Level 2 and 3 Certificate in Induction into Adult Social Care in Northern Ireland (4212-21/31)

Qualification handbook for centres

600/0506/3 Level 2
600/0505/1 Level 3

www.cityandguilds.com
July 2011
Version 2.0

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Qualification title	Number	QAN
Level 2 Certificate in Induction into Adult Social Care in Northern Ireland	4212-21	600/0506/3
Level 3 Certificate in Induction into Adult Social Care in Northern Ireland	4212-31	600/0505/1

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1 Introduction to the qualification

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

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Registration and certification
Level 2 Certificate in Induction into Adult Social Care in Northern Ireland	4212-21	600/0506/3	Consult the Walled Garden/Online Catalogue for last dates
Level 3 Certificate in Induction into Adult Social Care in Northern Ireland	4212-31	600/0505/1	Consult the Walled Garden/Online Catalogue for last dates

This qualification has been designed to meet Northern Ireland's induction requirements for employees/learners who work or want to work in the adult social care sector. It is approved by Skills for Care & Development for delivery in Northern Ireland and endorsed by the Northern Ireland Social Care Council.

This qualification has been designed to:

- provide a broad understanding of the adult social care sector in Northern Ireland and to develop the knowledge that will enhance the practical skills required to work in this sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge that will facilitate progress into further vocational learning or to potential employment in the sector
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practice selected skills required for progression in the sector
- provide opportunities for progression to the Level 2 and Level 3 Diploma in Health & Social Care and other related qualifications in the sector.

Aim and purpose of the qualification

This qualification is aimed at learners interested in, or new to, working in adult social care in Northern Ireland. It aims to provide an introduction into the principles of social care and to develop 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
- Health and safety
- Safeguarding
- Duty of care
- Person centred approaches

The Certificate of Induction into Adult Social Care is a stand alone qualification however it can fulfil several functions for the learners who undertake it, for example:

- Preparation for work within Health and Social care before being employed
- Learning the underpinning knowledge to do the job once employed
- Developing an understanding about how knowledge should inform practice and establishing the building blocks for competence practice
- Serves as the knowledge based element of the Level 2 and Level 3 in the Health & Social Care Apprenticeship framework in Northern Ireland.

The Certificate of Induction into Adult Social Care does not confirm competence but relates to the knowledge elements covered in the mandatory units of the Health and Social Care Diplomas at Level 2 and at Level 3. Learners progressing to the HSC Diploma at Level 2 and at Level 3 will be able to utilise a process of Recognition of Prior Learning (RPL) to have their achievement recognised and used as evidence toward the full diplomas.

1.1 Qualification structure

To achieve the **Level 2 Certificate in Induction into Adult Social Care in Northern Ireland**, learners must achieve **20** credits from the mandatory units and a minimum of **3** credits from the optional units available.

Guided Learning Hours (GLH) - Level 2 Certificate
Minimum Guided Learning Hours (GLH) is 203
Maximum Guided Learning Hours (GLH) is 204

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 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 health and social care	Mandatory	4
Y/602/3118	Unit 209	Understand how to handle information in health and social care settings	Mandatory	1
J/601/4527	Unit 210	Understand how to safeguard the welfare of children and young people	Optional	3
R/602/2954	Unit 211	Understand employment responsibilities and rights in health, social care or children and young people's settings	Optional	3

To achieve the **Level 3 Certificate in Induction into Adult Social Care in Northern Ireland**, learners must achieve **21** credits from the mandatory units and a minimum of **3** credits from the optional units available.

Guided Learning Hours (GLH) - Level 3 Certificate

Minimum Guided Learning Hours (GLH) is 218

Maximum Guided Learning Hours (GLH) is 219

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 equality and inclusion in adult social care settings	Mandatory	2
R/601/1436	Unit 304	Principles for implementing duty of care in adult social care settings	Mandatory	1
A/601/8574	Unit 204	Principles of safeguarding and protection in health and social care	Mandatory	3
R/602/3182	Unit 305	Understand person-centred approaches in health and social care	Mandatory	4

L/602/3178	Unit 306	Understand health and safety in health and social care	Mandatory	5
A/602/3113	Unit 206	Understand the role of the Social Care Worker	Mandatory	1
D/602/3119	Unit 307	Understand how to handle information in health and social care settings	Mandatory	1
J/601/4527	Unit 210	Understand how to safeguard the welfare of children and young people	Optional	3
R/602/2954	Unit 211	Understand employment responsibilities and rights in health, social care or children and young people's settings	Optional	3

1.2 Opportunities for progression

On completion of this qualification learners may progress into employment and/or to the following City & Guilds qualifications:

- Level 2 Diploma in Health & Social Care
- Level 3 Diploma in Health & Social Care
- Level 3 Diploma in Children & Young People

1.3 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.

New Centres will need to obtain centre and qualification approval. Please see appendix 1 and in particular the document '***Providing City & Guilds qualifications – a guide to centre and qualification approval'*** for more details.

2.1 Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier/Quality Assurers

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

Continuing professional development (CPD)

Centres are expected to support their staff to ensure that their knowledge remains current with 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. Staff are expected to undertake a minimum of two CPD activities per year and to maintain auditable records of these activities.

