

# **Level 1 Award/Certificate/ Diploma in Introduction to Health, Social Care and Children's and Young People's Settings (4333- 11/13/15)**

May 2011 Version 2.0 (April 2013)



## Qualification at a glance

<b>Subject area</b>	<b>Health and Social Care</b>
<b>City &amp; Guilds number</b>	4333
<b>Age group approved</b>	14+ (16+ for 4333-15 only) Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignments
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	See Walled Garden/online catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 Award in Introduction to Health, Social Care and Children's and Young People's settings	4333-11	600/1298/5
Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's settings	4333-13	600/1297/3
Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's settings	4333-15	600/8539/3

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 April 2013	Added new pathway – 4333-15	
2.0 April 2013	RPL is allowed	Recognition of prior learning (RPL)



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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	For candidates who work or want to develop skills and knowledge required for working in the health and social care sector
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the health and social care sector covering
Are the qualifications part of a framework or initiative?	These qualifications can be used as part of a Foundation Learning programme.
What opportunities for progression are there?	Candidates can progress into employment and/or to the following City & Guilds qualifications: <ul style="list-style-type: none"> <li>• 4222-21 Level 2 Diploma in Health and Social Care (Adults) for England</li> <li>• 4229-02 Level 2 Certificate in Preparing to Work in Adult Social Care</li> </ul>

## Structure

To achieve the **Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings**, learners must achieve **6** credits from the mandatory units and a minimum of **4** credits from the optional units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
<b>Mandatory</b>			
A/602/6187	101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	3
J/602/6189	102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	3

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Optional</b>			
R/602/6194	104	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	3
T/602/6205	106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	2
R/502/9716	123	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	3
Y/502/9717	124	Introductory awareness of health and safety in health, social care and children's and young people's settings	4
D/502/9718	125	Introductory awareness of person-centred support in health, social care and children's and young people's settings	2
H/502/9719	126	Introductory awareness of working with others in health, social care and children's and young people's settings	2
Y/502/9720	127	Introductory awareness of the importance of healthy eating and drinking for adults	3

To achieve the **Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings**, learners must achieve 20 credits from the mandatory units and a minimum of 5 credits from the optional units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
A/602/6187	101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	3
J/602/6189	102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	3
R/602/6194	104	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	3

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
T/602/6205	106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	2
R/502/9716	123	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	3
Y/502/9717	124	Introductory awareness of health and safety in health, social care and children's and young people's settings	4
D/502/9718	125	Introductory awareness of person-centred support in health, social care and children's and young people's settings	2
<b>Optional</b>			
A/601/3407	108	Human growth and development	2
M/602/5022	109	Introduction to disability awareness	1
F/602/6207	110	Introduction to children and young people's development	3
K/602/6301	111	Understand the importance of engagement in leisure and social activities in health and social care	3
H/602/6314	112	Introduction to the physical care of babies and young children	3
K/602/6315	113	Introduction to the development of children and young people through play	2
H/602/6328	114	Encourage children and young people to eat healthily	2
T/602/6303	115	Introduction to a healthy lifestyle	3
Y/602/6309	116	Introduction to autistic spectrum condition	3
L/602/6310	117	Introduction to learning disability	3
R/602/6311	118	Introduction to physical disability	3
L/602/6372	119	Introduction to sensory loss	3
Y/602/6374	120	Introduction to mental health	3
D/602/6375	121	Introduction to dementia	3
H/502/9719	126	Introductory awareness of working with others in health, social care and children's and young people's settings	2
Y/502/9720	127	Introductory awareness of the importance of healthy eating and drinking for adults	3

