

Level 2 Certificate in Health and Social Care (3179)

Centre resource pack
QCA number 100/5918/0



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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

enquiry@cityandguilds.com

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1 About this document

This document contains the information that centres need to offer the following certificate

Level 2 Certificate in Health and Social Care

City & Guilds qualification number **3179-21**
3179-91 (Unit route)

QCA accreditation number **100/5918/0**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- VRQ recording forms.

2 About the qualifications

2.1 Aim of the qualifications

The aims of this qualification are to:

- support the learning needs of candidates who work or want to work as health care or social care assistants in the health and social care sectors
- support Government initiatives towards the National Qualifications Framework (NQF). (For further information on the NQF, visit the QCA websites www.qca.org.uk and www.openquals.org.uk)
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the health and social care sectors
- act as a stand alone qualification, accredited as part of the NQF at Level 2
- act as a technical certificate as part of the Apprenticeship framework in England and Wales
- provide valuable accreditation of skills and/or knowledge for candidates not following N/SVQ and Apprenticeship programmes, without requiring or proving occupational competence
- contribute knowledge and understanding towards the related Level 2 N/SVQs in Health and Social Care, whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the N/SVQ Relationship mapping in each unit for further details
- contribute to skills and/or knowledge requirements within the NHS Knowledge and Skills Framework (KSF)
- replace the City & Guilds Level 2 Supporting Care Practice qualification (3245-02) on its expiry.

Candidates are required to complete a number of assignments which contain both practical and theoretical activities with the focus on real work situations. The assignments provide the opportunity to generate evidence for Key Skills/Adult Literacy units. See the Key Skills/Adult Literacy signposting for further details.

Candidates can progress from Level 2 to Level 3 VRQ or to the Level 2 N/SVQ in either Health or Health and Social Care (providing that they have access to an appropriate work setting).

2 About the qualifications

2.2 The structure of the qualifications

The Level 2 Certificate in Health and Social Care will be awarded to learners who complete **all** of the following four units.

Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).

QCA unit reference	City & Guilds unit number	Unit title
F/103/6250	Unit 001	Developing own knowledge and practice in a health and social care setting
J/103/6251	Unit 002	Supporting the care, protection and well-being of individuals in a health and social care setting
L/103/6252	Unit 003	Communicating with and completing records for individuals in a health and social care setting
R/103/6253	Unit 004	Understanding health and safety practice in a health and social care setting

Values statement

The key purpose for those working in Health and Social Care settings has been identified by the Sector Skills Councils to be: 'to provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health/or social care'. Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

These qualifications link with and build upon Health and Social Care workforce development structures across the UK. Through their strong linkage to the core units of the Health & Social Care N/SVQs the certificates provide a thorough and practical way to support and embed some of the key service and staff performance measures brought in to reform and develop quality Health and Social Care. The areas covered in the units of the Certificates are closely aligned to induction requirements, codes of conduct and practice, national service standards for social care and the 'knowledge and skills framework' for health.

In particular, the emphasis on people centred values, principles of promoting choice and wellbeing, safeguarding and protection and self development reflect the standards of professional conduct and practice required of social care workers as they go about their daily work. The codes are a key step in the unfolding system of regulation for social care in the four countries of the UK and have a significant part in the registration of the workforce. These qualifications will assist candidates to gain knowledge and understanding in these areas and to go on to demonstrate the expected standards of practice.

Candidates working with children and young people

Key government initiatives across the UK including the Children Act 2004 and Every Child Matters have led to priority areas being identified for those working with children, young people and their families. The DfES Common Core competences have been developed to aid workforce development in England. The key areas within the Common Core can be summarised as follows

- effective communication and engagement with children, young people and families
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information

The content of this Certificate will support candidates in exploring knowledge related to each of the competences.

2 About the qualifications

2.3 Relevant sources of information

City & Guilds provides the following documents specifically for this qualification:

Publication	Available from
Centre Resource Pack	EN023179

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval:* This document 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.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

3 Candidate entry and progression

Candidate entry requirements

It is the responsibility of the centre to ensure that candidates have the skills necessary to achieve the award. Whilst there are no formal prerequisites for entry to the qualification, centres must be aware that candidates will require some study and general communication skills in order to complete the assessment requirements. Some candidates may require further support in the development of these skills, but others may not yet be ready to enter onto a course of study leading to a qualification at Level 2.

The Level 2 qualification is designed to meet the learning needs of new entrants in the field. It provides the introduction and foundation for a career in health and social care and enables access to N/SVQs and other awards. There are also opportunities to gather evidence for, and progression to, Key Skills/Adult Literacy units.

Centres who have candidates with the appropriate knowledge and skills to complete the award, but who have special requirements, should obtain the City & Guilds publication 'Access to Assessment – Candidates with particular requirements'. This is available free of charge from Publications Sales (stock item code: EN-00-3333).

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on Funding, is provided in Appendix 11)

Age restrictions and legal considerations

The Level 2 qualification is suitable for all individuals over the age of 16.

Legal considerations

Candidates entering the health and social care workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements between sectors and countries may vary, checks should be made with the appropriate regulatory body and/or government department/s if employers or placement providers are uncertain of the requirements.

Candidate workplace requirements

As part of the assessment for this qualification is based on experience in the workplace, candidates must have access to an appropriate setting.

Progression

The qualification provides knowledge and practical skills related to the Core units of the N/SVQ Level 2 in Health and Social Care and Health N/SVQ. On completion of the qualification candidates may progress to:

- Level 2 N/SVQ in Health
- Level 2 N/SVQ in Health and Social Care
- Level 3 Certificate in Health and Social Care

Apprenticeship frameworks

The Level 2 Certificate in Health and Social Care has been approved by Skills for Health and Skills for Care and Development as a technical certificate for the Apprenticeship programme in England and the Foundation Modern Apprenticeship programme in Health and Social Care in Wales.

Further details of the requirements of the apprenticeship framework for the Health and Social Care sector are available from following organisations:

Skills for Health

Head Office

2nd Floor

Goldsmiths House

Broad Plain

Bristol BS2 0JP

Telephone 0117 922 1155

Fax 0117 925 1800

e-mail office@skillsforhealth.org.uk

Skills for Care and Development

Telephone 0113 245 1716

e-mail sscadmin@skillsforcare.org.uk

Skills for Care

Albion Court

Leeds LS1 6JL

Telephone 0113 245 1716

Fax 0113 243 6417

e-mail info@skillsforcare.org.uk

Care Council for Wales

7th Floor

South Gate House

Wood Street

Cardiff CF10 1EW

Telephone 029 2022 6257

Fax 029 2038 4764

e-mail info@ccwales.org.uk

Children's Workforce Development Council

3rd Floor

Friends Provident House

13-14 South Parade

Leeds LS 1 5QS

Telephone 0113 244 6311

Fax 0113 390 7744

e-mail info@cwdcouncil.org.uk

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as **scheme approval**). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Fast track approval

Centres approved to offer the qualifications Level 2 Supporting Care Practice (3245-02, 3245-92) and / or the Level 2 Progression Award in Care (6972-01, 6972-91) may apply for approval for the new Level 2 Certificate in Health and Social Care (3179-21, 3179-91) using the Fast Track Form available from the regional/national office or downloadable from the City & Guilds website.

Centres may only use this form if they meet all of the approval criteria specified in the Fast Track Form and its guidance notes.

Centres may use the Fast Track Form for **12 months** from the introduction of the qualification.

4 Centre requirements

4.2 Resource requirements

Centre staff

Centre staff must satisfy the requirements for occupational expertise for this qualification. These requirements are as follows:

- trainers/tutors must be occupationally knowledgeable in the areas of health and social care for which they are delivering training.
- trainers/tutors should have experience of providing training.
- centre staff may undertake more than one role eg. tutor and assessor, but must never internally verify their own assessments.

Assessor and verifier requirements

Assessors must:

- be occupationally knowledgeable in health and social care. Their knowledge must be at least to the same level as the qualification they are assessing.
- have a sound understanding of the National Occupational Standards for Health or Health and Social Care
- have direct or related experience in assessment
- have experience in using externally set criteria to mark assignments
- be prepared to participate in assessment standardisation activities.
- have a commitment to reflective practice and to codes of practice, where these apply

Internal verifiers must:

- be occupationally knowledgeable in health and social care. Their knowledge must be at least to the same level as the qualification they are verifying.
- have a sound understanding of the National Occupational Standards for Health or Health and Social Care
- have experience of using quality assurance systems as applied to qualifications
- organise and /or participate in standardisation activities

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Continuing professional development (CPD)

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

External verifiers will seek evidence that all assessors and internal verifiers are given 2 CPD opportunities by the centre annually.

