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

'RPL is the process of documenting, assessing, validating and certificating learning gained outside the formal education and training system'.

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and

does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented e.g. certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

5 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201

Principles of communication in adult social care setting

Level: 2

Credit value: 2

UAN number: L/602/2905

Unit aim:

The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

The unit is aimed at those who are interested in, or new to working in social care settings with adults.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand why communication is important in adult social care settings.
2. Understand how to meet the communication and language needs, wishes and preferences of an individual.
3. Understand how to reduce barriers to communication.
4. Understand confidentiality in adult social care settings.

Guided learning hours

It is recommended that **17** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 21.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

- This unit will be assessed in line with the Skills for Care Development QCF Assessment Principles

Unit 201 Principles of communication in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand why communication is important in adult social care settings

The learner can:

- 1.1 Identify different reasons why people communicate.
- 1.2 Explain how effective communication affects all aspects of working in adult social care settings.
- 1.3 Explain why it is important to observe individual's reactions when communicating with them.

Outcome 2 Understand how to meet the communication and language needs, wishes and preferences of an individual.

The learner can:

- 2.1 Explain why it is important to find out an **individual's** communication and language needs, wishes and **preferences**.
- 2.2 Describe a range of **communication methods**.

Outcome 3 Understand how to reduce barriers to communication

The learner can:

- 3.1 Identify barriers to communication.
- 3.2 Describe ways to reduce barriers to communication.
- 3.3 Describe ways to check that communication has been understood.
- 3.4 Identify sources of information and support or services to enable more effective communication.

Outcome 4 Understand confidentiality in adult social care settings

The learner can:

- 4.1 Define the term 'confidentiality'.
- 4.2 Describe ways to maintain confidentiality in day to day communication.
- 4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others.
- 4.4 Explain how and when to seek advice about confidentiality.

Guidance

Individual

Someone requiring care or support

Preferences

May be based on:

- Beliefs
- Values

- Culture

Communication methods

- Non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
 - gestures
- Verbal communication
 - vocabulary
 - linguistic tone
 - pitch

Services

- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

Agreed others

- Colleagues
- Social worker
- Occupational therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Special Nurse
- Psychologist
- Psychiatrist
- Advocate
- Dementia care advisor
- Family or carers

Level: 2

Credit value: 2

UAN number: L/602/3035

Unit aim

The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand what is required for good practice in adult social care roles.
2. Understand how learning activities can develop knowledge, skills and understanding.
3. Know how a personal development plan can contribute to own learning and development.

Guided learning hours

It is recommended that **17** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 23.

Endorsement of unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

- This unit will be assessed in line with the Skills for Care Development QCF Assessment Principles.

Unit 202 Principles of personal development in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand what is required for good practice in adult social care roles

The learner can:

- 1.1 Identify standards that influence the way adult social care job roles are carried out.
- 1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills.
- 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Outcome 2 Understand how learning activities can develop knowledge, skills and understanding

The learner can:

- 2.1 Describe how a learning activity has improved own knowledge, skills and understanding.
- 2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding.
- 2.3 Describe how feedback from others has developed own knowledge, skills and understanding.

Outcome 3 Know how a personal development plan can contribute to own learning and development

The learner can:

- 3.1 Define the term 'personal development plan'
- 3.2 Identify who could be involved in the personal development plan process
- 3.3 Identify sources of support for own learning and development.
- 3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

Guidance

Standards

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Situation

This may include a learning activity

Personal development plan

May have a different name but will record information such as agreed objectives for development proposed activities to meet objectives, timescales for review etc

Who could be involved

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Sources of support

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Unit 203

Principles of diversity, equality and inclusion in adult social care settings

Level: 2

Credit value: 2

UAN number: H/602/3039

Unit aim

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of diversity, equality and inclusion.
2. Know how to work in an inclusive way.
3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination.

Guided learning hours

It is recommended that **18** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 24 and HSC 234.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

- This unit will be assessed in line with the Skills for Care Development QCF Assessment Principles.

Unit 203 Principles of diversity, equality and inclusion in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of diversity, equality and inclusion

The learner can:

1.1 Define what is meant by:

- Diversity
- Equality
- Inclusion
- Discrimination

1.2 Describe how direct or indirect discrimination may occur in the work setting.

1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination.

Outcome 2 Know how to work in an inclusive way

The learner can:

2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.