To achieve the **Level 1 Diploma In Introduction to Health, Social Care and Children's and Young People's Settings**, learners must achieve a minimum of **37** credits for this qualification - **20** credits from the mandatory units, and a minimum of **17** credits from the optional units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
A/602/6187	101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	3
J/602/6189	102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	3
R/602/6194	104	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	3
T/602/6205	106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	2
R/502/9716	123	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	3
Y/502/9717	124	Introductory awareness of health and safety in health, social care and children's and young people's settings	4
D/502/9718	125	Introductory awareness of person-centred support in health, social care and children's and young people's settings	2
<b>Optional</b>			
A/601/3407	108	Human growth and development	2
M/602/5022	109	Introduction to disability awareness	1
F/602/6207	110	Introduction to children and young people's development	3
K/602/6301	111	Understand the importance of engagement in leisure and social activities in health and social care	3
H/602/6314	112	Introduction to the physical care of babies and young children	3
K/602/6315	113	Introduction to the development of children and young people through play	2
H/602/6328	114	Encourage children and young people to eat healthily	2
T/602/6303	115	Introduction to a Healthy Lifestyle	3



<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
Y/602/6309	116	Introduction to Autistic Spectrum Condition	3
L/602/6310	117	Introduction to learning disability	3
R/602/6311	118	Introduction to physical disability	3
L/602/6372	119	Introduction to sensory loss	3
Y/602/6374	120	Introduction to mental health	3
D/602/6375	121	Introduction to dementia	3
H/502/9719	126	Introductory awareness of working with others in health, social care and children's and young people's settings	2
Y/502/9720	127	Introductory awareness of the importance of healthy eating and drinking for adults	3
D/501/7228	136	Job opportunities in health and social care	4
R/504/8170	201	Exploring a vocational area for own development	2
Y/504/8171	202	Self development	3
H/504/8173	203	Introductory awareness of loss and grief in health, social care and children's and young people's settings	3
H/601/5474	204	Introduction to duty of care in health, social care or children's and young people's settings	1
K/504/8174	205	Understanding risk within health, social care and children's and young people's settings	1



## 2 Centre requirements

### Approval

If your Centre is approved to offer the following qualifications

3248-01 Level 1 Certificate in Health and Social Care  
3249-01 Entry 3 Award/Level 1 in Caring for Children  
4222-21 Level 2 Diploma in Health and Social Care (Adults) for England  
4222-31 Level 3 Diploma in Health and Social Care (Adults) for England  
4229-02 Level 2 Certificate in Preparing to Work in Adult Social Care  
4229-03 Level 3 Certificate in Preparing to Work in Adult Social Care

you can apply for the new Level 1 Award/Certificate/Diploma in Introduction to Health, Social Care and Children's and Young People's settings approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Resource requirements

#### Centre staffing

Staff (tutors/assessors/internal verifiers) delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

- Have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. This knowledge must be at least to the same level as the training being delivered.

- Credible experience of providing training.
- Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Assessors and internal verifiers**

Internal verifiers must:

- Be occupationally knowledgeable in the Health and Social Care sector
- Their knowledge must be at least to the same level as the qualification being verified
- They must have experience of using quality assurance systems as applied to qualifications
- Be organised and participate in standardisation activities.

All **new** teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher-Learning and Skills framework. Details are available on the QTLS pages of [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

### **Age restrictions**

These qualifications are not approved for use by candidates under the age of 14, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Candidates under 16 are **not** permitted to register for 4333-15.

### **Other legal considerations**

Candidates either working voluntarily or in placement in Care services may be legally required to undergo criminal record checks prior to employment or placement. Centres will need to liaise with one another to ensure that any safeguarding requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of requirements. These are usually the responsibility of the employer. The appropriate service regulatory body and the ISA (Independent Safeguarding Authority) for England should be able to provide the detail of the requirements, not the Awarding Body.

## Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification. Centres offering these qualifications 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 *Centre Manual - Supporting Customer Excellence*.

## Protecting identity

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards these qualifications, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the placement nursery.

## Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications, **both centre and candidate** have responsibilities for meeting child protection legislation.

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

- Need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- Reasons and restrictions for using photographs or video recordings as evidence
- Period of time for which the photographs or video recordings may be kept
- Obligation to keep photographs or video recordings secure from unauthorised access
- Secure electronic storage requirement of photographs or video recordings
- Associated child protection legislation.



### 3 Delivering the qualification

#### **Initial assessment and induction**

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.



## 4 Assessment

### Assessment of the qualification

The table below indicates how each unit of this qualification is to be assessed.