4 Centre requirements

4.3 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for this qualification, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

4 Centre requirements

4.4 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

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

- quality assurance co-ordinator
- tutor
- assessor
- internal verifier
- examinations secretary

For this qualification centres must develop an assignment/assessment sampling strategy which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for this VRQ.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

5 Course design and delivery

Recommended delivery strategies

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

In particular, staff should consider the skills and knowledge related to the national occupational standards for health and social care.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

Suggested topics for learning programmes

These are provided as an aid to the delivery of the qualification and are not exhaustive. Assessors may wish to include additional topics to suit the needs of their candidates.

City & Guilds has not set a minimum or maximum time that centres should take in delivering this qualification to each cohort of candidates. However, feedback from centres indicates that on average 12 to 15 months is required to enable candidates at this level to fully meet the learning and assessment requirements of the qualification.

Guided learning hours

The recommended guided learning hours for this level 2 qualification is 180 guided learning hours. Guided learning hours for each unit are indicated throughout the document.

The Learning and Skills Council in England (LSC) definition of guided learning hours (GLH) is: A GLH is defined as all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing candidate's achievements, for example in the assessment of competence for N/SVQs. It does not include time spent by staff in the day-to-day marking of assignments or homework where the candidate is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the candidates.

Where candidates are receiving training input from their work based supervisor, this time can be included in the guided learning hours for the qualification.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- relationship to the NOS/N/SVQs can be found in each unit
- signposting Key Skills/Adult Literacy for this qualification can be found in Appendix 4 and 6 of this document
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification have been identified, and can be found on in Appendix 5 of this document.

Embedding skills for life into the Certificate in Health & Social Care (VRQ)

Skills for life are the literacy, language and numeracy skills needed for everyday life. These skills are required for all qualifications, whatever the subject matter or level.

The purpose of embedding Skills for Life into this qualification is to fully and openly support candidates' needs with these skills in a natural, non-threatening and integrated manner. Embedding skills for life into this qualification is not just regarded as good practice; it also facilitates candidates' motivation and achievement by helping to remove barriers which could hinder learning.

There are many opportunities to develop candidates' skills for life within the learning programme and assessment. This handbook provides detailed signposting of these opportunities.

Employment rights and responsibilities (ERR)

The ERR is part of the Apprenticeship Framework and this qualification will support many aspects of this. For further details, please refer to the Apprenticeship Framework held on the Sector Skills Council websites (see Section 3 of this document: Apprenticeship Frameworks).

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

The importance of maintaining confidentiality is paramount. Candidates **must** ensure that personal details and confidential records relating to individuals are not disclosed in any part of their assignment work.

Images of minors/vulnerable adults being used as evidence

If videos or photographs of minors under 18 and/or vulnerable adults are used as the medium to present evidence as part of the qualification the approved centre and the candidates have responsibilities in terms of meeting child/adult protection legislation and relevant codes of practice.

It is the responsibility of the approved centre to inform the candidate of the

- need for the candidate to obtain permission from the minor's parent/guardian or the individual/advocate concerned prior to collecting the evidence
- purpose of the use of photographs or video recordings
- period of time for which the photographs or video recordings are to be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- associated child/adult protection legislation and codes of practice.

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.

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.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- **one** assignment for **each** unit.

Provision of assignments

The assignments for this qualification are provided in this document.

Assignment requirements

Candidates must successfully complete all parts of an assignment, to a satisfactory and appropriate standard, in order to gain a pass for that assignment. The assignments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assignment to be omitted, submitted incomplete or of an unsatisfactory standard.

For all tasks undertaken in the written assignments, candidates must demonstrate the following:
Candidates must:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others
- provide a candidate authenticity statement, signed and dated, when providing word-processed responses to tasks.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that candidates meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to candidates about word length if they wish.

All assignments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assignments, and this may vary from one unit to another.

Tutors/assessors are reminded of their responsibility to provide written feedback to candidates regarding their assignments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard required for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assignment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Time constraints

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

Grading and marking

Assignments are marked by the centre and are Pass/Fail only. The highest grade for any of the assignments in this qualification is **pass**.

What the results mean:

Pass: is achieved when all assignment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assignment work once if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their external verifier.

6 Assessment

6.2 Recording requirements

The following recording forms are provided for centre use and should be photocopied as required for this Vocationally Related Qualification.

Form VRQ 1 Candidate and centre details

Form should be completed and placed at the front of the file/portfolio in which candidate assignments are kept

Form VRQ 2 Summary of achievement

Form used to record the candidate's on-going completion of units and progress towards final achievement. It also allows the internal verifier and external verifier to indicate which units have been sampled for verification purposes.

Form VRQ 3 Candidate assessment record, assignment feedback and results sheet

Form used to record the results of each assignment and feedback to the candidate. It should be used, where necessary, to record an action plan for and results of all allowable assignment resubmissions. Internal verifiers should also sign this form on completion of each unit.

Form VRQ 4 Assignment witness statement form

Form used for assignments where confirmation of the completion of work-based activities is required.

Centres are reminded that forms VRQ 2 and 3 must be safeguarded by the centre throughout the candidate's period of assessment and then kept by the centre for a period of three years after completion of the qualification. Candidates should be given a photo/copy of these completed forms to keep in their file/portfolio.

These forms are in Appendix 1 and may be photocopied as required.

7 Units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

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

- title
- unit reference
- rationale
- statement of guided learning hours
- connections with other qualifications, eg N/SVQs, key skills
- assessment details
- learning outcomes
- suggested topics for learning programmes.

The Level 2 units

Unit number	Title
001	Developing own knowledge and practice in a health and social care setting
002	Supporting the care, protection and well-being of individuals in a health and social care setting
003	Communicating with, and completing records for individuals in a health and social care setting
004	Understanding health and safety practice in a health and social care setting

Rationale

This unit is about developing own practice as a health/care worker, identifying own role in relation to employer requirements and being able to identify goals, agree a personal development plan and review the progress of that plan.

Learning outcomes

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

- Identify own role in relation to employment requirements
- Identify own learning and development goals
- Agree a personal development plan
- Review own progress towards learning and development goals

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Health and N/SVQ in Health & Social care:
 - Unit HSC 23

NHS Knowledge and Skills Framework (October 2004)

- Dimension: Core 2 Personal and People Development, Level: 1

For further details see Appendix 7.

Key Skills/Adult Literacy

This unit contributes towards the following areas:

- Key Skills (see Appendix 4)
- Adult Literacy and Numeracy (see Appendix 6)

Assessment and grading

This unit will be assessed by:

One assignment per unit

Unit 001 Developing own knowledge and practice in a health and social care setting

Outcome 1 Identify own role in relation to employment requirements

The candidate will be able to:

- 1.1 identify the relevant codes of practice or standards for own work place
- 1.2 state the requirements for being a care worker
- 1.3 describe own role and responsibilities in the workplace
- 1.4 explain how to ensure the rights of others are respected during training activities
- 1.5 explain why it is important for care workers to keep up-to-date with changes and continue learning.

Suggested topics for learning programmes

- References to relevant codes of practice (eg National Service Standards, General Social Care Council, Care Council for Wales, Scottish Social Services Council, Northern Ireland Social Care Council, NHS Trust Codes of Practice)
- Candidate's own job description
- Qualification and CPD requirements to meet National Service Standards, NHS Agenda for Change, NHS Knowledge and Skills Framework (KSF), registration requirements
- Issues of individual's rights in relation to staff development

Unit 001 Developing own knowledge and practice in a health and social care setting

Outcome 2 Identify own learning and development goals

The candidate will be able to:

- 2.1 explain the arrangements for supervision and appraisal in the workplace
- 2.2 identify own training needs
- 2.3 identify own learning style.

Suggested topics for learning programmes

- Candidate's arrangements for supervision
- Candidate's arrangements for appraisal
- Consideration of Candidate's personal development needs
- Use of a recognised tool to identify candidate's preferred learning style
- Agenda for Change (Health)
- NHS Knowledge and Skills Framework (KSF) in Health
- How to identify own training needs and what sources of information can be used to do this
- Social Care Codes of Practice
- Induction Frameworks or Standards

Unit 001 Developing own knowledge and practice in a health and social care setting

Outcome 3 Agree a personal development plan

The candidate will be able to:

- 3.1 explain how to access relevant training
- 3.2 explain the different ways that workers can develop their skills
- 3.3 identify people who can help the worker to develop their skills.

Suggested topics for learning programmes

- How candidate's can best access relevant training, including formal and informal training
- An identification of the relevant people who can assist with personal and professional development
- Why it is important to have a personal / professional development plan

Unit 001 Developing own knowledge and practice in a health and social care setting

Outcome 4 Review own progress towards learning and development goals

The candidate will be able to:

- 4.1 explain the reasons for having supervision and appraisal in the workplace
- 4.2 describe ways to evaluate own practice
- 4.3 describe how new knowledge and skills can be used at work.