2.2 Describe how to interact with individuals in an inclusive way.

2.3 Describe ways in which discrimination may be challenged in adult social care settings.

Outcome 3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination

The learner can:

3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination

3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination.

Guidance

Individual

Someone requiring care or support

Level: 2

Credit value: 3

UAN number: A/601/8574

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know how to recognise signs of abuse
2. Know how to respond to suspected or alleged abuse
3. Understand the national and local context of safeguarding and protection from abuse
4. Understand ways to reduce the likelihood of abuse
5. Know how to recognise and report unsafe practices

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 240

Content recurs throughout HSC NOS knowledge requirements.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 204 Principles of safeguarding and protection in health and social care

Learning outcomes and assessment criteria

Outcome 1 Know how to recognise signs of abuse

The learner can:

1.1 Define the following types of abuse:

- Physical abuse
- Sexual abuse
- Emotional/psychological abuse
- Financial abuse
- Institutional abuse
- Self neglect
- Neglect by others

1.2 Identify the signs/or symptoms associated with each type of abuse.

1.3 Describe factors that may contribute to an individual being more vulnerable to abuse.

Outcome 2 know how to respond to suspected or alleged abuse

The learner can:

2.1 Explain the actions to take if there are suspicions that an individual is being abused.

2.2 Explain the actions to take if an individual alleges that they are being abused.

2.3 Identify ways to ensure that evidence of abuse is preserved.

Outcome 3 Understand the national and local context of safeguarding and protection from abuse

The learner can:

3.1 Identify national policies and local systems that relates to safeguarding and protection from abuse.

3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.

3.3 Identify reports into serious failures to protect individuals from abuse.

3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Outcome 4 Understand ways to reduce the likelihood of abuse

The learner can:

4.1 Explain how the likelihood of abuse may be reduced by:

- Working with **person centred values**
- Encouraging **active participation**
- Promoting choice and rights

4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

Outcome 5 Know how to recognise and report unsafe practices

The learner can:

- 5.1 Describe unsafe practices that may affect the well being of individuals
- 5.2 Explain the actions to take if unsafe practices have been identified
- 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Guidance

Individual

The person supported by the learner but may include those for whom there is no formal duty of care

Factors

- A setting or situation
- The individual

Actions to take

Constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegations or suspicion implicates:

- A colleague
- Someone in the individuals personal network
- The learner
- The learner's line manager
- Others

A setting where there is no formal duty of care

Includes adult health or social care settings

Local systems

- Employer/organisational policies and procedures
- Multi-agency adult protection arrangements for a locality

Person centred values

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

Active participation

Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unsafe practices

- Poor working practices
- Resource difficulties
- Operational difficulties

Unit 205

Introduction to duty of care in health, social care or children's and young people's settings

Level: 2

Credit value: 1

UAN number: H/601/5474

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the implications of duty of care
2. Understand support available for addressing dilemmas that may arise about duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 203 HSC 24 GCU 2

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 205

Introduction to duty of care in health, social care or children's and young people's settings

Learning outcomes and assessment criteria

Outcome 1 Understand the implications of duty of care

The learner can:

- 1.1 Define the term 'duty of care'
- 1.2 Describe how the duty of care affects own work role.

Outcome 2 Understand support available for addressing dilemmas that may arise about duty of care

The learner can:

- 2.1 Describe dilemmas that may arise between the duty of care and an individual's rights.
- 2.2 Explain where to get additional support and advice about how to resolve such dilemmas.

Outcome 3 Know how to respond to complaints

- 3.1 Describe how to respond to complaints.
- 3.2 Identify the main points of agreed procedures for handling complaints.

Level: 2

Credit value: 1

UAN number: A/602/3113

Unit aim

This unit is aimed at those who are interested in, or new to working in social care setting. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

Learning outcomes

There are three learning outcomes to this unit. The learner will be able to:

1. Understand working relationships in social care settings.
2. Understand the importance of working in ways that are agreed with the employer.
3. Understand the importance of working in partnership with others.

Guided learning hours

It is recommended that **9** guided learning hours are allocated to this unit, although patterns in delivery may vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 23, 227

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 206 Understand the role of the social care worker

Learning outcomes and assessment criteria

Outcome 1 Understand working relationships in social care settings

The learner can:

- 1.1 Explain how a working relationship is different from a personal relationship.
- 1.2 Describe different working relationships in social care settings.