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
104	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
108	Human growth and development	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
109	Introduction to disability awareness	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
110	Introduction to children and young people's development	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
111	Understand the importance of engagement in leisure and social activities in health and social care	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
112	Introduction to the physical care of babies and young children	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
113	Introduction to the development of children and young people through play	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
114	Encourage children and young people to eat healthily	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
115	Introduction to a healthy lifestyle	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
116	Introduction to autism spectrum condition	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
117	Introduction to learning disability	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
118	Introduction to physical disability	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
119	Introduction to sensory loss	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
120	Introduction to mental health	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
121	Introduction to dementia	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
123	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
124	Introductory awareness of health and safety in health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
125	Introductory awareness of person-centred support in health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
126	Introductory awareness of working with others in health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
127	Introductory awareness of the importance of healthy eating and drinking for adults	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
136	Job opportunities in health and social care	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
201	Exploring a vocational area for own development	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
202	Self development	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
203	Introductory awareness of loss and grief in health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
204	Introduction to duty of care in health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
205	Understanding risk within health, social care and children's and young people's settings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## **Assessment strategy**

### **Assessment principles**

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.



## Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### Definitions

#### **Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### **Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **Expert witness:**

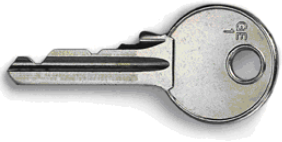
An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have **either** any qualification in assessment of workplace performance  
**or**
- a professional work role which involves evaluating the everyday practice of staff.

## Recognition of prior learning (RPL)

The City & Guilds policy on RPL can be found at:

**<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>.**



## **5 Opportunities to Cover Functional Skills within the PWCS L1 Mandatory Units (England)**

The opportunities for covering the Functional Skills within the level 1 mandatory units taken from the following 3 qualifications were mapped to the Functional Skills Criteria 2009-11 published by Ofqual:

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

The mandatory units referred to include: PWCS 01 – 10, Intro MU 1.1, Intro MU 1.2, Intro MU 1.4 and Intro MU 1.6.

Skill standards	Coverage and Range	Opportunities to cover in PWCS L1 Mandatory units (England)
<p><b>Functional skill: English</b></p> <p><b>Speaking, listening and communication</b></p> <ul style="list-style-type: none"> <li>Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</li> </ul>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input</li> <li>Prepare for and contribute to the formal discussion of ideas and opinions</li> <li>Make different kinds of contributions to discussions</li> <li>Present information/points of view clearly and in appropriate language</li> </ul>	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read and understand a range of straightforward texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main points and ideas and how they are presented in a variety of texts</li> <li>Read and understand texts in detail</li> <li>Utilise information contained in texts</li> <li>Identify suitable responses to texts</li> </ul> <p>In more than one type of text</p>	<p>There are opportunities in each of the PWCS level 1 units to meet these skills standards for English through:</p> <ul style="list-style-type: none"> <li>formal and informal discussions</li> <li>reading of texts</li> <li>writing a range of texts to communicate information, ideas and opinions.</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail</li> <li>Present information in a logical sequence</li> <li>Use language, format and structure suitable for purpose and audience</li> <li>Use correct grammar, including correct and consistent use of tense</li> <li>Ensure written work includes generally accurate punctuation and spelling and that meaning is clear</li> </ul> <p>In more than one type of text</p>	