Suggested topics for learning programmes

- The reasons for having supervision in the care setting
- The reasons for having an appraisal in the care setting
- Different ways to evaluate and reflect on own work practice
- The range of ways that new knowledge and skills can be applied effectively in the care setting
- Differences between professional and personal development and how one can support the other
- The meaning and purpose of reflective practice

Unit 001

Developing own knowledge and practice in a health and social care setting

Mapping

Outcome	Links to knowledge specification from HSC23
Identify own role in relation to employment requirements	1,2, 3, 4, 5
Identify own learning and development goals	4, 5, 6, 10, 12
Agree a personal development plan	5, 6, 7, 8, 9ab
Review own progress towards learning and development goals	4, 6, 9ab, 10, 11, 12

Unit 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Rationale

This unit is about understanding and applying the principles and values that inform all health and social care practice.

Learning outcomes

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

- Investigate values, rights and responsibilities
- Understand the rights, needs and responsibilities of individuals
- Identify ways of working which respect differences
- Identify own responsibilities in protecting individuals from harm or abuse

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Health Level 2 and N/SVQ in Health & Social Care Level 2
 - Unit HSC 24

NHS Knowledge and Skills Framework (October 2004)

- Dimension: Core 6 Equality and Diversity, Level: 2

For further details see Appendix 7.

Key Skills/Adult Literacy

This unit contributes towards the following areas:

- Key Skills (see Appendix 4)
- Adult Literacy and Numeracy (see Appendix 6)

Assessment and grading

This unit will be assessed by:

One assignment per unit

Unit 002 Supporting the care, protection and well-being of individuals in a health and social care setting

Outcome 1 Investigate values, rights and responsibilities

The candidate will be able to:

- 1.1 identify how health and social care values may differ from those held by others in the workplace
- 1.2 describe how problems or conflicts caused by differing values can be overcome
- 1.3 identify how to record and report comments and complaints
- 1.4 outline the legal requirements and their organisations policies and procedures relating to confidentiality
- 1.5 identify how to get advice and support to improve practice in relation to promoting rights
- 1.6 identify and use sources of information about protection to improve practice.

Suggested topics for learning programmes

- What values are
- What beliefs are
- What attitudes are
- How life experiences can affect values beliefs and attitudes
- Rights legislation
- Equality legislation
- Equality and diversity
- Workplace policies and procedures
- Differences between moral and legal rights

Unit 002 Supporting the care, protection and well-being of individuals in a health and social care setting

Outcome 2 Understand the rights, needs and responsibilities of individuals

The candidate will be able to:

- 2.1 describe ways to find out about an individual's needs, rights and preferences
- 2.2 describe how workplace policies and procedures in relation to personal records comply with current legislation
- 2.3 describe how the use of risk assessments protect people whilst respecting their views and choices
- 2.4 describe how to help people to understand their needs, rights and responsibilities.
- 2.5 describe ways to encourage people to take as much control over their lives as possible
- 2.6 state why it is important to monitor an individual's condition and circumstances.

Suggested topics for learning programmes

- Differences between moral and legal rights
- Current legislation relating to personal records
- Risk assessments
- How to balance individual's views and choices with risk
- Discrimination
- Stereotyping

Unit 002 Supporting the care, protection and well-being of individuals in a health and social care setting

Outcome 3 Identify ways of working which respect differences

The candidate will be able to:

- 3.1 outline the legal requirements relating to individual's rights and equality that apply to health and social care in the country in which they are working
- 3.2 describe ways in which legal requirements are put into practice to promote equality and diversity in their workplace
- 3.3 describe how best to challenge discrimination
- 3.4 describe ways of promoting equality and diversity in the workplace
- 3.5 describe how events and experiences throughout a person's life can affect them.

Suggested topics for learning programmes

- Rights and equality legislation
- What discrimination is
- What stereotyping is
- Ways of promoting equality
- How life experiences can affect people
- Researching what diversity means

Unit 002 Supporting the care, protection and well-being of individuals in a health and social care setting

Outcome 4 Identify own responsibilities in protecting individuals from harm or abuse

The candidate will be able to:

- 4.1 identify factors that may lead to danger, harm and abuse
- 4.2 identify the signs and symptoms of danger, harm and abuse
- 4.3 describe the correct procedures to follow if danger, harm and abuse are suspected or disclosed
- 4.4 describe how workers may protect themselves and others with whom they work from danger, harm and abuse.

Suggested topics for learning programmes

- Factors that may lead to danger, harm and abuse
- Signs and symptoms
- Policies and procedures
- Ways of protecting the worker and others
- Protection legislation and guidance

Unit 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Mapping

Outcome	Links to knowledge specification from HSC24
Investigate values, rights and responsibilities	1, 4, 7, 8, 9abe,10, 11, 19, 20
Understand the rights, needs and responsibilities of individuals	2, 3, 5, 6, 7, 8, 9cdg,12, 13, 14,15, 21
Identify ways of working which respect differences	1, 2, 7, 12
Identify own responsibilities in protecting individuals from harm or abuse	5, 9fg,12, 15, 16, 17, 18

Unit 003

Communicating with, and completing records for individuals in a health and social care setting

Rationale

This unit is about communicating effectively and sharing information with and about individuals in a health and social care setting.

Learning outcomes

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

- Identify the skills needed to communicate effectively
- Describe own role in supporting individuals to communicate effectively
- Identify reasons for and ways of sharing information and keeping records

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Health Level 2 and N/SVQ in Health & Social Care Level 2
 - Unit HSC 21

NHS Knowledge and Skills Framework (October 2004)

- Dimension: Core Communication, Level: 2

For further details see Appendix 7.

Key Skills/Adult Literacy

This unit contributes towards the following areas:

- Key Skills (see Appendix 4)
- Adult Literacy and Numeracy (see Appendix 6)

Assessment and grading

This unit will be assessed by:

One assignment per unit

Unit 003 Communicating with, and completing records for individuals in a health and social care setting

Outcome 1 Identify the skills needed to communicate effectively

The candidate will be able to:

- 1.1 identify the different ways that people communicate
- 1.2 describe ways of finding out how an individual likes to communicate
- 1.3 identify the skills needed for effective communication
- 1.4 describe the skills required to meet differing communication needs of individuals
- 1.5 explain how to respond to discriminatory comments.

Suggested topics for learning programmes

- Ways of communicating effectively including active listening, use of space, positioning, body language and eye contact
- The range of different methods of communication that can support individuals' needs, preferences, diversity and equality
- Sources of information about communication needs, such as organisational records, the individual, relevant professionals and outside agencies
- The specific communication needs of the individuals within the workplace
- Discrimination in relation to communication and ways it can be challenged effectively

Unit 003 Communicating with, and completing records for individuals in a health and social care setting

Outcome 2 Describe own role in supporting individuals to communicate effectively

The candidate will be able to:

- 2.1 identify the reasons why people may find it difficult to communicate
- 2.2 describe ways of supporting individuals to communicate effectively
- 2.3 describe what should be done when communication is not effective.

Suggested topics for learning programmes

- The factors that may affect an individual's communication skills and abilities; for example language, age, development, culture, health etc
- The range of methods and equipment used to support communication in the care worker's workplace
- The care worker's role in actively supporting individuals to communicate by providing sufficient time and an appropriate environment
- Effective interactions, including ways of adapting communication, checking understanding, facilitating use of equipment and access to interpreters and advocacy services
- Sources of information about communication methods, aids and equipment relating to specific communication needs and preferences; for example professionals, interpreters, translators and outside agencies
- The changes that may occur relating to an individual's communication, for example, speech, hearing and appropriateness of methods and equipment
- How to recognise when communication is ineffective and the action to be taken by the care worker according to organisational policy
- Relevant legal requirements eg Welsh Language Act
- Relevant Codes of Practice

Unit 003 Communicating with, and completing records for individuals in a health and social care setting

Outcome 3 Identify reasons for and ways of sharing information and keeping records

The candidate will be able to:

- 3.1 explain why information might need to be shared with others
- 3.2 describe the different ways that information is shared in the workplace
- 3.3 explain what is meant by confidentiality in health and social care
- 3.4 explain the legal requirements for keeping, storing and sharing personal information
- 3.5 describe how workplace procedures comply with legal requirements for keeping, storing and sharing personal information
- 3.6 identify the reasons for keeping records
- 3.7 explain how to complete records accurately and in a way that respects differences.