Outcome 2 Understand the importance of working in ways that are agreed with the employer

The learner can:

- 2.1 Describe why it is important to adhere to the agreed scope of the job role.
- 2.2 Outline what is meant by **agreed ways of working**.
- 2.3 Explain the importance of full and up-to-date details of agreed ways of working.

Outcome 3 Understand the importance of working in partnership with others

The learner can:

- 3.1 Explain why it is important to work in partnership with **others**.
- 3.2 Identify ways of working that can help improve partnership working.
- 3.3 Identify skills and approaches needed for resolving conflicts.
- 3.4 Explain how and when to access support and advice about:
 - Partnership working
 - Resolving conflicts

Guidance

Agreed ways of working

Include policies and procedures where these exist; they may be less formally documented with micro-employers

Others

Who are important to an individual may include:

- Carers
- Family members
- Friends
- Advocates

Unit 207

Understand person centred approaches in adult social care settings

Level: 2

Credit value: 4

UAN number: J/602/3180

Unit aim

This unit introduces the concept of person centred support as a fundamental principle of social care, this unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand person centred approaches for care and support.
2. Understand how to implement a person centred approach in an adult social care setting.
3. Understand the importance of establishing **consent** when providing care or support.
4. Understand how to encourage **active participation**.
5. Understand how to support an individual's right to make choices.
6. Understand how to promote an individual's **well-being**.

Guided learning hours

It is recommended that 34 guided learning hours should be allocated to this unit, although patterns in delivery may vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, 26 and 234

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 207

Understand person centred approaches in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand person centred approaches for care and support

The learner can:

- 1.1 Define **person centred values**.
- 1.2 Explain why it is important to work in a way that embeds person centred values.

Outcome 2 Understand how to implement a person centred approach in an adult social care setting

The learner can:

- 2.1 Describe how to find out the history, preferences, wishes and needs of an **individual**.
- 2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support.
- 2.3 Explain how using an individual's **care plan** contributes to working in a person centred way.

Outcome 3 Understand the importance of establishing consent when providing care or support

The learner can:

- 3.1 Define the term 'consent'.
- 3.2 Explain the importance of gaining consent when providing care or support.
- 3.3 Describe how to establish consent for an activity or action.
- 3.4 Explain what steps to take if consent cannot be readily established.

Outcome 4 Understand how to encourage active participation

The learner will:

- 4.1 Define what is meant by active participation.
- 4.2 Describe how active participation benefits an individual.
- 4.3 Describe ways of reducing barriers to active participation.
- 4.4 Describe ways of encouraging active participation.

Outcome 5 Understand how to support an individual's right to make choices

The learner can:

- 5.1 Identify ways of supporting an individual to make informed choices.
- 5.2 Explain why risk taking can be part of an individual's choices.
- 5.3 Explain how agreed risk assessment processes are used to support the right to make choices.
- 5.4 Explain why a worker's personal views should not influence an individual's choices.
- 5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by **others**.

Outcome 6 Understand how to promote an individual's well being

The learner can:

- 6.1 Explain how individual identity and self esteem are linked with well being.
- 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being.
- 6.3 Identify ways to contribute to an **environment** that promotes well being.

Guidance

Person centred values

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

Individual

Someone requiring care and support

A care plan

Informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. Consent may be implied, written, or verbal

Active participation

Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than passive recipient.

Others

- Colleagues
- Social worker
- Occupational therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Advocate
- Dementia care advisor
- Family or carers

Well being

- Spiritual
- Emotional
- Cultural
- Religious
- Social
- Political
- Sexual
- Physical
- Mental

Environment

Physical environment and social environment

E.g. Physical environment – bedroom, handbag, personal belongings

Social or emotional environment – personal boundaries, subjective feelings etc

Unit 208

Understand health and safety in social care settings

Level: 2

Credit value: 4

UAN number: R/602/3179

Unit aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It introduces knowledge and understanding of areas of health and safety required to working in a social care setting.

Learning outcomes

There are **eleven** learning outcomes to this unit. The learner will be able to:

1. Understand the different responsibilities relating to health and safety in social care settings.
2. Understand the use of risk assessments in relation to health and safety.
3. Understand procedures for responding to accidents and sudden illness.
4. Know how to reduce the spread of infection.
5. Know how to move and handle equipment and other objects safely.
6. Understand the principles of assisting and moving an individual.
7. Know how to handle hazardous substances.
8. Know environmental safety procedures in the social care setting.
9. Know how to manage **stress**.
10. Understand procedures regarding **handling medication**.
11. Understand how to handle and store food safely.