Skill standards	Coverage and Range	Opportunities to cover in PWCS L1 Mandatory units (England)
<b>Functional Skill: Maths</b>		
<p><b>Representing</b></p> <ul style="list-style-type: none"> <li>Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> <li>Identify and obtain necessary information to tackle the problem</li> <li>select mathematics in an organised way to find solutions</li> </ul>	<ul style="list-style-type: none"> <li>understand and use whole numbers and understand negative numbers in practical contexts</li> <li>add, subtract, multiply and divide whole numbers using a range of strategies</li> <li>understand and use equivalencies between common fractions, decimals and percentages</li> <li>add and subtract decimals up to two decimal places</li> <li>solve simple problems involving ratio, where one number is a multiple of the other</li> <li>use simple formulae expressed in words for one or two step operations</li> <li>solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature</li> <li>convert units of measure in the same system</li> </ul>	<p><b>Unit 128 (PWCS 01)</b> Whilst carrying out research to define user groups or range of jobs within the sector, maths can be used to consider percentages and fractions of different groups within the sector. E.g. children’s and adults services, employers, direct employers, statutory and independent services.</p> <p><b>Unit 124 (PWCS 04)</b> Learners could carry out some research into statistics about causes of spread of infection and most likely ways of spreading.</p> <p><b>Unit 127 (PWCS 07)</b> Learners could be encouraged to research dietary requirements in terms of recommended daily amounts. There are recommendations for fluid intake and learners could be asked to measure what that might look like and how it might be made up from different forms of fluid, e.g. water, juice, tea etc.</p> <p><b>Unit 131 (PWCS 09)</b> Learners could be introduced to the importance of keeping clear records and following clear instructions in other people’s records relating to numbers. Eg solutions, number of times someone has passed water, visitor numbers etc.</p>
<p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</li> <li>Use appropriate checking procedures at each stage</li> </ul>		<p><b>Unit 128 (PWCS 01)</b></p> <p>Learners could be encouraged to compare statistics from different parts of the sector. Learners could be encouraged to consider recruitment factors and the likelihood of vacancies in specific sector areas.</p>

Skill standards	Coverage and Range	Opportunities to cover in PWCS L1 Mandatory units (England)
<p><b>Interpreting</b></p> <ul style="list-style-type: none"> <li>Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations</li> </ul>	<ul style="list-style-type: none"> <li>Work out areas and perimeters in practical situations</li> <li>Construct geometric diagrams, models and shapes</li> <li>Extract and interpret information from tables, diagrams, charts and graphs</li> <li>Collect and record discrete data and organise and represent information in different ways</li> <li>Find mean and range</li> <li>Use data to assess the likelihood of an outcome</li> </ul>	<p><b>Unit 128 (PWCS 01)</b> When learning about the range of jobs in the adult social care sector and different settings, learners could be encouraged to calculate fractions and percentages of different services within the sector.</p> <p><b>Unit 124 (PWCS 04)</b> Some examples of risks in health and safety or of things that may go wrong for those who do not have number skills. E.g. milk drinks or cleaning solutions made up to the wrong strengths</p> <p>Also some research into infection control and what are the most likely ways of spreading infection. These can then be made into percentages by using some analysis of the figures.</p> <p><b>Unit 127 (PWCS 07)</b> Learners could be asked to compare their own daily intakes of fluid and nutrition and to establish percentage increases. They could also be given particular scenarios which give details of a person’s intake and using maths to calculate the percentage against the recommended amounts and what might be needed to raise the daily amount of intake to that recommended levels.</p>
<p><b>Functional skill: ICT</b></p>		
<p><b>Using ICT</b></p> <ul style="list-style-type: none"> <li>Identify the ICT requirements of a straightforward task</li> <li>Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context</li> <li>Manage information storage</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT to plan and organise work</li> <li>Select and use software applications to meet needs and solve straightforward problems</li> <li>Select and use interface features effectively to meet needs</li> <li>Adjust system settings as appropriate to individual needs</li> <li>Work with files, folders and other media to access, organise,</li> </ul>	<p>Throughout the units learners could be encouraged to use ICT to plan and organise their work, and in doing so select and use software applications to meet needs and solve straightforward problems.</p>