Suggested topics for learning programmes

- The legal and organisational requirements relating to sharing information with and about individuals including handover, reporting and recording
- The importance and purposes of confidentiality within a health and social care setting
- The role and accountability of the care worker in maintaining security of records: accurate recording, reporting and sharing information
- Ways of keeping all information confidential in relation to the different methods of communication used within the workplace, for example in person, telephone, fax, email etc
- Legislation and organisational policies relating to recording, reporting and sharing information with and about individuals including the Data Protection Act 1998
- Codes of practice and conduct relevant to the care worker and others in their workplace relating to recording, reporting and sharing information with and about individuals, for example General Social Care Council, Care Council for Wales, Scottish Social Services Council, Northern Ireland Social Care Council, Nursing and Midwifery Council
- Principles of completing records in a way that ensures that the information is accurate, legible, relevant, complete, up-to-date and differentiates between facts and opinions
- How to complete records in ways which respects differences

Unit 003

Communicating with, and completing records for individuals in a health and social care setting

Mapping

Outcome	Links to knowledge specification from HSC21
Identify the skills needed to communicate effectively	3, 5a, 7, 8, 9
Describe own role in supporting individuals to communicate effectively	2, 5c, 6, 7, 9
Identify reasons for and ways of sharing information and keeping records	1, 4, 5bc, 10, 11, 12, 13, 14

Rationale

This unit is about legal and workplace requirements, awareness of hazards and risks in the workplace and good health and safety practice.

Learning outcomes

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

- Identify relevant laws and workplace requirements in relation to health and safety at work
- Identify hazards and risks in the workplace
- Describe good health and safety practice in a care setting

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Health Level 2 and N/SVQ in Health & Social Care Level 2
 - Unit HSC 22

NHS Knowledge and Skills Framework (October 2004)

- Dimension: Core 3 Health, safety and security, Level: 2

For further details see Appendix 7.

Key Skills/Adult Literacy

This unit contributes towards the following areas:

- Key Skills (see Appendix 4)
- Adult Literacy and Numeracy (see Appendix 6)

Assessment and grading

This unit will be assessed by:

One assignment per unit

Unit 004 Understanding health and safety practice in a health and social care setting

Outcome 1 Identify relevant laws and workplace requirements in relation to health and safety at work

The candidate will be able to:

- 1.1 identify the relevant laws and legal regulations relating to health and safety at work
- 1.2 identify the workplace procedures relating to health and safety practice.
- 1.3 explain the procedures for recording and reporting accidents and emergencies at work
- 1.4 describe the requirements for ensuring that the rights of the individual are respected when dealing with health and safety matters

Suggested topics for learning programmes

- Legal and organisational requirements relating to aspects such as infection control
 - COSHH
 - Moving and handling
 - Duty to protect self and others
 - Data protection
 - Assessing risk
 - Reporting risk
 - Reporting accidents and emergencies RIDDOR
 - Incorporating care and health values into all aspects of work
 - Codes of practice
 - Fire procedures

Unit 004 Understanding health and safety practice in a health and social care setting

Outcome 2 Identify hazards and risks in the workplace

The candidate will be able to:

- 2.1 describe how to reduce the spread of infection in the workplace
- 2.2 explain how own health and hygiene may affect the safety of others in the workplace
- 2.3 describe the types of personal protective equipment that should be used at work
- 2.4 explain why personal protective equipment should be used at work
- 2.5 identify hazards that might cause accidents or injuries at work
- 2.6 explain why some individuals may be more at risk of accidents or injury than others
- 2.7 describe their own responsibility in identifying hazards and risks in the workplace
- 2.8 identify different kinds of emergency which may occur in the workplace

Suggested topics for learning programmes

- Current best practice for infection prevention and control
- Current best practice for use of personal protective equipment
- Awareness of assessing risks
- Awareness of dealing effectively with hazards
- Awareness of risks that some people may face
- Candidate's role/responsibilities and limitations
- Awareness of emergency situations which could occur in health and social settings

Unit 004 Understanding health and safety practice in a health and social care setting

Outcome 3 Describe good health and safety practice in a care setting

The candidate will be able to:

- 3.1 explain how to work safely with hazardous and non-hazardous materials
- 3.2 explain how to work safely with hazardous and non-hazardous equipment
- 3.3 describe how to move and handle people safely and with dignity as appropriate to your setting and role
- 3.4 describe how to move objects safely as appropriate to your setting and role
- 3.5 describe the correct use of health and safety records
- 3.6 explain the correct actions to take when they see key changes in an individual's condition
- 3.7 explain how to protect the rights of individuals and follow good health and safety practice
- 3.8 describe the security arrangements at work

Suggested topics for learning programmes

- Current best practice on moving and handling
- Current best practice on use storage and disposal of hazardous and non-hazardous material
- Current best practice on use, storage and disposal of hazardous and non-hazardous waste
- Understanding of own role and responsibility for reporting changes in an individual
- Current best practice on obtaining, completing, storing and sharing health and safety records
- Balance between health and safety and upholding rights (eg choice, confidentiality, dignity etc)
- Awareness of security procedures in workplace, in respect of people and the environment.

Unit 004

Understanding health and safety practice in a health and social care setting

Mapping

Outcome

Links to knowledge specification from HSC22

Identify relevant laws and workplace requirements in relation to health and safety at work

1, 3, 4

Identify hazards and risks in the workplace

9, 13, 14, 15, 16, 17, 18

Describe good health and safety practice in a care setting

2, 5, 6, 7, 8, 10, 11, 12

8 The assignments

8.1 Introduction

Candidates are required to complete **all** the tasks in each assignment.

A number of the tasks require answers to be presented in a table or grid. Tables/grids are provided in the assignments which follow. Candidates may use these or may wish to create their own tables/grids. Tables/grids created by candidates must contain the same information as the tables/grids provided by City & Guilds in the assignment.

Each assignment is followed by Form VRQ3 (candidate Unit Assessment record, assignment feedback and results sheet) which includes the marking criteria and evidence guide for each task in the assignment. This form must be completed by the assessor and retained with the assignment for verification.

Assignment 001

Developing own knowledge and practice in a health and social care setting

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Assignment 003

Communicating with, and completing records for individuals in a health and social care setting

Assignment 004

Understanding health and safety practice in a health and social care setting

Assignment 001

Developing own knowledge and practice in a health and social care setting

Task A

This task takes place over a period of time.

At the beginning of the programme:

- 1 Identify your own learning style using a recognised tool.
- 2 Produce a personal development plan for your own learning (you may use the table in the handbook).

This should include:

- what your learning goals are
- what skills or knowledge you want to develop
- how you can do this (referring to your own learning style)
- Who will help you?
- How you can put these skills into practice in a way that does not have a negative effect on the rights of individuals?

At the mid point of the programme:

- 3 Revise your personal development plan

This should include:

- Have you achieved your goals?
- How helpful was any training or guidance you received?
- How have you been able to use new skills or knowledge?
- What are your new or updated goals?
- How you can do this (referring to your own learning style)?
- Who will help you?
- How you can put these skills into practice in a way that does not have a negative effect on the rights of individuals?

At the end of the programme:

- 4 Revise your personal development plan again.

This should include:

- Have you achieved your goals?
- How helpful was any training or guidance you received?
- How have you been able to use your new skills or knowledge?
- What are your new goals?
- How you can do this (referring to your own learning style)?
- Who will help you?
- How you can put these skills into practice in a way that does not have a negative effect on the rights of individuals?

Assignment 001

Developing own knowledge and practice in a health and social care setting

Task B

Imagine you have a friend who wants to apply for a job in care.

Write a letter to your friend:

- 1 Describe your work setting.
- 2 Identify the responsibilities of a care worker in your workplace.
- 3 Give a short description of the standards and codes that care workers must follow.
- 4 Explain the reasons why supervision and appraisal are an important part of care work.
- 5 Identify the arrangements in your workplace for training and developing care worker's skills.

Personal Development Plan

What skills do you want to develop?

How can you do this?

Who will help?

How can you practise these skills sensitively?

Have you achieved your goals?

How helpful was the training/guidance you had?

How have you been able to use the skills/knowledge?

Form VRQ 3

Candidate unit assessment record, assignment feedback and result sheet

VRQ title	Level 2 Certificate in Health and Social Care (3179)		
Candidate's name	City & Guilds enrolment number		
Assessor's name	Centre number		
Dates assignment submitted	1st		
	2nd		

Unit 001 Developing own knowledge and practice in a health and social care setting	1st Submission Outcome Pass/Fail	2nd Submission Outcome Pass/Fail	IV Signature if sampled
Task A1			
Task A2			
Task A3			
Task A4			
Task B1			
Task B2			
Task B3			
Task B4			
Task B5			

Assessor/Tutor's feedback to candidate/student on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback on outcome of second submission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, authenticity, currency and sufficiency

Tutor/assessor's signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier signature

Date

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Task A

In this task you may answer the questions about either Anya or Lewis. Choose the individual who best matches the needs of the individual you work with.