Guided learning hours

It is recommended that 41 guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 22, 221 and 223

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 208 Understand health and safety in social care setting

Learning outcomes and assessment criteria

Outcome 1 Understand the different responsibilities relating to health and safety in social care settings

The learner can:

- 1.1 List legislation relating to general health and safety in a social care setting.
- 1.2 Describe the main points of health and safety **policies and procedures**.
- 1.3 Outline the main health and safety responsibilities of:
 - a) the social care worker
 - b) the employer or manager
 - c) **individuals**
- 1.4 Identify tasks relating to health and safety that should only be carried out with special training.
- 1.5 Describe how to access additional support and information relating to health and safety.

Outcome 2 Understand the use of risk assessments in relation to health and safety

The learner can:

- 2.1 Define what is meant by 'hazard' and 'risk'.
- 2.2 Describe how to use a health and safety risk assessment.
- 2.3 Explain how and when to report potential health and safety risks that have been identified.
- 2.4 Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.

Outcome 3 understand procedures for responding to accidents and sudden illness

The learner can:

- 3.1 Describe different types of accidents and sudden illness that may occur in a social care setting.
- 3.2 Outline the procedures to be followed if an accident or sudden illness should occur.
- 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.

Outcome 4 Know how to reduce the spread of infection

The learner can:

- 4.1 List routes by which an infection can get into the body.
- 4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work.
- 4.3 Explain the most thorough method for hand washing.
- 4.4 Describe when to use different types of **personal protective equipment**.

Outcome 5 Know how to move and handle equipment and other objects safely

The learner can:

- 5.1 Identify legislation that relates to moving and handling.
- 5.2 List principles for safe moving and handling.
- 5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training.

Outcome 6 Understand the principles of assisting and moving an individual

The learner can:

- 6.1 Explain why it is important to have specialist training before assisting and moving individual.
- 6.2 Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving.

Outcome 7 Know how to handle hazardous substances

The learner can:

- 7.1 Identify hazardous substances that may be found in the social care setting.
- 7.2 Describe safe practices for:
 - Storing hazardous substances
 - Using hazardous substances
 - Disposing of hazardous substances

Outcome 8 Know environmental safety procedures in the social care setting

The learner can:

- 8.1 Outline procedures to be followed in the social care setting to prevent:
 - Fire
 - Gas leak
 - Floods
 - Intruding
 - Security breach
- 8.2 Outline procedures to be followed in the social care setting in the event of:
 - Fire
 - Gas leak
 - Floods
 - Intruding
 - Security breach

Outcome 9 Know how to manage stress

The learner can:

- 9.1 Identify common signs and indicators of stress.
- 9.2 Identify circumstances that tend to trigger own stress.
- 9.3 Describe ways to manage stress.

Outcome 10 Understand procedures regarding handling medication

The learner can:

- 10.1 Describe the main points of agreed procedures about handling medication.
- 10.2 Identify who is responsible for medication in a social care setting.
- 10.3 Explain why medication must only be handled following specialist training.

Outcome 11 Understand how to handle and store food safely

The learner can:

- 11.1 Identify food standards relevant to a social care setting.
- 11.2 Explain how to:
 - Store food
 - Maximise hygiene when handling food
 - Dispose of food
- 11.3 Identify common hazards when handling and storing food.

Guidance

Policies and procedures

Agreed ways of working as well as formal policies and procedures

Individual

Refers to someone requiring care or support

Tasks

The learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Assisting and moving
- Emergency procedures
- Food handling and preparation

Personal protective equipment

Refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:

- Gloves
- Aprons
- Masks
- Hair nets

Care plan

May be known by other names (eg: support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.

Stress

Can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Handling medication

May include –

- Ordering
- Receiving
- Storage
- Administration
- Recording
- Disposal

Unit 209

Understand how to handle information in social care settings

Level: 2

Credit value: 1

UAN number: Y/602/3118

Unit aim

This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the need for secure handling of information in social care settings
2. Know how to access support for handling information in social care settings.

Guided learning hours

It is recommended that **9** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 209

Understand how to handle information in social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand the need for secure handling of information in social care settings

The learner can:

- 1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care.
- 1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting.