2.2 Role requirements

The following requirements reflect those expressed within the Skills for Care & Development QCF Assessment Principles.

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements.

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:
  - Level 3 Award in Assessing Vocational Competence OR
  - Level 3 Award in Assessing Vocationally Related Achievement OR
  - Level 3 Certificate in Assessing Vocational Achievement OR
  - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Additional requirements for Teacher/trainer/tutor delivering learning programmes funded by Department of Employment and Learning Northern Ireland

Tutors and lecturers:
A teaching qualification is not mandatory for appointment to posts in FE within Northern Ireland. Full-time and associate lecturers in FE without a teaching qualification (such as a BEd or a PGCE) are expected to complete the Postgraduate Certificate in Further and Higher Education delivered by the University of Ulster (the only recognised provider) within three years of taking up a post. Lecturers who go on to complete the Postgraduate Diploma in Further and Higher Education are also eligible to teach in schools. Issues surrounding a new award of Qualified Teaching, Learning and Skills (QTLS) are still under consultation with the Department for Employment and Learning in Northern Ireland (DELNI). For the latest information, visit Lifelong Learning UK (LLUK).

Teachers:
The General Teaching Council for Northern Ireland (GTCNI) has a statutory duty to determine who should be a member of the teaching profession in Northern Ireland. The GTCNI is a self-regulatory professional body for teachers. All teachers who wish to have their qualifications approved for the purposes of registration with the GTCNI and eligibility to teach should contact the GTCNI, 4th Floor Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF.

Any queries regarding qualifications should be referred to the GTCNI at the address above, or alternatively telephone: (028) 90333390 or email: infor@gtcni.org.uk

Expert witness
An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR
- a professional work role which involves evaluating the every day practice of staff.

Internal verifiers/Internal quality assurance
Internal quality assurance is the 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, eg the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

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

2.3 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. There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully

Age restrictions

This qualification is not approved for use by learners under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to learners under the age of 18 working unsupervised with vulnerable people. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

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.
- Any evidence of formal or informal learning for which Recognition for Prior Learning could be awarded.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract or in a personal development plan or similar.

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.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. 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:

- **one** assignment for **each** mandatory unit and
- one assignment for **each chosen** optional unit

Assignments can be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Candidates), which are accessible as a free download from **www.cityandguilds.com**.

Centres may choose to adapt the City & Guilds assignments. Assignments that have been adapted must comply with the City & Guilds guidelines regarding reliability, sufficiency and authenticity and that they are completed under the agreed assessment conditions. Centres should expect to present some or all adapted assignments to their External Verifier/Quality Assurer as part of the verification process. In normal circumstances this will occur within the standard quality assurance arrangements however City & Guilds reserves the right to request that adapted assignments are audited by our Assessment team in London.

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. Centre staff should guide candidates to ensure excessive evidence gathering is avoided

Refer to the assignment guides for further guidance. The list of assignments provided for this qualification is listed below.

Level 2 Certificate of Induction into Adult Social Care

Unit	Title	Assignments
Unit 201	Principles of communication in adult social care settings	Assignment 201
Unit 202	Principles of personal development in adult social care settings	Assignment 202
Unit 203	Principles of equality and inclusion in adult social care settings	Assignment 203
Unit 204	Principles of safeguarding and protection in health and social care	Assignment 204
Unit 205	Introduction to duty of care in health, social care or children's and young people's settings	Assignment 205
Unit 206	Understand the role of the Social Care Worker	Assignment 206
Unit 207	Understand person centred approaches in adult social care settings	Assignment 207
Unit 208	Understand health and safety in health and social care	Assignment 208
Unit 209	Understand how to handle information in health and social care settings	Assignment 209

Unit 210	Understand how to safeguard the welfare of children and young people	Assignment 210
Unit 211	Understand employment responsibilities and rights in health, social care or children and young people's settings	Assignment 211

Level 3 Certificate of Induction into Adult Social Care

Unit	Title	Assessment Method
Unit 301	Principles of communication in adult social care settings	Assignment 301
Unit 302	Principles of personal development in adult social care settings	Assignment 302
Unit 303	Principles of equality and inclusion in adult social care settings	Assignment 303
Unit 304	Principles for implementing duty of care in adult social care settings	Assignment 304
Unit 204	Principles of safeguarding and protection in health and social care	Assignment 204
Unit 305	Understand person-centred approaches in health and social care	Assignment 305
Unit 306	Understand health and safety in health and social care	Assignment 306
Unit 206	Understand the role of the Social Care Worker	Assignment 206
Unit 307	Understand how to handle information in health and social care settings	Assignment 307
Unit 210	Understand how to safeguard the welfare of children and young people	Assignment 210
Unit 211	Understand employment responsibilities and rights in health, social care or children and young people's settings	Assignment 211

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- 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 experimental 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
- 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.