Skill standards	Coverage and Range	Opportunities to cover in PWCS L1 Mandatory units (England)
<ul style="list-style-type: none"> <li>Follow and demonstrate understanding of the need for safety and security practices</li> </ul>	<p>store, label and retrieve information</p> <ul style="list-style-type: none"> <li>Demonstrate how to create, use and maintain secure passwords</li> <li>Demonstrate how to minimise the risk of computer viruses</li> </ul>	
<p><b>Finding and selecting information</b></p> <ul style="list-style-type: none"> <li>Use search techniques to locate and select relevant information</li> <li>Select information from a variety of ICT sources for a straightforward task</li> </ul>	<ul style="list-style-type: none"> <li>Search engines, queries</li> <li>Recognise and take account of currency, relevance, bias and copyright when selecting and using information</li> </ul>	<p><b>Unit 128 (PWCS 01)</b> When learning about the range of jobs and types of social care support available to adults, learners could be encouraged to carry out their own research using ICT.</p> <p><b>Unit 124 (PWCS 04)</b> Learners could be encouraged to carry out research using ICT when learning about employers' and workers' responsibilities regarding health and safety and also to find examples of health and safety training required in the workplace.</p> <p><b>Unit 126 (PWCS 06)</b> When learning about who partnerships in health, social care and children's and young people's settings learners could be encouraged to research who partners might be using ICT.</p> <p><b>Unit 127 (PWCS 07)</b> Learners could be encouraged to use ICT to carry out their own research into what is meant by a balanced diet and the recommended daily fluid intake to stay healthy.</p> <p><b>Unit 131 (PWCS 08)</b> Learners could be encouraged to carry out research using ICT to find skills and attitudes essential to work in adult social care (see list provided below based on the Skills for Business Network Employability Guide).</p> <p><b>Unit 132 (PWCS 10)</b> When learning about the responsibilities of the adult social care worker learners could be encouraged to carry out</p>

Skill standards	Coverage and Range	Opportunities to cover in PWCS L1 Mandatory units (England)
<p><b>Developing, presenting and communicating information</b></p> <ul style="list-style-type: none"> <li>• Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks</li> <li>• Use appropriate software to meet requirements of a straightforward data-handling task</li> <li>• Use communications software to meet requirements of a straightforward task</li> <li>• Combine information within a publication for a familiar audience and purpose</li> <li>• Evaluate own use of ICT tools</li> </ul>	<ul style="list-style-type: none"> <li>• Apply editing, formatting and layout techniques to meet needs, including text tables, graphics, records, numbers, charts, graphs or other digital content</li> <li>• Process numerical data</li> <li>• Display numerical data in a graphical format</li> <li>• Use field names and data types to organise information</li> <li>• Enter, search, sort and edit records</li> <li>• Read, send, and receive electronic messages with attachments</li> <li>• Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication</li> <li>• For print and for viewing on screen</li> <li>• Check for accuracy and meaning</li> <li>• At each stage of a task and at the task's completion</li> </ul>	<p>research using ICT. Also when learning about others that adult social care workers may work in partnership with, and when learning about daily tasks in a range of adult social care roles.</p> <p><b>Unit 101 (Intro MU 1.1)</b> When learning about the range of service provision available and the range and scope of roles within health and social care (adults and children and young people), early years and childcare learners could be encouraged to carry out research using ICT.</p> <p><b>Unit 102 (Intro MU 1.2)</b> Learners could be encouraged to carry out research when learning about the guidance and standards that underpin the principles and values.</p> <p>Throughout the units learners could be encouraged to present their work using appropriate software to meet the requirements of the task. This would enable them to apply editing, formatting and layout techniques, including text, tables, graphics, records, numbers, charts graphs etc as appropriate.</p>

## **Skills and attitudes essential to work in adult social care – unit 130 (PWCS 08)**

The following list of skills and attributes has been taken from the Skills for Business Network Employability Guide, Skills Toolkit for Employers. This guide was produced by Asset Skills as part of the employability project and cuts across all sectors. Skills for Care have identified the skills highlighted which are particularly appropriate for the adult social care sector:

Skills and attitudes essential to work in adult social care include:

- Write and speak so that others listen and understand
- Read and understand information shown in a variety of ways including, written and spoken English
- Listen and ask questions to understand other people's points of view
- Understand the need to be reliable and dependable
- Give examples of a care worker acting responsibly and being accountable in a care work setting
- Understand the purpose of policies and procedures in a social care workplace
- Demonstrate an ability to assess situations and identify problems and suggest solutions in a social care workplace scenario
- Know how to help 'customers' and deal with their questions and problems
- Demonstrate willingness to work in a team
- Demonstrate an ability to work well with others
- Be open and respond well to simple changes
- Show interest, initiative and effort
- Understand the need to gain skills and knowledge to support and develop your work
- Be willing to learn from mistakes and accept feedback and offer feedback to others in a positive way
- Be willing to reflect on practice and improve
- Be willing to share skills and to provide feedback to others in a positive way
- Be able to use every day technology such as mobile phones, email applications and basic word processing
- Be able to make estimates and check calculations for accuracy
- Understand how to add, subtract, multiply and divide numbers and give examples of when each should be used in day to day social care work
- Observe and record data accurately and legibly