Outcome 2 Know how to access support for handling information in social care settings

The learner can:

- 2.1 Describe how to access guidance, information and advice about handling information.
- 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information.

Unit 301

Principles of communication in adult social care settings

Level: 3

Credit value: 2

UAN number: R/602/2906

Unit aim

The unit develops knowledge of the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand why effective communication is important in adult social care settings.
2. Understand how to meet the communication and language needs, wishes and preferences of an individual.
3. Understand how to overcome barriers to communication.
4. Understand principles and practices relating to confidentiality.

Guided learning hours

It is recommended that **17** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 31

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 301 Principles of communication in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand why effective communication is important in adult social care settings

The learner can:

- 1.1 Identify the different reasons people communicate.
- 1.2 Explain how communication affects relationships in an adult social care setting.

Outcome 2 Understand how to meet the communication and language needs, wishes and preferences of an individual

The learner can:

- 2.1 Compare ways to establish the communication and language needs, wishes and preferences of an **individual**.
- 2.2 Describe the factors to consider when promoting effective communication.
- 2.3 Describe a range of **communication methods** and styles to meet individual needs.
- 2.4 Explain why it is important to respond to an individual's reactions when communicating.

Outcome 3 Understand how to overcome barriers to communication

The learner can:

- 3.1 Explain how individuals from different backgrounds may use communication methods in different ways.
- 3.2 Identify barriers to effective communication.
- 3.3 Explain how to overcome barriers to communication.
- 3.4 Describe the strategies that can be used to clarify misunderstandings.
- 3.5 Explain how to access extra support or services to enable individuals to communicate effectively,

Outcome 4 Understand principles and practices relating to confidentiality

The learner can:

- 4.1 Explain the meaning of the term 'confidentiality'.
- 4.2 Describe ways to maintain confidentiality in day to day communication.
- 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to **agreed others**.
- 4.4 Explain how and when to seek advice about confidentiality.

Guidance

Individual

Someone requiring care or support

Communication methods

To include:

- Non-verbal communication
 - Eye contact
 - Touch
 - Physical gestures
 - Body language
 - Behaviour
- Verbal communication
 - Vocabulary
 - Linguistic tone
 - Pitch

Services

May include:

- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

Agreed others

May include:

- Colleagues
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Advocate
- Dementia care advisor
- Family or carers

Unit 302

Principles of personal development in adult social care settings

Level: 3

Credit value: 2

UAN number: R/602/3036

Unit aim

The unit develops the concepts of personal development and reflective practice which are fundamental to adult social care roles. This unit is aimed at those who are interested, or new to, working in social care settings with adults.

Learning outcomes

There are three learning outcomes to this unit. The learner will be able to:

1. Understand how to reflect on practice in adult social care.
2. Understand the importance of feedback in improving own practice.
3. Understand how a personal development plan can contribute to own learning and development.

Guided learning hours

It is recommended that **19** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 33

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 302 Principles of personal development in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand how to reflect on practice in adult social care

The learner can:

- 1.1 Explain what reflective practice is.
- 1.2 Explain the importance of reflective practice in continuously improving the quality of service provided.
- 1.3 Explain how standards inform reflective practice in adult social care.
- 1.4 Describe how own values, belief systems and experiences may affect working practice.

Outcome 2 Understand the importance of feedback in improving own practice

The learner can:

- 2.1 Explain how people may react and respond to receiving constructive feedback.
- 2.2 Explain the importance of seeking feedback to improve practice and inform development .
- 2.3 Explain the importance of using feedback in improving own practice.

Outcome 3 Understand how a personal development plan can contribute to own learning and development

The learner can:

- 3.1 Describe the components of a personal development plan.
- 3.2 Identify sources of support for planning and reviewing own development.
- 3.3 Explain the role of others in the development of a personal development plan in identifying:
 - Strengths
 - Areas for development
- 3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding.

Guidance

Standards

May include:

- Codes of practice
- Regulations
- Minimum standards
- National Occupational Standards

Constructive feedback

Should include both positive feedback and opportunities for feedback

Personal development plan

May have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review etc

Sources of support

May include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Others

May include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Unit 303

Principles of diversity, equality and inclusion in adult social care settings

Level: 3

Credit value: 2

UAN number: M/602/3044

Unit aim

This unit develops concepts of inclusion, which are fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of diversity, equality and inclusion.
2. Understand how to work in an inclusive way.
3. Understand how to raise awareness of diversity, equality and inclusion.