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
201	Principles of communication in adult social care settings	L/602/2905	2
202	Principles of personal development in adult social care settings	L/602/3035	2
203	Principles of equality and inclusion in adult social care settings	H/602/3039	2
204	Principles of safeguarding and protection in health and social care	A/601/8574	3
205	Introduction to duty of care in health, social care or children's and young people's settings	H/601/5474	1
206	Understand the role of the Social Care Worker	A/602/3113	1
207	Understand person centred approaches in adult social care settings	J/602/3180	4
208	Understand health and safety in health and social care	R/602/3179	4
209	Understand how to handle information in health and social care settings	Y/602/3118	1
210	Understand how to safeguard the welfare of children and young people	J/601/4527	3
211	Understand employment responsibilities and rights in health, social care or children and young people's settings	R/602/2954	3
301	Principles of communication in adult social care settings	R/602/2906	2
302	Principles of personal development in adult social care settings	R/602/3036	2
303	Principles of equality and inclusion in adult social care settings	M/602/3044	2
304	Principles for implementing duty of care in adult social care settings	R/601/1436	1
305	Understand person-centred approaches in health and social care	R/602/3182	4
306	Understand health and safety in health and social care	L/602/3178	5
307	Understand how to handle information in health and social care settings	D/602/3119	1

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:
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 23.

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:
- an assignment covering practical skills and underpinning knowledge

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 201 Principles of communication in adult social care setting

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

Assessment Criteria

The learner can:

1. identify different reasons why people communicate
2. explain how effective communication affects all aspects of working in adult social care settings
3. explain why it is important to observe and individuals reactions when communicating with them.

Unit 201 Principles of communication in adult social care setting

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

Assessment Criteria

The learner can:

1. explain why it is important to find out an **individual's** communication and language needs, wishes and **preferences**
2. describe a range of **communication methods**.

Range

Individuals

Someone requiring care or support

Preferences

Beliefs, values, culture

Communication methods

Non-verbal communication (eye contact, touch, physical gestures, body language, behaviour, gestures)

Verbal (vocabulary, linguistic tone, pitch)

Unit 201 Principles of communication in adult social care setting

Outcome 3 Understand how to reduce barriers to communication

Assessment Criteria

The learner can:

1. identify barriers to communication
2. describe ways to reduce barriers to communication
3. describe ways to check that communication has been understood
4. identify sources of information and support or **services** to enable more effective communication.

Range

Services

Translation services, interpreting services, speech and language services, advocacy services

Unit 201 Principles of communication in adult social care setting

Outcome 4 Understand confidentiality in adult social care settings.

Assessment Criteria

The learner can:

1. define the term 'confidentiality'
2. describe ways to maintain confidentiality in day to day communication
3. describe situations where information normally considered to be confidential might need to be shared with **agreed others**
4. explain how and when to seek advice about confidentiality.

Range

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

Unit 202 Principles of personal development in adult social care settings

Level: **2**
Credit value: **2**
NDAQ 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:
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** 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 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

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 202 Principles of personal development in adult social care settings

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

Assessment Criteria

The learner can:

1. identify **standards** that influence the way adult social care job roles are carried out
2. explain why reflecting on work activities is an important way to develop own knowledge and skills
3. describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Range

Standards

Codes of practice, regulations, minimum standards, national occupational standards

Unit 202 Principles of personal development in adult social care settings

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

Assessment Criteria

The learner can:

1. describe how a learning activity has improved own knowledge, skills and understanding
2. describe how reflecting on a **situation** has improved own knowledge, skills and understanding
3. describe how feedback from others has developed own knowledge, skills and understanding.

Range

Situation

This may include a learning activity

Unit 202 Principles of personal development in adult social care settings

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

Assessment Criteria

The learner can:

1. define the term '**personal development plan'**
2. identify **who could be involved** in the personal development plan process
3. identify **sources of support** for own learning and development
4. list the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding.

Range

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**
NDAQ 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:
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** 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 by:
an assignment covering practical skills and underpinning knowledge

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

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

Outcome 1 Understand the importance of diversity, equality and inclusion

Assessment Criteria

The learner can:

1. define what is meant by: diversity, equality, inclusion, discrimination
2. describe how direct or indirect discrimination may occur in the work setting
3. explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination.

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

Outcome 2 Know how to work in an inclusive way

Assessment Criteria

The learner can:

1. list key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
2. describe how to interact with **individual**s in an inclusive way
3. describe ways in which discrimination may be challenged in adult social care settings.

Range

Individual

Someone requiring care or support

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

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

Assessment Criteria

The learner can:

1. identify sources of information, advice and support about diversity, equality, inclusion and discrimination
2. describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination.

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

Level: 2
Credit value: 3
NDAQ 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:
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 occupational 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.

Simulation is not allowed.

- The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

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

Outcome 1 Know how to recognise signs of abuse

Assessment Criteria

The learner can:

1. define the following types of abuse: physical abuse. sexual abuse, emotional/psychological abuse, financial abuse, institutional abuse, self neglect, neglect by others
2. identify the signs/or symptoms associated with each type of abuse
3. describe **factors** that may contribute to an **individual** being more vulnerable to abuse.