Anya is an individual who is new to the care service where you work. Anya needs some help with transferring and personal care.

Lewis is an individual who is new to the care service where you work. Lewis needs encouragement and support to find out about and use local leisure facilities

- 1 Write an account explaining:
 - a How you could find out relevant information about Anya's/Lewis's needs and how s/he likes these to be met.
 - b How you could best help Anya/Lewis to understand her/his rights and responsibilities when using the care service.
 - c How you could encourage Anya/Lewis to take as much control over her/his life as possible.
 - d Why it would be important to monitor Anya's/Lewis's condition and circumstances.

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Task B

- 1 Identify at least **two** laws relating to **each** of the following:
 - a Protecting information.
 - b Promoting equality and diversity.
 - c Protecting human rights.(dates of the acts are not necessary)

- 2 For each of the above, give **two** examples of how your workplace procedures meet the legal requirements.

You may record your answers on the following table.

	Example 1	Example 2
Relevant law about protecting information		
Relevant law about promoting equality and diversity		
Relevant law about protecting human rights		

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Task C

Plan and prepare a display to help care workers develop a better understanding of diversity and how to work in a way that respects differences.

The display must cover:

- the type of experiences or events that can affect people
- how experiences or events can affect people
- what is discrimination
- what is stereotyping
- ways of encouraging an understanding and welcoming of differences
- how discrimination can best be challenged in the workplace
- where care workers can find more information and advice on promoting the rights of individuals.

The display could include a mixture of the following ways to show your understanding:

- posters with an explanation of what the poster means
- leaflets
- checklists for staff
- written explanations.

You should use at least **two** different ways of presenting the information.

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Task D

- 1 Mr Harrop wants to make a comment or complaint about the care service that he receives.
 - a Write an imaginary comment or complaint for Mr Harrop. Use the relevant forms from your workplace if available.
 - b Obtain a copy of the comments or complaints procedure from your workplace.
 - c Explain to your Assessor what should happen when complaints are made within your own responsibility.
 - d Explain to your Assessor the actions that the organisation should take when dealing with these complaints.
(This discussion should be recorded either in writing or on tape)

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Task E

- 1 Give **two** examples of how people's values may be different to health and care values.
- 2 For each example, suggest **one** conflict or difficulty that may happen, and how best to resolve it.

You may use the following table to record your answer.

	Difference in values	Conflict or difficulty this may create	How best to resolve conflict or difficulty
Example 1			
Example 2			

Assignment 002

Supporting the care, protection and well-being of individuals in a health and social care setting

Task F

- 1 Read the following scenario and answer the questions.

Thomas is 26 years old. He has learning disabilities and finds it difficult to speak clearly. Thomas lives in a community home, and attends a day centre and college. Recently the care worker who supports Thomas in the day centre has become worried that he might be physically abused and neglected.

- a Identify **three** physical signs that might suggest Thomas is being abused
 - b Identify three signs that might suggest Thomas is being neglected
 - c Identify three behavioural changes that might suggest Thomas is being abused.
 - d Identify two factors that might make Thomas vulnerable to abuse or harm
 - e What is the correct action for the care worker to take if they suspect harm or abuse?
 - f Where could the care worker find information and advice about protecting vulnerable adults?
- 2 Refer to your organisation's policy on keeping people safe and write an account saying how you can best protect yourself and others from danger, harm or abuse in your own workplace.

Form VRQ 3

Candidate unit assessment record, assignment feedback and result sheet

VRQ title	Level 2 Certificate in Health and Social Care (3179)		
Candidate's name	City & Guilds enrolment number		
Assessor's name	Centre number		
Dates assignment submitted	1 st		
	2 nd		

Unit 002 Supporting the care, protection and well- being of individuals in a health and social care setting	1st Submission Outcome Pass/Fail	2nd Submission Outcome Pass/Fail	IV Signature if sampled
Task A1			
Task B1			
Task B2			
Task C			
Task D			
Task E1			
Task E2			
Task F1			
Task F2			

Assessor/Tutor's feedback to candidate/student on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback on outcome of second submission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, authenticity, currency and sufficiency

Tutor/assessor's signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier signature

Date

Assignment 003

Communicating with, and completing records for individuals in a health and social care setting

Task A

- 1 The following scenario is about an individual who is new to a care service.
 - a Imagine you work in a residential home and Frank has come to stay for a two-week trial visit.
 - i Identify the information you would need before you communicate with Frank.
 - ii Explain how and where you would find this information.
 - iii Describe other ways to find out about the ways Frank likes to communicate.
 - b Towards the evening, Frank becomes upset and confused. He is restless and walks around the lounge asking people questions. One of the residents starts to shout at him because she can't hear the television. She makes rude comments about him because of his behaviour.
 - i Describe how you should deal with this situation.
 - ii Write up the incident according to the procedure in your workplace.
 - iii Explain why you should share this information with key people.

Assignment 003

Communicating with, and completing records for individuals in a health and social care setting

Task B

Choose two individuals, imagined or real, you work with who have specific communication needs, such as speaking different languages or who have physical impairments. Making sure that you respect confidentiality, complete the following.

- 1 Describe each individual's specific communication needs including:
 - a The way they prefer to communicate
 - b Factors that affect the way they communicate.
- 2 Explain how you support both individuals to communicate in the following ways:
 - a Using your verbal and non-verbal skills
 - b Arranging the environment
 - c Using any equipment or aids.
- 3 Describe how the following people can support individuals to communicate and give an example of when each would be needed.
 - a Advocate
 - b Interpreter.

Assignment 003

Communicating with, and completing records for individuals in a health and social care setting

Task C

- 1 In **each** of the following situations, identify the records you should use to find out or pass on the information needed.
 - a An individual had a fall but was not hurt.
 - b Urmilla, one of the individuals you work with, is going out for lunch today.
 - c How you find out about what an individual's needs are.
 - d While supporting an individual you notice a skin rash.

- 2 Describe **two** different ways information is shared in your work place. For each of these explain how confidentiality is protected. Use the table below to record your answers.

	Information is shared by	Confidentiality is respected by
1		

2		
---	--	--

3 Produce a list of guidelines for all staff about sharing, storing and recording information in your workplace.

Include:

- a Why confidentiality is important in health and social care.
- b Responsibilities under the Data Protection Act.
- c Individuals rights to access information written about them.

Form VRQ 3

Candidate unit assessment record, assignment feedback and result sheet

VRQ title	Level 2 Certificate in Health and Social Care (3179)		
Candidate's name	City & Guilds enrolment number		
Assessor's name	Centre number		
Dates assignment submitted	1st		
	2nd		

Unit 003 Communicating with and completing records for individuals in a health and social care setting	1st Submission Outcome Pass/Fail	2nd Submission Outcome Pass/Fail	IV Signature if sampled
Task A1			
Task B1			
Task B2			
Task B3			
Task C1			
Task C2			
Task C3			

Assessor/Tutor's feedback to candidate/student on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback on outcome of second submission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, authenticity, currency and sufficiency

Tutor/assessor's signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier signature

Date

Assignment 004

Understanding health and safety practice in a health and social care setting

Task A

- 1 This part of the task is about being able to identify common hazards in a home environment and suggesting ways of reducing risks.

Look at Table 1 which lists the common areas in a home environment. Complete Table 1 for each area and identify:

- a **two** possible health and safety hazards in each of the areas.
- b **one** suggestion for working safely to reduce the risk for each of the hazards.

- 2 Read the following case study and complete the following:

Minnie lives at home with her son. She is no longer able to manage the stairs and sleeps downstairs in the lounge, which is 12 square metres in area. She now needs assistance to transfer in and out of bed. Her son cares for her but goes to work during the day. Care workers call three times a day to assist her to get up, go to bed and prepare her lunch.

You have been working with Minnie for six months and a recent risk assessment has shown that a hoist should be used to transfer her in and out of bed. The lounge is full of Minnie's furniture and other possessions. Minnie is happy to move some of the furniture into the dining room, but wishes to save room for her sofa, television, sideboard and a small table where she likes to eat and does not want the bed against the window or the radiator. The room is rectangular in shape and the radiator and window are not on the same wall.

Draw a diagram showing how you could make the room safe for moving and handling activities, whilst respecting Minnie's rights. (Talk to your Assessor about how this could be used for Key Skills).

- 3 Minnie's son and his friend arrange to move the rest of the furniture into the dining room. You are asked to give them advice on:
 - a the risks involved in this activity
 - b **four** points to remember when moving objects.