Guided learning hours

It is recommended that **19** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 34, 35 and 3116

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 303 Principles of diversity, equality and inclusion in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of diversity, equality and inclusion

The learner can:

- 1.1 Explain what is meant by
 - Diversity
 - Equality
 - Inclusion
 - Discrimination
- 1.2 Describe the potential effects of discrimination.
- 1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity.

Outcome 2 Understand how to work in an inclusive way

The learner can:

- 2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.
- 2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.
- 2.3 Describe how own beliefs, culture, values and preferences may affect working practice.
- 2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences.
- 2.5 Compare inclusive practice with practice which excludes an **individual**.

Outcome 3 Understand how to raise awareness of diversity, equality and inclusion

The learner can:

- 3.1 Describe how to challenge discrimination in a way that promotes change.
- 3.2 Explain how to raise awareness of diversity, equality and inclusion.
- 3.3 Explain how to support others to promote diversity, equality and inclusion.

Guidance

Effects

May include effects on:

- The individual
- Families or friends of the individual
- Those who discriminate
- Wider society

Individual

Someone requiring care or support

Unit 304

Principles for implementing duty of care in health, social care or children's and young people's settings

Level: 3

Credit value: 1

UAN number: R/601/1436

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how duty of care contributes to safe practices.
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.
3. Know how to respond to complaints.

Guided learning hours

It is recommended that **9** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 305, GCU 2, HSC 24, HSC 34 and HSC 35. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

- this unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 304 Principles for implementing duty of care in health, social care or children's and young people's settings

Learning outcomes and assessment criteria

Outcome 1 Understand how duty of care contributes to safe practice

The learner can:

- 1.1 Explain what it means to have a duty of care in own work role.
- 1.2 Explain how duty of care contributes to the safe guarding or protection of individuals.

Outcome 2 Know how to address conflicts or dilemmas that may arise between an individuals rights and the duty of care

The learner can:

- 2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.
- 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.
- 2.3 Explain where to get additional support and advice about conflicts and dilemmas.

Outcome 3 Know how to respond to complaints

The learner can:

- 3.1 Describe how to respond to complaints.
- 3.2 Explain the main points of agreed procedures for handling complaints.

Unit 305

Understand person-centred approaches in adult social care settings

Level: 3

Credit value: 4

UAN number: R/602/3182

Unit aim

This unit develops the understanding of person centred support as a fundamental principle of adult social care. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand person centred approaches in adult social care.
2. Understand how to implement a person-centred approach in an adult social care setting.
3. Understand the importance of establishing consent when providing care or support.
4. Understand how to implement and promote active participation.
5. Understand how to support an individual's right to make choices.
6. Understand how to promote individual's well-being.
7. Understand the role of risk assessment in enabling a person-centred approach.

Guided learning hours

It is recommended that **37** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35, 332 and 350

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 305 Understand person-centred approaches in adult social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand person centred approaches in adult social care

The learner can:

- 1.1 Describe person centred approaches.
- 1.2 Explain why person-centred values must influence all aspects of social care work
- 1.3 Explain how person-centred values should influence all aspects of social care work.

Outcome 2 Understand how to implement a person-centred approach in an adult social care setting

The learner can:

- 2.1 Explain how finding out the history, preferences, wishes and needs of an **individual** contributes to their care plan.
- 2.2 Describe ways to put person centred values into practice in a **complex or sensitive** situation.
- 2.3 Evaluate the use of **care plans** in applying person-centred values.
- 2.4 Explain the importance of monitoring an individual's changing needs or preferences.

Outcome 3 Understand the importance of establishing consent when providing care or support

The learner can:

- 3.1 Describe factors that influence the capacity of an individual to express consent.
- 3.2 Explain how to establish consent for an activity or action.
- 3.3 Explain what steps to take if consent cannot be readily established.

Outcome 4 Understand how to implement and promote active participation

The learner can:

- 4.1 Explain the principles of active participation.
- 4.2 Explain how the **holistic** needs of an individual can be addressed by active participation.
- 4.3 Explain how to work with an individual and others to agree how active participation will be implemented.
- 4.4 Explain how to promote the understanding and use of active participation.