Range

Factors

A setting or situation, the individual

Individual

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

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

Outcome 2 Know how to respond to suspected or alleged abuse

Assessment Criteria

The learner can:

1. explain the **actions to take** if there are suspicions that an individual is being abused
2. explain the actions to take if an individual alleges that they are being abused
3. identify ways to ensure that evidence of abuse is preserved.

Range

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

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

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

Assessment Criteria

The learner can:

1. identify national policies and **local systems** that relates to safeguarding and protection from abuse
2. explain the roles of different agencies in safeguarding and protecting individuals from abuse
3. identify reports into serious failures to protect individuals from abuse
4. identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Range

Local systems

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

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

Outcome 4 Understand ways to reduce the likelihood of abuse

Assessment Criteria

The learner can:

1. explain how the likelihood of abuse may be reduced by: working with **person centred values**, encouraging **active participation**, promoting choice and rights
2. explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Range

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

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

Outcome 5 Know how to recognise and report unsafe practices

Assessment Criteria

The learner can:

1. describe **unsafe practices** that may affect the well being of individuals
2. explain the actions to take if unsafe practices have been identified
3. describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Range

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
NDAQ 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:
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:
- an assignment covering practical skills and underpinning knowledge

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 205 Introduction to duty of care in health, social care or children's and young people's settings

Outcome 1 Understand the implications of duty of care

Assessment Criteria

The learner can:

1. define the term 'duty of care'
2. describe how the duty of care affects own work role.

Unit 205 Introduction to duty of care in health, social care or children's and young people's settings

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

Assessment Criteria

The learner can:

1. describe dilemmas that may arise between the duty of care and an individual's rights
2. explain where to get additional support and advice about how to resolve such dilemmas.

Unit 205 Introduction to duty of care in health, social care or children's and young people's settings

Outcome 3 Know how to respond to complaints

Assessment Criteria

The learner can:

1. describe how to respond to complaints
2. identify the main points of agreed procedures for handling complaints.

Unit 206 Understand the role of the social care worker

Level: **2**
Credit value: **1**
NDAQ 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:
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** 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 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:
- an assignment covering practical skills and underpinning knowledge

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Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 206 Understand the role of the social care worker

Outcome 1 Understand working relationships in social care settings

Assessment Criteria

The learner can:

1. explain how a working relationship is different from a personal relationship
2. describe different working relationships in social care settings.

Unit 206 Understand the role of the social care worker

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

Assessment Criteria

The learner can:

1. describe why it is important to adhere to the agreed scope of the job role
2. outline what is meant by **agreed ways of working**
3. explain the importance of full and up-to-date details of agreed ways of working.

Range

Agreed ways of working

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

Unit 206 Understand the role of the social care worker

Outcome 3 Understand the importance of working in partnership with others.

Assessment Criteria

The learner can:

1. explain why it is important to work in partnership with **others**
2. identify ways of working that can help improve partnership working
3. identify skills and approaches needed for resolving conflicts
4. explain how and when to access support and advice about: partnership working, resolving conflicts.

Range

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
NDAQ 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:
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** 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, 26 and 234.

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

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 207 Understand person centred approaches in adult social care settings

Outcome 1 Understand person centred approaches for care and support

Assessment Criteria

The learner can:

1. define **person centred values**
2. explain why it is important to work in a way that embeds person centred values.

Range

Person centred values

Individuality, rights, choice, privacy, independence, dignity, respect, partnership

Unit 207 Understand person centred approaches in adult social care settings

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

Assessment Criteria

The learner can:

1. describe how to find out the history, preferences, wishes and needs of an **individual**
2. describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support
3. explain how using an individual's **care plan** contributes to working in a person centred way.

Range

Individual

Someone requiring care and support

Care plan

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

Unit 207 Understand person centred approaches in adult social care settings

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

Assessment Criteria

The learner can:

1. define the term 'consent'
2. explain the importance of gaining consent when providing care or support
3. describe how to establish consent for an activity or action
4. explain what steps to take if consent cannot be readily established.

Unit 207 Understand person centred approaches in adult social care settings

Outcome 4 Understand how to encourage active participation

Assessment Criteria

The learner can:

1. define what is meant by **active participation**
2. describe how active participation benefits an individual
3. describe ways of reducing barriers to active participation
4. describe ways of encouraging active participation.

Range

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

Unit 207 Understand person centred approaches in adult social care settings

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

Assessment Criteria

The learner can:

1. identify ways of supporting an individual to make informed choices
2. explain why risk taking can be part of an individual's choices
3. explain how agreed risk assessment processes are used to support the right to make choices
4. explain why a worker's personal views should not influence an individual's choices
5. Describe how to support an individual to question or challenge decisions concerning them that are made by **others**.

Range

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

Unit 207 Understand person centred approaches in adult social care settings

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

Assessment Criteria

The learner can:

1. explain how individual identity and self esteem are linked with **well being**
2. describe attitudes and approaches that are likely to promote an individual's well-being
3. identify ways to contribute to an **environment** that promotes well being.

Range

Well being

Spiritual, emotional, cultural, religious, social, political, sexual, physical, mental

Environment

Physical environment and social environment
eg 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**
NDAQ 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:
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** 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 22, 221 and 223.