Use Table 2 provided to record this

Table 1

Area	Hazards	Ways of working safely
Entrance area		
Hallway and stairs		
Kitchen		
Lounge		
Bathroom		
Toilet		
Outside area		

Table 2

The risks are:

1 Four points to remember

2

3

4

Assignment 004

Understanding health and safety practice in a health and social care setting

Task B

- 1 Choose one individual you work with. Look at the risk assessments that you follow in relation to this individual. Give a detailed report to a colleague who does not know the individual and is coming on duty as you finish. This may be in form of role play or as a written report as in a care plan.

Use the following headings for guidance.

- Identify the risks that relate to this individual
 - Explain why the individual is vulnerable to these risks
 - Describe how they should work with the individual relating to their risk assessments.
- 2 Your colleague is new to the organization. Explain the records that should be completed:
 - If an individual has a fall
 - If there are changes in an individual's health or well being.

This may be in form of role play or as a written report.

Assignment 004

Understanding health and safety practice in a health and social care setting

Task C

- 1 Complete the chart below to show your responsibilities relating to the following laws. In the last box, choose an example that relates to your workplace, for example Manual Handling Operations Regulations 1992 or Food Safety Act 1990.

Law	My responsibilities
Health and Safety at Work Act 1974	
Control of Substances Hazardous to Health Regulations 2002 (COSHH)	
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)	
Select own choice relevant to work area	

- 2 Produce your own chart to show your responsibilities relating to the following workplace policies:
 - Security
 - Emergency procedures.

Assignment 004

Understanding health and safety practice in a health and social care setting

Task D

Produce a list of guidelines relating to infection control to be displayed in the workplace. You should include:

- how infection may affect people in the workplace
- good hygiene practice
- responsibilities of care staff in relation to their own health and hygiene
- how personal protective equipment is used to reduce the spread of infection
- disposal of waste.

Form VRQ 3

Candidate unit assessment record, assignment feedback and result sheet

VRQ title	Level 2 Certificate in Health and Social Care (3179)		
Candidate's name	City & Guilds enrolment number		
Assessor's name	Centre number		
Dates assignment submitted	1st		
	2nd		

Unit 004 Understanding health and safety practice in a health and social care setting	1st Submission Outcome Pass/Fail	2nd Submission Outcome Pass/Fail	IV Signature if sampled
Task A1			
Task A2			
Task A3			
Task B1			
Task B2			
Task C1			
Task C2			
Task D			

Assessor/Tutor's feedback to candidate/student on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback on outcome of second submission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, authenticity, currency and sufficiency

Tutor/assessor's signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier signature

Date

Appendix 1 VRQ Recording Forms

The following recording forms are provided for centre use and may be photocopied as required for this VRQ.

- Form VRQ 1** **Candidate and centre details**
This form should be completed and placed at the front of the file/portfolio in which candidate's assignments are kept.
- Form VRQ 2** **Summary of Achievement**
Form used to record the candidate's on-going completion of units and progress towards final achievement. It also allows the internal verifier and external verifier to indicate which units have been sampled for verification purposes.
- Form VRQ 3** **Candidate assessment record, assignment feedback and results sheet**
This form is used to record the results of each assignment and feedback to the candidate. It should be used, where necessary, to record an action plan for and results of all allowable assignment resubmissions. Internal Verifiers should also sign this form on completion of each unit. See Section 8 – individual unit assignments.
- Form VRQ 4** **Assignment witness statement form**
Form used for assignments where confirmation of the completion of work-based activities is required.

Centres are reminded that Forms VRQ 2 and 3 must be safeguarded by the centre throughout the candidate's period of assessment and then kept by the centre for a period of three years after completion of the qualification. Candidates should be given a photo/copy of the completed forms to keep in their file/portfolio.

Form VRQ 2

Summary of achievement

VRQ title	Level 2 Certificate in Health and Social Care
Candidate name	City & Guilds ENR no
Centre name	Centre number

Unit	Assignments	Date completed	Pass Fail	IV Signature if sampled	EV Signature if sampled
Unit 001	Developing own knowledge and practice in a health and social care setting				
Unit 002	Supporting the care, protection and well being of individuals in a health and social care setting				
Unit 003	Communicating with, and completing records for individuals in a health and social care setting				
Unit 004	Understanding health and safety practice in a health and social care setting				

All the assignments above have been completed to the required standard and meet the requirements for validity, authenticity, currency and sufficiency

Assessor's name	
Assessor signature	Date
Candidate's signature	Date
Internal verifier's signature	Date

Form VRQ 4

Assignment witness statement form

VRQ title Level 2 Certificate in Health and Social Care

Candidate's name

Assignment no

Assignment title

Task(s)

I certify that the above candidate has:

- carried out the practical tasks listed in the assignment
- followed the values of the health and social care standards throughout
- gained permissions from the setting where appropriate.

Signed

Date

Position held

Location

Appendix 2 Key words and terms

The following key words and terms are used in the units.

Term	Definition
advocates	People who speak on behalf of an individual, usually representing their views at a formal gathering such as a review
allied professionals	People whose work is related to health and social care , but are not care workers, such as teachers, doctors, occupational therapists
attitudes	The way that our beliefs affect the views we have about how people should live their lives
beliefs	Something that we understand to be true and that guides the way we live our life
CPD	Continuing Professional Development. Learning and developing through training, supervision, reflective practice etc. A requirement of continued registration in social care
cognitive	The way a person thinks and understands what is happening around them
culture	The way a person lives their life based on their upbringing, attitudes and beliefs
ethics	Something that fits the shared set of moral values that guide the way we behave
ethical	Something that fits the shared set of moral values that guide the way we behave.
evaluate	Thinking about a particular event or incident and deciding whether it has achieved the original aims.
factors	Everything that can have an effect on a situation, such as: personal history, present circumstances, behaviour of others
frailty	Being physically or mentally fragile.
interpreters	People who translate language when people do not speak the same language. In addition to translating the actual words, they can explain exactly what is meant.
moral	A way of behaving or a belief that is not laid down in law but is generally agreed to be good or correct, such as fairness and truthfulness.
reflective practice	Thinking about the workers own performance, what went well and what could have been improved and learning from this for future practice.
sensory	Relating to sight, hearing, touch, smell or taste
simulation	A planned situation that is not real, for example a fire drill
values	A set of beliefs that underpin all care work, such as respecting differences, maintaining confidentiality, enabling individuals to make their own choices

Appendix 3 Connections to N/SVQs and other qualifications

City & Guilds has identified the connections to linked N/SVQs and other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards a N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

This mapping can be found within each of the units in this centre resource pack.

Appendix 4 Key Skills signposting

The qualification provides opportunities to gather evidence for the accreditation of Key Skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualifications.

Unit number	Communication	Application of Number	Information Technology	Problem Solving	Improving own Learning and Performance	Working With Others
001	C2.1a.1 C2.1a.2 C2.1a.3 C2.2.1 C2.2.2 C2.2.3		ICT2.1.1 ICT2.2.1 ICT2.2.2 ICT2.3.1 ICT2.3.2	PS2.1.1	Assignment may cover	WO2.1.1
002	C2.1a.1 C2.1a.2 C2.1a.3 C2.2.1 C2.2.2 C2.2.3		ICT2.1.1 ICT2.2.1 ICT2.2.2 ICT2.3.1 ICT2.3.2	PS2.1.2	LP2.1.1	WO2.1.2
003	C2.1a.1 C2.1a.2 C2.1a.3 C2.2.1 C2.2.2 C2.2.3		ICT2.1.1 ICT2.2.1 ICT2.2.2 ICT2.3.1 ICT2.3.2	PS2.1.3	LP2.1.2	WO2.1.3
004	C2.1a.1 C2.1a.2 C2.1a.3 C2.2.1 C2.2.2 C2.2.3	It is possible that the assignment will give opportunities for AoN L1	ICT2.1.1 ICT2.2.1 ICT2.2.2 ICT2.3.1 ICT2.3.2	Assignment may cover	LP2.1.3	WO2.2.1

Appendix 5 The wider curriculum

Candidates taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, Environmental education and Health and Safety

Unit No and Title	Spiritual, moral, ethical, social and cultural	European dimension	Environmental education	Health and safety
001	✓			
002	✓	✓		✓
003	✓			
004	✓	✓	✓	✓

Appendix 6 Skills for Life Mapping

The learning programme may have the opportunity to cover the following:

Level 2 Reading & Writing	Code
Read a report on an issue of caring and make a judgement about it	Rt/L2.1
Identify when a text is giving an opinion about matters relating to care	Rt/L2.2
Pick out the main points and details in texts relating to work, home and learning, eg get the details of retirement residence services from a web site; note the main points from an article related to a subject of study/interest	Rt/L2.3
Read about and spot the pros and cons of an issue, eg different techniques for moving a service user and come to a conclusion.	Rt/L2.4
Understand that information on the same topic from different sources may have different, even contradictory emphases, eg articles about care for residents in a newspaper and in a trade magazine.	Rt/L2.5
Understand that information can be organised and referenced in different ways and in different layers of detail, eg website directories and reference books on caring.	Rt/L2.6
Know how to skim for gist, scan to locate information, read in detail to select and judge relevance of specific information, eg research for a project on care using reference books, trade papers and the internet.	Rt/L2.7
Summarise the key points (eg from a newspaper article/official report on a subject relevant to life) for discussion at a meeting, eg new retirement residence opening in the immediate vicinity.	Rt/L2.8
Read and understand a newspaper report on some research into the safety of new products	Rs/L2.1
Understand that certain punctuation is used for particular purposes in some text types, eg semicolon, hyphen, dash, brackets, in lists of products, leaflets about new treatments, brochures on retirement residences.	Rs/L2.2
Use knowledge of word roots or word families to work out the likely meanings of technical words.	Rw/L2.1
Look up an unfamiliar word in a suitable dictionary and decide from a range of meanings which one is best, eg when reading a legal letter or technical report.	Rw/L2.2
Read a formal text, eg a staff insurance renewal notice, and recognise the technical jargon.	Rw/L2.3

Speaking and Listening**Code**

Listen for and identify relevant information from extended explanations or presentations on a range of topics, eg from a talk by a tutor on work placement/experience in residential homes	SLlr/L2.1
Respond to detailed or extended questions on a range of topics, eg in a job review/appraisal/interview or from a relative or other professional	SLlr/L2.3
Understand that successful cooperation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution in a placement or practical situation, working with others.	SLlr/L2.4
Speak clearly and confidently in a way, which suits the situation, know how to adapt the way of speaking to suit listener, context and purpose, eg give a brief presentation to relative or colleagues.	SLc/L2.1
Make requests and ask questions to obtain detailed information in familiar and unfamiliar settings. Eg asking a colleague for specific information about a resident.	SLc/L2.2
Adapt the level of formality in language and style depending on situation and listeners, eg less formal for classmates, more formal for colleagues or service-users	SLc/L2.3
Present information and ideas in a logical sequence and provide further detail and development to make clear and confirm information, eg giving a clear explanation to a service – user.	SLc/L2.4
Make relevant contributions and help to move discussions forward, eg in discussion with a relative.	SLd/L2.1
Make useful contributions to different discussions with staff and other learners, eg quickly decide how to complete an activity there and then.	SLd/L2.2
Use appropriate phrases for interruption and change of topic, eg in a team meeting.	SLd/L2.3
Support opinions and arguments with evidence, eg in discussion with a supervisor about actions taken.	SLd/L2.4
Take part in a heated discussion, which remains good-natured and productive, eg to decide and plan a group outing.	SLd/L2.5

Skills for Life Referencing Key

SLlr Speaking and listening – listen to respond

SLc Speaking and listening – speak to communicate

SLd Speaking and listening – engage in discussion

Rt Reading comprehension (text focus)

Wt Writing composition (text focus)

Rs Reading – grammar and punctuation

Ws Writing – grammar and punctuation

Rw Reading – vocabulary, word recognition and phonics

Ww Writing – spelling and handwriting

Adult literacy core curriculum

	Rt	Rs	Rw	SLlr	SLc	SLd
001	L2	L2	L2	L2	L2	L2
1	1	1	1	1	1	1
2		2	2	3	2	2
3			3	4	3	3
4					4	4
5						5
6						
7						
8						
002	L2	L2	L2	L2	L2	L2
1	1	1	1	1	1	1
2		2	2	3	2	2
3			3	4	3	3
4					4	4
5						5
6						
7						
8						
003	L2	L2	L2	L2	L2	L2
1	1	1	1	1	1	1
2		2	2	3	2	2
3			3	4	3	3
4					4	4
5						5
6						
7						
8						
004	L2	L2	L2	L2	L2	L2
1	1	1	1	1	1	1
2		2	2	3	2	2
3			3	4	3	3
4					4	4
5						5
6						
7						
8						

Appendix 7 NHS Knowledge and Skills Framework Mapping

Core

1. Communication	Level 1	Level 2	Level 3	Level 4
	Communicate with a limited number of people on a day to day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or about difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
001	✓			
002	✓			
003	✓	✓		
004	✓			
2. Personal and people development	Level 1	Level 2	Level 3	Level 4
	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
001	✓			
002				
003				
004				

3. Health safety and security	Level 1	Level 2	Level 3	Level 4
	Assist in maintaining own and others' health safety and security	Monitor and maintain health safety and security of self and others	Promote, monitor and maintain best practice in health safety and security	Maintain and develop an environment and culture that improves health safety and security
001				
002	✓			
003				
004	✓	✓		
4. Service improvement	Level 1	Level 2	Level 3	Level 4
	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
001				
002				
003				
004				
5. Quality	Level 1	Level 2	Level 3	Level 4
	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
001	✓			
002	✓			
003	✓			
004	✓			
6. Equality and diversity	Level 1	Level 2	Level 3	Level 4
	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promote equality and values diversity
001	✓			
002	✓	✓		
003	✓	✓		
004	✓			

Health and Wellbeing

HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	Level 1	Level 2	Level 3	Level 4
	Contribute to health and wellbeing and preventing adverse effects on health and wellbeing	Plan develop approaches to promote health and wellbeing and prevent adverse effects on health and wellbeng	Plan, develop, implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing, through contributing to the development, implementation and evaluation of related policies
001				
002	✓			
003				
004	✓			
HWB2 Assessment and care planning to meet health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
001				
002				
003				
004				

HWB3 Protection of health and wellbeing	Level 1	Level 2	Level 3	Level 4
001				
002	✓			
003				
004				

HWB4 Enable people meet daily health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise their potential in relation to health and wellbeing
001				
002				
003				
004				

HBW5 Provision of care to meet health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan deliver and evaluate care to address peoples complex health and wellbeing needs
001				
002				
003				
004				

HBW6 Assessment and treatment planning

	Level 1	Level 2	Level 3	Level 4
	Undertake tasks relating to the assessment physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
001				
002				
003				
004				

HWB7 Interventions and treatments

	Level 1	Level 2	Level 3	Level 4
	Assist in providing interventions and/or treatments	Contribute to planning and delivering interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatment	Plan deliver and evaluate interventions and/or treatments where there are complex issues and/or serious illness
001				
002				
003				
004				

HBW8 Biomedical investigation and intervention

	Level 1	Level 2	Level 3	Level 4
	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and/or interventions	Plan, undertake, evaluate and report biomedical investigations and/or interventions	Plan, undertake, evaluate and report complex / unusual biomedical investigations and/or interventions
001				
002				
003				
004				

HWB9 Equipment and devices to meet health and wellbeing need

	Level 1	Level 2	Level 3	Level 4
	Assist in the production and/or adaptation of equipment or devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex and unusual equipment and devices
001				
002				
003				
004				

HBW10 Products to meet health and wellbeing needs

	Level 1	Level 2	Level 3	Level 4
	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialist products	Support, monitor and control the supply of products
001				
002				
003				
004				

Information and Knowledge

IK1 Information processing	Level 1	Level 2	Level 3	Level 4
	Input, store and provide data and information	Modify, structure, maintain and present information	Monitor the processing of data and information	Develop and modify data and information management models and processes
001				
002				
003				
004				
IK2 Information collection and analysis	Level 1	Level 2	Level 3	Level 4
	Collect, collate and report routine and simple data information	Gather, analyse and report a limited range of data and information	Gather, analyse interpret and present extensive and/or complex data and information	Plan develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
001				
002				
003				
004				
IK3 Knowledge and information resources	Level 1	Level 2	Level 3	Level 4
	Access, appraise and apply knowledge and information	Maintain knowledge and information resources an help others to access and use them	Organise knowledge and information resources and provide information to meet the needs	Develop the acquisition, organisation, provision and use of knowledge and information
001				
002				
003				
004				

General

G1 Learning and development

	Level 1	Level 2	Level 3	Level 4
	Assist with learning and development activities	Enable people to learn and develop	Plan deliver and review interventions to enable people to learn to develop	Design, plan, implement and evaluate learning and development programmes
001				
002				
003				
004				

G2 Development and innovation

	Level 1	Level 2	Level 3	Level 4
	Appraise concepts, models, methods, practices products and equipment developed by others	Contribute to developing, testing and reviewing new concepts models, methods, practices, products and equipment	Test and review new concepts, models, methods practices, products and equipment	Develop new and innovative concepts, models, practices, products and equipment
001				
002				
003				
004				

G3 Procurement and commissioning

	Level 1	Level 2	Level 3	Level 4
	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
001				
002				
003				
004				