Outcome 5 Understand how to support an individual's right to make choices

The learner can:

- 5.1 Describe different approaches to support an individual to make informed choices.
- 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by **others**.
- 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices.

Outcome 6 Understand how to promote individual's well-being

The learner can:

- 6.1 Explain the links between identity, self image and self esteem.
- 6.2 Explain factors that contribute to the **well-being** of an individual.
- 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem.
- 6.4 Describe ways to contribute to an **environment** that promotes well-being.

Outcome 7 Understand the role of risk assessment in enabling a person centred approach

The learner can:

- 7.1 Compare different uses of risk assessment in adult social care settings.
- 7.2 Explain how risk assessment relates to rights and responsibilities.
- 7.3 Explain how risk taking relates to rights and responsibilities.
- 7.4 Explain why risk assessments need to be regularly revised.
- 7.5 Explain the importance of using agreed risk assessment processes to support choice.

Guidance

Person centred values

May include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

Individual

Someone requiring care or support

Complex or sensitive

Situations may include those that are:

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious complications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

A care plan

May be known by other names (e.g. support plan, individual plan) It is the document where day to day requirements and preferences for care and support are detailed

Consent

Means informed agreement to an action or decision: the process of establishing consent will vary according to an individual's assessed capacity to consent.

Active participation

Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Holistic

Covers all aspects of an individual's well-being

Others

May include:

- Colleagues
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Advocate
- Dementia care advisor
- Family or carers

Well being

May include aspects that are:

- Spiritual
- Emotional
- Cultural
- Religious
- Social
- Political
- Sexual
- Physical
- Mental

Environment

May include Physical environment and social environment

Eg: Physical environment – bedroom, handbag, personal belongings

Social or emotional environment – personal boundaries, subjective feelings etc

Level: 3

Credit value: 5

UAN number: L/602/3178

Unit aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It develops learner's knowledge and understanding of areas of health and safety required to working in a social care setting.

Learning outcomes

There are **eleven** learning outcomes to this unit. The learner will be able to:

1. Understand the different responsibilities relating to health and safety in social care settings.
2. Understand risk assessments and their importance in relation to health and safety.
3. Understand procedures for responding to accidents and sudden illness.
4. Understand how to reduce spread of infection.
5. Understand how to move and handle equipment and other objects safely.
6. Understand the principles of assisting and moving an individual.
7. Understand how to handle hazardous substances.
8. Understand how to promote environmental safety procedures in the social care setting.
9. Understand how to manage **stress**.
10. Understand procedures regarding **handling medication**.
11. Understand how to handle and store food safely.

Guided learning hours

It is recommended that **49** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 32

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 306

Understand health and safety in social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand the different responsibilities relating to health and safety in social care settings

The learner can:

- 1.1 Identify legislation relating to health and safety in a social care setting.
- 1.2 Explain how health and safety policies and procedures protect those in social care settings.
- 1.3 Compare the differences in the main health and safety responsibilities of:
 - a) the social care worker
 - b) the employer or manager
 - c) **others** in the social care setting
- 1.4 Identify situations in which the responsibility for health and safety lies with the **individual**.
- 1.5 Explain why specific **tasks** should only be carried out with specific training.
- 1.6 Explain how to access additional support and information relating to health and safety.

Outcome 2 Understand risk assessments and their importance in relation to health and safety

The learner can:

- 2.1 Explain why it is important to assess health and safety risks.
- 2.2 Explain the steps to carrying out a risk assessment.
- 2.3 Explain how to address potential health and safety risks identified.
- 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.
- 2.5 Explain how to promote health and safety within the social care setting.

Outcome 3 Understand procedures for responding to accidents and sudden illness

The learner can:

- 3.1 Describe the different types of accidents and sudden illness that may occur in a social care setting.
- 3.2 Explain procedures to be followed if an accident or sudden illness should occur.
- 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.
- 3.4 Explain the consequences of failing to follow emergency first aid.

Outcome 4 Understand how to reduce the spread of infection

The learner can:

- 4.1 Describe the routes by which an infection can get into the body.
- 4.2 Explain the following prevention methods:
 - Hand washing
 - Own personal hygiene
 - Encouraging the individual's personal hygiene
- 4.3 Evaluate different types of **personal protective equipment** and how they can prevent the spread of infection.
- 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection.