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

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 208 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. list legislation relating to general health and safety in a social care setting
2. describe the main points of health and safety **policies and procedures**
3. outline the main health and safety responsibilities of: the social care worker, the employer or manager, **individuals**
4. identify tasks relating to health and safety that should only be carried out with special training
5. describe how to access additional support and information relating to health and safety.

Range

Policies and procedures

Agreed ways of working as well as formal policies and procedures

Individual

Refers to someone requiring care or support

Unit 208 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. define what is meant by 'hazard' and 'risk'
2. describe how to use a health and safety risk assessment
3. explain how and when to report potential health and safety risks that have been identified
4. describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.

Unit 208 Understand health and safety in social care settings

Outcome 3 Understand procedures for responding to accidents and sudden illness

Assessment Criteria

The learner can:

1. describe different types of accidents and sudden illness that may occur in a social care setting
2. outline the procedures to be followed if an accident or sudden illness should occur
3. explain why it is important for emergency first aid **tasks** only to be carried out by qualified first aiders.

Range

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

Unit 208 Understand health and safety in social care settings

Outcome 4 Know how to reduce the spread of infection

Assessment Criteria

The learner can:

1. list routes by which an infection can get into the body
2. describe ways in which own health or hygiene might pose a risk to an individual or to others at work
3. explain the most thorough method for hand washing
4. describe when to use different types of **personal protective equipment**.

Range

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

Unit 208 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. identify legislation that relates to moving and handling
2. list principles for safe moving and handling
3. explain why it is important for moving and handling tasks to be carried out following specialist training.

Unit 208 Understand health and safety in social care settings

Outcome 6 Understand the principles of assisting and moving an individual

Assessment Criteria

The learner can:

1. explain why it is important to have specialist training before assisting and moving individual
2. explain the importance of following an individual's **care plan** and fully engaging with them when assisting and moving.

Range

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

Unit 208 Understand health and safety in social care settings

Outcome 7 Know how to handle hazardous substances

Assessment Criteria

The learner can:

1. identify hazardous substances that may be found in the social care setting
2. describe safe practices for storing hazardous substances, using hazardous substances, disposing of hazardous substances.

Unit 208 Understand health and safety in social care settings

Outcome 8 Know environmental safety procedures in the social care setting

Assessment Criteria

The learner can:

1. outline procedures to be followed in the social care setting to prevent: fire, gas leak, floods, intruding, security breach
2. outline procedures to be followed in the social care setting in the event of: fire, gas leak, floods, intruding, security breach.

Unit 208 Understand health and safety in social care settings

Outcome 9 Know how to manage stress

Assessment Criteria

The learner can:

1. identify common signs and indicators of **stress**
2. identify circumstances that tend to trigger own stress
3. describe ways to manage stress.

Range

Stress

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

Unit 208 Understand health and safety in social care settings

Outcome 10 Understand procedures regarding handling medication

Assessment Criteria

The learner can:

1. describe the main points of agreed procedures about **handling medication**
2. identify who is responsible for medication in a social care setting
3. explain why medication must only be handled following specialist training.

Range

List1

May include: ordering, receiving, storage, administration, recording, disposal

Unit 208 Understand health and safety in social care settings

Outcome 11 Understand how to handle and store food safely

Assessment Criteria

The learner can:

1. identify food standards relevant to a social care setting
2. explain how to: store food, maximise hygiene when handling food, dispose of food
3. identify common hazards when handling and storing food.

Unit 209 Understand how to handle information in social care settings

Level: **2**
Credit value: **1**
NDAQ 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:
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** 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 21.

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

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 209 Understand how to handle information in social care settings

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

Assessment Criteria

The learner can:

1. identify the legislation that relates to the recording, storage and sharing of information in social care
2. explain why it is important to have secure systems for recording and storing information in a social care setting.

Unit 209 Understand how to handle information in social care settings

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

Assessment Criteria

The learner can:

1. describe how to access guidance, information and advice about handling information
2. explain what actions to take when there are concerns over the recording, storing or sharing of information.

Unit 210 Understand How to Safeguard the Welfare of Children and Young People

Level: **2**
Credit value: **3**
NDAQ number: **J/601/4527**

Unit aim
This unit provides learners with the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will be able to:
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Understand how to safeguard children, young people and practitioners in a work setting
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Guided learning hours
It is recommended that **25** 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 CCLD 202.

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

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 210 Understand How to Safeguard the Welfare of Children and Young People

Outcome 1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

Assessment Criteria

The learner can:

1. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including **e-safety**
2. Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the context of own work setting.

Range

E-safety

May include: Internet, mobile phones, social networking sites, other electronic media

Unit 210 Understand How to Safeguard the Welfare of Children and Young People

Outcome 2 Understand how to safeguard children, young people and practitioners in a work setting

Assessment Criteria

The learner can:

1. Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting
2. Identify ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
3. Identify where to access sources of support where concerns have not been addressed.