The full guide can be found at:

**<http://www.assetskills.org/CrossSectorSkills/EmployabilityKeyDocuments.aspx>**





## 6 Units

### Availability of units

As well as in this handbook, the units can also be obtained from the Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Below is a list of the learning outcomes for all the units.

### Structure of units

These units each have the following:

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

## Unit 101

# Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>A/602/6187</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Intro MU 1.1 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the range of services and roles within health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area	
1.2 Outline the purpose of provision offered by <b>different types of service</b>	
1.3 Give examples of who would access different types of service provision	
1.4 Outline the difference between statutory, and <b>independent</b> service provision	
1.5 Outline how <b>informal care</b> contributes to service provision	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>	
The learner can:	
2.1	Identify the range of job roles within different types of service
2.2	Identify the knowledge and skills required to work in a job role in the sector
2.3	Outline a range of progression routes for a worker within the sector

# **Unit 101            Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare**

## Supporting information

### **Unit range**

**Different types of service** could include:

- Community based services for adults
- Community based services for children and young people
- Domiciliary services for adults
- Domiciliary services for children and young people
- Day services for adults
- Residential services for adults
- Residential services for children and young people
- Early years
- Children's Care Learning and Development
- Tele Care
- Extra Care
- Supported Housing
- Supported Employment
- Self Directed Support
- Acute Hospital Services
- Community Hospitals
- General Practitioner Services
- Pharmacy in Hospitals and Community
- Substance Misuse Services
- Complementary Healthcare

**Independent** means

- Voluntary, not for profit or third sector
- Private provision

**Informal care** could include that provided by:

- Friends
- Family
- Neighbours
- Community groups

## Unit 102

## Understand the principles and values in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>J/602/6189</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Intro MU 1.2 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the principles and values in health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>	
The learner can:	
1.1	Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare
1.2	Identify <b>guidance and standards</b> that underpin the principles and values

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>	
The learner can:	
2.1	Describe why those who access services should be valued as individuals
2.2	Give examples of ways to value adults who access services
2.3	Give examples of ways to value children and young people who access services
2.4	Outline what is meant by person centred practice or child centred practice
2.5	Define confidentiality in the context of the sectors
2.6	Identify how confidentiality promotes respect for and values individuals

## **Unit 102**                    **Understand the principles and values in health and social care (adults and children and young people), early years and childcare**

Supporting information

### **Unit range**

#### **Guidance and standards**

- Human Rights Act
- UN Convention on the Rights of the Child
- Social Care Code of Practice
- NHS Wales Code of Conduct for SCHW (draft)
- Code of Practice for NHS Wales Employers (draft)
- Health Professional & Regulatory Body Codes of Practice e.g. Nursing and Midwifery Council

## Unit 104

# Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>R/602/6194</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to Intro MU 1.4 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of protection and safeguarding in health and social care (adults and children and young people), early years and child care

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	
<b>Assessment criteria</b>	
The learner can:	
1.1 Define 'protection of vulnerable adults'	
1.2 Define 'safeguarding children'	
1.3 Explain the term 'harm, abuse and neglect' in the context of:	
a) Protecting vulnerable adults	
b) Safeguarding children	
1.4 Give examples of the indicators of harm, abuse and neglect	
1.5 Identify what actions should be taken if there are concerns about harm, abuse and neglect	
1.6 Describe the boundaries of confidentiality and when to share information	
1.7 Explain who is responsible for protecting vulnerable adults and safeguarding children	
1.8 Identify what organisations should do to protect vulnerable adults and safeguard children	
1.9 Identify <b>sources of support and information</b> in relation to protection and safeguarding	