Outcome 5 Understand how to move and handle equipment and other objects safely

The learner can:

- 5.1 Describe the main points of legislation that relates to moving and handling.
- 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm.
- 5.3 Explain situations that may require additional supports necessary for safer moving and handling.
- 5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training.

Outcome 6 Understand the principles of assisting and moving an individual

The learner can:

- 6.1 Explain why it is important to have specialist training before assisting and moving an individual.
- 6.2 Explain the potential consequences of assisting and moving an individual without specialist training.
- 6.3 Explain the consequences of not following an individual's **care plan** or fully engaging with them when assisting and moving.

Outcome 7 Understand how to handle hazardous substances

The learner can:

- 7.1 Describe types of hazardous substances that may be found in the social care setting.
- 7.2 Explain safe practices for:
 - Storing hazardous substances
 - Using hazardous substances
 - Disposing of hazardous substances
- 7.3 Explain the dangers associated with not following these safe practices.

Outcome 8 Understand how to promote environmental safety procedures in the social care setting

The learner can:

8.1 Explain procedures to be followed in the social care setting to prevent:

- Fire
- Gas leak
- Floods
- Intruding
- Security breach

8.2 Explain procedures to be followed in the social care setting in the event of:

- Fire
- Gas leak
- Floods
- Intruding
- Security breach

8.3 Explain how you would encourage others to adhere to environmental safety procedures.

8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents.

Outcome 9 Understand how to manage stress

The learner can:

9.1 Describe common signs and indicators of stress.

9.2 Describe factors that tend to trigger own stress.

9.3 Evaluate strategies for managing stress.

Outcome 10 Understand procedures regarding handling medication

The learner can:

10.1 Describe the main points of agreed procedures about handling medication.

10.2 Explain why medication must only be handled following specialist training.

10.3 Explain the consequences of handling medication without specialist training.

Outcome 11 Understand how to handle and store food safely

The learner can:

11.1 Describe the main points of food safety standards in a social care setting.

11.2 Explain how to:

- Store food
- Maximise hygiene when handling food
- Dispose of food

11.3 Explain the potential consequences of not following food safety standards.

Guidance

Policies and procedures

May include agreed ways of working as well as formal policies and procedures

Others

May include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- External third parties such as IT specialists

Individual

Someone requiring care or support

Tasks

The learner should not carry out without specialist training may include those relating to:

- Use of equipment
- First aid
- Medication
- Assisting and moving
- Emergency procedures
- Food handling and preparation

Personal protective equipment

Refers to any protective equipment or clothing that an employer must provide where risk have been identified. This may include:

- Gloves
- Aprons
- Masks
- Hair nets

Care plan

May be known by other names (eg: support plan, individual plan) It is the document where day-to-day requirements and preferences for care and support are detailed.

Emergency plan

Refers to a plan developed to deal with unforeseen circumstances. Such as flooding, and would be developed in collaboration with other agencies such as the local authority, fire and rescue etc

Stress

Can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

Handling medication

May include:

- Ordering
- Receiving
- Storage
- Administration
- Recording
- disposal

Unit 307

Understand how to handle information in social care settings

Level: 3

Credit value: 1

UAN number: D/602/3119

Unit aim

This unit develops the knowledge and understanding needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings.

This unit is aimed at those who are interested in, or new to working in social care settings.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand requirements for handling information in social care settings.
2. Understand good practice in handling information in social care settings.
3. Know how to support others to handle information.

Guided learning hours

It is recommended that **9** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 31

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 307 Understand how to handle information in social care settings

Learning outcomes and assessment criteria

Outcome 1 Understand requirements for handling information in social care settings

The learner can:

- 1.1 Identify legislation and codes of practice that relate to handling information in social care settings.
- 1.2 Explain how legal requirements and codes of practice inform practice in handling information.

Outcome 2 Understand good practice in handling information in social care settings

The learner can:

- 2.1 Explain how to maintain records that are up to date, complete, accurate and legible.
- 2.2 Describe practices that ensure security when storing and accessing information.
- 2.3 Describe features of manual and electronic information storage systems that help ensure security.

Outcome 3 Know how to support others to handle information

- 3.1 Explain how to support others to understand the need for secure handling of information.
- 3.2 Explain how to support others to understand and contribute to records.

Guidance

Others

May include:

- Colleagues
- External third party such as IT specialist
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Advocate
- Dementia care advisor

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

City & Guilds
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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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