Unit 210 Understand How to Safeguard the Welfare of Children and Young People

Outcome 3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Assessment Criteria

The learner can:

1. Identify the characteristics of different types of child abuse
2. Describe actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying
3. Describe the principles and boundaries of confidentiality and when to share information.

Unit 211 Understand employment responsibilities and rights in health, social care and children and young people's settings

Level: 2
Credit value: 3
UAN number: R/602/2954

Unit aim
This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

It covers:
- statutory responsibilities and rights of employees and employers
- awareness of own occupational role and how it fits within the sector
- agreed ways of working with employer
- career pathways
- issues of public concern and how these may influence changes in the sector.

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

1. Know the statutory responsibilities and rights of employees and employers within own area of work
2. Understand agreed ways of working that protect own relationship with employer
3. Understand how own role fits within the wider context of the sector
4. Understand career pathways available within own and related sectors
5. Understand how issues of public concern may affect the image and delivery of services in the sector

Guided learning hours
It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 211 Understand employment responsibilities and rights in health, social care and children and young people's settings

Outcome 1 Know the statutory responsibilities and rights of employees and employers within own area of work

Assessment Criteria

The learner can:

1. list the aspects of employment covered by **law**
2. list the main features of current employment legislation
3. outline why legislation relating to employment exists
4. identify **sources and types of information and advice** available in relation to employment responsibilities and rights.

Range

Law

Includes employment law and other legislation such as: disability discrimination act, health & safety, other relevant equalities legislation

Sources and types of information and advice

This should be internal and external where appropriate and should include details of Access to Work and Additional Learning Support

Unit 211 Understand employment responsibilities and rights in health, social care and children and young people's settings

Outcome 2 Understand agreed ways of working that protect own relationship with employer

Assessment Criteria

The learner can:

1. describe the terms and conditions of own contract of employment
2. describe the information shown on own pay statement
3. describe the procedures to follow in event of a grievance
4. identify the personal information that must be kept up to date with own employer
5. explain **agreed ways of working** with employer.

Range

Agreed ways of working

Includes policies and procedures where these exist; they may be less formally documented with micro-employers. It may cover areas such as: data protection, grievance procedures, conflict management, anti-discriminatory practice, equality & diversity, health and safety

Unit 211 Understand employment responsibilities and rights in health, social care and children and young people's settings

Outcome 3 Understand how own role fits within the wider context of the sector

Assessment Criteria

The learner can:

1. explain how own role fits within the delivery of the service provided
2. explain the **effect** of own role on service provision
3. describe **how own role links to the wider sector**
4. describe the main roles and responsibilities of **representative bodies** that influence the wider sector.

Range

Effect

Should include the effect of following good practice and consequences of non-compliance

How own role links to the wider sector

May include: reference to relevant Codes of Practice, National Occupational Standards etc in own area of work

Representative bodies

May include: government departments, professional bodies, trade unions, sector skills councils, regulatory bodies, consumer groups etc

Unit 211 Understand employment responsibilities and rights in health, social care and children and young people's settings

Outcome 4 Understand career pathways available within own and related sectors

Assessment Criteria

The learner can:

1. explore different types of occupational opportunities
2. identify sources of information related to a chosen career pathway
3. identify **next steps** in own career pathway.

Range

Next steps

Should include training and development

Unit 211 Understand employment responsibilities and rights in health, social care and children and young people's settings

Outcome 5 Understand how issues of public concern may affect the image and delivery of services in the sector

Assessment Criteria

The learner can:

1. identify occasions where the public have raised concerns regarding issues within the sector
2. outline different viewpoints around an **issue of public concern** relevant to the sector
3. describe how issues of public concern have altered public views of the sector
4. describe recent changes in service delivery which have affected own area of work.

Range

Issues of public concern

May include: media stories, local or national strategies, closures, government drivers, economic issues

Unit 301 Principles of communication in adult social care settings

Level: **3**
Credit value: **2**
NDAQ 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:
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** 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 31.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 301 Principles of communication in adult social care settings

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

Assessment Criteria

The learner can:

1. identify the different reasons people communicate
2. explain how communication affects relationships in an adult social care setting.

Unit 301 Principles of communication in adult social care settings

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

Assessment Criteria

The learner can:

1. compare ways to establish the communication and language needs, wishes and preferences of an **individual**
2. describe the factors to consider when promoting effective communication
3. describe a range of **communication methods** and styles to meet individual needs
4. explain why it is important to respond to an individual's reactions when communicating.

Range

Individual

Someone requiring care or support

Communication methods

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

Unit 301 Principles of communication in adult social care settings

Outcome 3 Understand how to overcome barriers to communication

Assessment Criteria

The learner can:

1. explain how individuals from different backgrounds may use communication methods in different ways
2. identify barriers to effective communication
3. explain how to overcome barriers to communication
4. describe the strategies that can be used to clarify misunderstandings
5. explain how to access extra support or services to enable individuals to communicate effectively.

Range

Services

May include: translation services, interpreting services, speech and language services, advocacy services

Unit 301 Principles of communication in adult social care settings

Outcome 4 Understand principles and practices relating to confidentiality

Assessment Criteria

The learner can:

1. explain the meaning of the term 'confidentiality'
2. describe ways to maintain confidentiality in day to day communication
3. describe the potential tension between maintaining an individual's confidentiality and
4. disclosing concerns to **agreed others**
5. explain how and when to seek advice about confidentiality.