**Unit 104**            **Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare**

Supporting information

**Unit range**

**Sources of support and information** relates to the person disclosing and the person receiving and reporting



## Unit 106

# Introduction to communication in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>T/602/6205</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to Intro MU 1.6 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of communication in health and social care (adults and children and young people), early years and childcare

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know different methods of communication
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify a <b>range of communication methods</b>	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand how to communicate with individuals
<b>Assessment criteria</b>	
The learner can:	
2.1 Outline how to identify an <b>individual's</b> communication and language needs, wishes and preferences	
2.2 Identify a range of <b>barriers to communication</b>	
2.3 Identify factors that promote communication and overcome barriers	

## **Unit 106**                    **Introduction to communication in health and social care (adults and children and young people), early years and childcare**

Supporting information

### **Unit range**

Range to include a minimum of five different methods

**Individuals:** any child, young person or adult

**Barriers to communication** could include:

- Environmental
- Language
- Physical
- Cultural
- Social
- Emotional
- Psychological

## Unit 108

## Human growth and development

<b>UAN:</b>	<b>A/601/3407</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to Health and Social Care NOS Level 2 and CCLD NOS 203 Support Children's Development This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore factors and events in individuals' lives which may affect their growth and development.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know about human growth and development
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify the main stages of growth and development across the human lifespan.	
1.2 Outline what is meant by physical, intellectual, emotional and social development.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know factors which affect human growth and development
<b>Assessment criteria</b>	
The learner can:	
2.1 Identify factors which may affect physical growth and development.	
2.2 Outline circumstances or life events which may affect an individual's emotional and social wellbeing.	
2.3 Outline the effects of ageing in the later stages of life.	



## Unit 109

## Introduction to Disability Awareness

<b>UAN:</b>	<b>M/602/5022</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to CT 260 This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and understanding of the social and medical models of disability and how these may be implemented.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the difference between the terms disability and impairment
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify what <b>disability</b> means	
1.2 Outline <b>conditions</b> which cause disability	
1.3 Identify what <b>impairment</b> means	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know how key legislation protects people who have a disability
<b>Assessment criteria</b>	
The learner can:	
2.1 List current disability related <b>legislation</b>	
2.2 Outline the <b>rights</b> of disabled people in line with current disability related legislation	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand attitudes and barriers faced by people who have a disability
<b>Assessment criteria</b>	
The learner can:	
3.1 Outline the types of difficulties faced by disabled people including:	
a) <b>social and financial issues</b>	
b) <b>negative attitudes</b>	

- c) **physical barriers**
- d) **institutional barriers**

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Understand the social model of disability and how it is put into practice
<b>Assessment criteria</b>	
The learner can:	
4.1 Identify what is meant by the <b>'social model' of disability</b>	
4.2 Explain key differences between the <b>'medical model'</b> of disability and the <b>'social model'</b> of disability	
4.3 Outline the <b>reasons</b> why the social model focuses on 'disability' and not 'impairment'	
4.4 Outline the type of <b>'language'</b> used when applying the social model	
4.5 Explain how the social model of disability can be used in practice	

# Unit 109 Introduction to Disability Awareness

## Supporting information

### Unit range

**Disability** may include:

- medical conditions, labels and definitions
- something that is defined by society and individuals
- the fact that disability means different things to different people
- the fact that disability is difficult to define and any definition needs careful consideration
- the fact that disability is about what you can or cannot do
- the fact that disability can be physical, mental or sensory
- the fact that disability has social and individual elements
- the fact that disability is also about the attitudes and barriers faced by people who are impaired

**Conditions** could include:

- Physical conditions, for example as the result of an accident, or chronic conditions such as arthritis, asthma and heart disease
- Cognitive conditions, for example Alzheimer's disease
- Sensory conditions, for example visual impairment
- Emotional conditions, for example phobias, depression and anxiety
- Developmental conditions, for example cerebral palsy and Down's syndrome
- Progressive conditions, for example cancer, HIV and multiple sclerosis