G4 Financial management**Level 1****Level 2****Level 3****Level 4**

 Monitor expenditure

 Coordinate and monitor the use of financial resources

 Coordinate, monitor and review use of financial resources

 Plan implement, monitor and review the acquisition, allocation and management of financial resources

001**002****003****004****G5 Services and project management****Level 1****Level 2****Level 3****Level 4**

 Assist with the organisation of services and/or projects

 Organise specific aspects of services and/or projects

 Prioritise and manage the ongoing work of services and/or projects

 Plan coordinate and monitor the delivery of services and/or projects

001**002****003****004****G6 People management****Level 1****Level 2****Level 3****Level 4**

 Supervise people's work

 Plan, allocate and supervise the work of a team

 Coordinate and delegate work and review people's performance

 Plan, develop, monitor and review the recruitment, deployment and management of people

001**002****003****004**

G7 Capacity and capability	Level 1	Level 2	Level 3	Level 4
	Sustain capacity and capability	Facilitate the development of capacity and capability	Contribute developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capability
001				
002				
003				
004				

G8 Public relations and marketing	Level 1	Level 2	Level 3	Level 4
	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service/ organisation	Plan, develop, monitor and review public relations for service / organisation
001				
002				
003				
004				

Appendix 8 Care Council for Wales Induction Framework Mapping

1 Understand the principles of care

	1.1 Values	1.2 Confidentiality	1.3 Communication	1.4 Relationships with service users
001				
002	1.1.1 1.1.2			1.4.3
003	1.2.2	1.2.1	1.3.1	
004				

2 Maintain safe working practices

	2.1 Health and safety	2.2 Fire procedures	2.3 Moving and handling	2.4 Emergency first aid	2.5 Safe food handling	2.6 Infection control
001						
002						
003						
004	2.1.1 2.1.3 2.1.4 2.1.5	2.2.1	2.3.1 2.3.2 2.3.3 2.3.4 2.3.5	2.4.1 2.4.2	2.5.1	2.6.1 2.6.2 2.6.3. 2.6.4 2.6.5 2.6.6

3 Understand your role and agency

	3.1 Role of the worker	3.2 Access to policies and procedure	3.3 Using policies and procedures
001	3.1.1 3.1.2 3.1.3 3.1.4 3.1.5	3.2.1	3.3.1 3.3.2
002	3.1.6	3.2.1	3.3.1 3.3.2 3.3.3
003	3.1.6	3.2.1	3.3.1 3.3.2
004		3.2.1	3.3.1 3.3.2

4 Understand the needs of the service user and carers

	4.1 The service user group(s) and carers	4.2 The needs of particular service user groups and carers
001		
002	4.1.3 4.1.4	4.2.1 4.2.2 4.2.3 4.2.4 4.2.8 4.2.9
003		
004		

Appendix 9 Skills for Care Common Induction Standards Mapping

Understand the principles of care

	1.1 The Values	1.2 Confidentiality	1.3 Person centred approaches	1.4 Risk assessment
001				
002	1.1.1 1.1.2 1.1.3			1.4.1 1.4.2 1.4.3
003	1.1.3	1.2.1 1.2.3		
004				

Understand the organisation and the role of the worker

	2.1 Your role as a worker	2.2 Policies and procedures	2.3 Worker relationships
001	2.1.1 2.1.2.	2.2.1 2.2.2	2.3.1 2.3.2
002	2.1.3	2.2.1	
003	2.1.4	2.2.1	
004		2.2.1	

Maintain safety at work

	3.1 Health and safety	3.2 Moving and handling	3.3 Fire safety	3.4 Emer- gency first aid	3.5 Infection preven- tion and control	3.6 Medication and health care procedures	3.7 Security
001							
002							
003							
004	3.1.1 3.1.2 3.1.3 3.1.4	3.2.1 3.2.2 3.2.3 3.2.4	3.3.1	3.4.1 3.4.2 3.4.3	3.5.1 3.5.2 3.5.3	3.6.1 3.6.2 3.6.3 This will depend on the role of the carer	3.7.1 3.7.2

Communicate effectively

	4.1 Encourage communication	4.2 Use communication techniques	4.3 The principles of good record keeping
001			
002			4.3.1 4.3.2 4.3.3 4.3.4
003	4.1.2 4.1.3	4.2.1 4.2.2 4.2.3 4.2.4	4.3.1 4.3.2 4.3.3 4.3.4
004			

Recognise and respond to abuse and neglect

	5.1 Legislation, policies and procedures	5.2 Understand the nature of abuse and neglect	5.3 Recognise the signs and symptoms of abuse and neglect	5.4 Understand how to respond to suspected abuse or neglect	5.5 Whistle blowing
001					
002	5.1.1 5.1.2 5.1.3	5.2.1	5.3.1	5.4.1 5.4.2 5.4.3	5.5.1 5.5.2 5.5.3 5.5.4
003					
004					

Develop as a worker

	6.1 Support and supervision	6.2 Knowledge and skill development
001	6.1.1 6.1.2 6.1.3	6.2.1 6.2.2
002		
003		
004		

Appendix 10 NISCC Induction and Foundation Standards for Social Care Workers Mapping

Induction standard 1: Understand the principles of care

	1.1 The Values	1.2 Worker relationships	1.3 Communication	1.4 Confidentiality
001				
002	1.1.1 1.1.2	1.2.2 1.2.3		
003			1.3.1	1.4.1 1.4.2
004				1.4.3

Induction standard 2: Understand the experiences and the particular needs of the service user group(s)

	2.1 The nature of the service user group(s)	2.2 The particular needs of the service user group(s)
001		
002	2.1.1 2.1.2	2.2.1 2.2.7 2.2.8 2.2.9
003		
004		

Induction standard 3: Understand the effects of the service setting on service provision

	3.1 The effect of the service setting on the service user	3.2 The effect of the service setting on the worker
001		
002	3.1.1	3.2.1
003		3.2.1
004		3.2.2

Induction standard 4: Maintain safety at work

	4.1 Moving and handling	4.2 Health and safety	4.3 Fire safety	4.4 Emergency first aid	4.5 Safe handling of food	4.6 Infection control
001						
002						
003						
004	4.1.2 4.1.3	4.2.1 4.2.3 4.2.4	4.4.1	4.4.1		4.6.1 4.6.2 4.6.3 4.6.4 4.6.5 4.6.6

Induction standard 5: Understand the organisation and the worker role

	5.1 Access to policies and procedures	5.2 Application of policies and procedures	5.3 Role of the worker
001	5.1.1 5.1.2	5.2.1	5.3.1 5.3.2 5.3.3 5.3.4
002	5.1.1 5.1.2	5.2.1	5.3.1 5.3.2 5.3.3 5.3.4 5.3.5
003	5.1.1 5.1.2	5.2.1	5.3.1 5.3.2 5.3.3 5.3.4
004	5.1.1 5.1.2	5.2.1	5.3.1 5.3.2 5.3.3 5.3.4

Foundation standard 1: Understand how to apply the value base of care

	1.1 Promote empowerment of service users	1.2 Promote Achievement and fulfilment	1.3 Recognise and work with constraints	1.4 Promote anti- discriminatory practice
001				
002	1.1.1 1.1.2	1.2.1	1.3.1	1.4.1 1.4.2
003				1.4.2
004				

Foundation standard 2: Communicate effectively

	2.1 Encourage communication	2.2 Listen effectively	2.3 Use physical contact effectively	2.4 Understand principles of good record keeping	2.5 Understand principles of good record keeping
001					
002					
003	2.1.1	2.2.1 2.2.2	2.3.1 2.3.2	2.4.1 2.4.2 2.4.3	2.5.1 2.5.2 2.5.3 2.5.4
004					

Foundation standard 3: Understand the experiences and particular needs of the individuals using the service

	3.1 The nature of person/child centred services	3.2 The needs of individual within a person/child centred service
001		
002	3.1.1 3.1.2 3.1.3 3.1.4	3.2.1 3.2.2 3.2.3 3.2.4
003		
004		

Foundation standard 4: Recognise and respond to abuse and neglect

	4.1 Understand the nature of abuse	4.2 Understand the nature of neglect	4.3 Recognise the signs and symptoms of abuse	4.4 Recognise the signs and symptoms of neglect	4.5 Understand how and when to respond to abuse/neglect
001					
002	4.1.1	4.2.1	4.3.1	4.4.1	4.5.1 4.5.2
003					
004					

Foundation Standard 5: Develop as a worker

	5.1 Worker development	5.2 Keeping safe and healthy
001	5.1.1 5.1.2 5.1.3	
002		
003		
004		5.2.1 5.2.2 5.2.3

Appendix 11 Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.</p>	<p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk.</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

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