Range

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**
NDAQ 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:
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** 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 33.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 302 Principles of personal development in adult social care settings

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

Assessment Criteria

The learner can:

1. explain what reflective practice is
2. explain the importance of reflective practice in continuously improving the quality of service provided
3. explain how **standards** inform reflective practice in adult social care
4. describe how own values, belief systems and experiences may affect working practice.

Range

Standards

May include: codes of practice, regulations, minimum standards, national occupational standards

Unit 302 Principles of personal development in adult social care settings

Outcome 2 Understand the importance of feedback in improving own practice

Assessment Criteria

The learner can:

1. explain how people may react and respond to receiving **constructive feedback**
2. explain the importance of seeking feedback to improve practice and inform development
3. explain the importance of using feedback in improving own practice.

Range

Constructive feedback

Should include both positive feedback and opportunities for feedback

Unit 302 Principles of personal development in adult social care settings

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

Assessment Criteria

The learner can:

1. describe the components of a **personal development plan**
2. identify **sources of support** for planning and reviewing own development
3. explain the role of **others** in the development of a personal development plan in identifying: strengths, areas for development
4. explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding.

Range

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**
NDAQ 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:
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** 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 34, 35 and 3116.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

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

Outcome 1 Understand the importance of diversity, equality and inclusion

Assessment Criteria

The learner can:

1. explain what is meant by diversity, equality, inclusion, discrimination
2. describe the potential **effects** of discrimination
3. explain the importance of inclusive practice in promoting equality and supporting diversity.

Range

Effects

May include effects on: the individual, families or friends of the individual, those who discriminate, wider society

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

Outcome 2 Understand how to work in an inclusive way

Assessment Criteria

The learner can:

1. describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
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
3. describe how own beliefs, culture, values and preferences may affect working practice
4. describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
5. compare inclusive practice with practice which excludes an **individual**.

Range

Individual

Someone requiring care or support

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

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

Assessment Criteria

The learner can:

1. describe how to challenge discrimination in a way that promotes change
2. explain how to raise awareness of diversity, equality and inclusion
3. explain how to support others to promote diversity, equality and inclusion.

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
NDAQ 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:
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** 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 SHC 34.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

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

Outcome 1 Understand how duty of care contributes to safe practices

Assessment Criteria

The learner can:

1. explain what it means to have a duty of care in own work role
2. explain how duty of care contributes to the safe guarding or protection of individuals.

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

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

Assessment Criteria

The learner can:

1. describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
2. describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
3. explain where to get additional support and advice about conflicts and dilemmas.

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

Outcome 3 Know how to respond to complaints

Assessment Criteria

The learner can:

1. describe how to respond to complaints
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**
NDAQ 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:
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** 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 35, 332 and 350.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

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

Outcome 1 Understand person centred approaches in adult social care

Assessment Criteria

The learner can:

1. describe person centred approaches
2. explain why **person-centred** values must influence all aspects of social care work
3. explain how person-centred values should influence all aspects of social care work.

Range

Person centred values

May include: individuality, rights, choice, privacy, independence, dignity, respect, partnership

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

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

Assessment Criteria

The learner can:

1. explain how finding out the history, preferences, wishes and needs of an **individual** contributes to their care plan
2. describe ways to put person centred values into practice in a **complex or sensitive** situation
3. evaluate the use of **care plans** in applying person-centred values
4. explain the importance of monitoring an individual's changing needs or preferences.

Range

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 (eg: support plan, individual plan) it is the document where day to day requirements and preferences for care and support are detailed

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

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

Assessment Criteria

The learner can:

1. describe factors that influence the capacity of an individual to express consent
2. explain how to establish consent for an activity or action
3. explain what steps to take if **consent** cannot be readily established.

Range

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

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

Outcome 4 Understand how to implement and promote active participation

Assessment Criteria

The learner can:

1. explain the principles of active participation
2. explain how the **holistic** needs of an individual can be addressed by active participation
3. explain how to work with an individual and others to agree how active participation will be implemented
4. explain how to promote the understanding and use of active participation.

Range

Holistic

Covers all aspects of an individual's well-being

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

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

Assessment Criteria

The learner can:

1. describe different approaches to support an individual to make informed choices
2. describe how to support an individual to question or challenge decisions concerning them that are made by **others**
3. explain the consequences of allowing the personal views of others to influence an individual's choices.

Range

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 305 Understand person-centred approaches in adult social care settings

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

Assessment Criteria

The learner can:

1. explain the links between identity, self image and self esteem
2. explain factors that contribute to the **well-being** of an individual
3. explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem
4. describe ways to contribute to an **environment** that promotes well-being.

Range

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

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

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

Assessment Criteria

The learner can:

1. compare different uses of risk assessment in adult social care settings
2. explain how risk assessment relates to rights and responsibilities
3. explain how risk taking relates to rights and responsibilities
4. explain why risk assessments need to be regularly revised
5. explain the importance of using agreed risk assessment processes to support choice.

Unit 306 Understand health and safety in social care settings

Level: 3
Credit value: 5
NDAQ 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:
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** 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 32.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 306 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. identify legislation relating to health and safety in a social care setting
2. explain how health and safety policies and procedures protect those in social care settings
3. compare the differences in the main health and safety responsibilities of: the social care worker. the employer or manager, **others** in the social care setting
4. identify situations in which the responsibility for health and safety lies with the **individual**
5. explain why specific **tasks** should only be carried out with specific training.
6. explain how to access additional support and information relating to health and safety.

Range

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

Unit 306 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. explain why it is important to assess health and safety risks
2. explain the steps to carrying out a risk assessment
3. explain how to address potential health and safety risks identified
4. explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns
5. explain how to promote health and safety within the social care setting.

Unit 306 Understand health and safety in social care settings

Outcome 3 Understand procedures for responding to accidents and sudden illness

Assessment Criteria

The learner can:

1. describe the different types of accidents and sudden illness that may occur in a social care setting
2. explain procedures to be followed if an accident or sudden illness should occur
3. explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
4. explain the consequences of failing to follow emergency first aid.

Unit 306 Understand health and safety in social care settings

Outcome 4 Understand how to reduce spread of infection

Assessment Criteria

The learner can:

1. describe the routes by which an infection can get into the body
2. explain the following prevention methods: hand washing, own personal hygiene, encouraging the individual's personal hygiene
3. evaluate different types of **personal protective equipment** and how they can prevent the spread of infection
4. explain own role in supporting others to follow practices that reduce the spread of infection.

Range

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

Unit 306 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. describe the main points of legislation that relates to moving and handling
2. explain how following principles for safe moving and handling protects those in the social care setting from injury or harm ea
3. explain situations that may require additional supports necessary for safer moving and handling
4. explain why it is important for moving and handling tasks to be carried out following specialist training.

Unit 306 Understand health and safety in social care settings

Outcome 6 Understand the principles of assisting and moving an individual

Assessment Criteria

The learner can:

1. explain why it is important to have specialist training before assisting and moving an individual
2. explain the potential consequences of assisting and moving an individual without specialist training
3. explain the consequences of not following an individual's **care plan** or fully engaging with them when assisting and moving.

Range

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

Unit 306 Understand health and safety in social care settings

Outcome 7 Understand how to handle hazardous substances

Assessment Criteria

The learner can:

1. describe types of hazardous substances that may be found in the social care setting
2. explain safe practices for: storing hazardous substances, using hazardous substances disposing of hazardous substances
3. explain the dangers associated with not following these safe practices.

Unit 306 Understand health and safety in social care settings

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

Assessment Criteria

The learner can:

1. explain procedures to be followed in the social care setting to prevent: fire, gas leak, floods, intruding, security breach
2. explain procedures to be followed in the social care setting in the event of: fire, gas leak, floods, intruding, security breach
3. explain how you would encourage others to adhere to environmental safety procedures
4. explain the importance of having an **emergency plan** in place to deal with unforeseen incidents.

Range

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

Unit 306 Understand health and safety in social care settings

Outcome 9 Understand how to manage stress

Assessment Criteria

The learner can:

1. describe common signs and indicators of **stress**
2. describe factors that tend to trigger own stress
3. evaluate strategies for managing stress.

Range

Stress

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

Unit 306 Understand health and safety in social care settings

Outcome 10 Understand procedures regarding handling medication

Assessment Criteria

The learner can:

1. describe the main points of agreed procedures about **handling medication**
2. explain why medication must only be handled following specialist training
3. explain the consequences of handling medication without specialist training.

Range

Handling medication

May include: ordering, receiving, storage, administration, recording disposal

Unit 306 Understand health and safety in social care settings

Outcome 11 Understand how to handle and store food safely

Assessment Criteria

The learner can:

1. describe the main points of food safety standards in a social care setting
2. explain how to: store food, maximise hygiene when handling food, dispose of food
3. explain the potential consequences of not following food safety standards.

Unit 307 Understand how to handle information in social care settings

Level: 3
Credit value: 1
NDAQ 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:
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** 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 31.

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.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook

Unit 307 Understand how to handle information in social care settings

Outcome 1 Understand requirements for handling information in social care settings

Assessment Criteria

The learner can:

1. identify legislation and codes of practice that relate to handling information in social care settings
2. explain how legal requirements and codes of practice inform practice in handling information.

Unit 307 Understand how to handle information in social care settings

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

Assessment Criteria

The learner can:

1. explain how to maintain records that are up to date, complete, accurate and legible
2. describe practices that ensure security when storing and accessing information
3. describe features of manual and electronic information storage systems that help ensure security.

Unit 307 Understand how to handle information in social care settings

Outcome 3 Know how to support others to handle information

Assessment Criteria

The learner can:

1. explain how to support others to understand the need for secure handling of information
2. explain how to support **others** to understand and contribute to records.

Range

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

Skills for a brighter future

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, GOLA, 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**
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