**Impairment** may include:

- mental aspects
- physical aspects
- sensory aspect

**Key legislation** may include:

- The Disability Discrimination Act 2005
- The Equality Act 2006 (changes in relation to this legislation are due to come into force in October 2010. The Act will then become the Equality Act 2010)
- The Human Rights Act 1998
- The Mental Capacity Act 2005

**Rights** may include the right **not** to be discriminated against or harassed in accessing:

- everyday services
- health and social care services
- education
- employment

**Social and financial issues** may include:

- the fact that historically disabled people may not have been able to work in factories or heavy industry
- emphasis on the additional costs involved in supporting disabled people
- the fact that support services are impairment based/specific so disabled people are competing for resources
- the fact that the benefits system is not adequately structured

**Attitudes** may include:

- opinions about early/late abortion of impaired fetuses
- insensitivity by staring at people who look different
- insensitivity by staring at people who behave differently
- the belief that a disabled person cannot live a fulfilled life
- beliefs that disabled people cannot make decisions

**Physical barriers** are derived from poor attitudes and may include:

- expectations that everyone will be able to use stairs
- lack of lifts because of poor planning
- lack of accessible facilities because of poor planning
- inaccessible public transport because of poor planning
- inaccessible services because of lack of communication
- inaccessible car parking

**Institutional barriers** may include:

- opinions about whether disabled people should live in residential homes/independently
- disregard or ignorance of the social model of disability
- preference for the delivery of care based on the medical model of disability
- decisions about access to assessment and treatment based on risk or budgetary concerns
- inter-professional differences associated with 'health' and 'social' care



**Social model of disability:**

- provides a differentiation between the terms 'disability' and 'impairment'
- identifies disability as something that is created by the barriers that commonly exist within a society
- identifies a disabled person as anyone who faces barriers and discrimination because of impairment
- has been developed by disabled people for disabled people and addresses issues raised by them
- focuses on disability and not impairment

The difference between the medical model and the social model may include:

- **The medical model** refers to the medical diagnosis of a person's impairment or condition and determines what people can and cannot do (eg sight loss, hearing loss, epilepsy). It also details what the person will need in their lives in order to function adequately with this particular condition. The problem therefore is seen as being with the individual themselves.
- **The social model** focuses on the societal and environmental barriers, constructed by society as a whole, which prevent disabled people from taking an equal part. This means that people with impairments are disabled by the environment and society.

**Reasons** may include:

- Because it focuses on the person rather than the impairment
- People who have impairment may not necessarily be disabled; however society may create situations by where the person becomes disabled. This can include physical barriers and negative attitudes
- It ensures the person is always central

**Language** used should:

- take into account the difficulties experienced by disabled people
- focus upon the disability rather than the person's impairment
- be positive
- be non discriminatory
- be person centred

## Unit 110

## Introduction to children and young people's development

<b>UAN:</b>	<b>F/602/6207</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Intro MU 1.7 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of children and young people's development

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the main stages of children and young people's development
<b>Assessment criteria</b>	
The learner can:	
1.1 Outline the expected pattern of development for children and young people from birth to 19 years to include:	
a)Physical development	
b)Communication	
c)Intellectual development	
d)Social, emotional and behavioural development	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the factors that affect children and young people's development
<b>Assessment criteria</b>	
The learner can:	
2.1 Identify the factors that affect children and young people's development to include:	
a) <b>Background</b>	
b)Health	
c)Environment	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Know how to support children and young people's development
<b>Assessment criteria</b>	
The learner can:	
3.1 Outline <b>different ways</b> to support children and young people's development to include:	
a)Physical development	
b)Communication	
c)Intellectual development	
d)Social, emotional and behavioural development	

# **Unit 110**                    **Introduction to children and young people's development**

Supporting information

## **Unit range**

**Background** could include:

- Personal history
- Culture and religion
- Language preference
- Family relationships

**Different ways** to include a minimum of two examples for each area.

## Unit 111

## Understand the importance of engagement in leisure and social activities in health and social care

<b>UAN:</b>	<b>K/602/6301</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.1 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of leisure and social activities in health and social care

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand why leisure and social activities are important for an individual's well being and relationships
<b>Assessment criteria</b>	
The learner can:	
1.1 Outline why leisure and social activities are important for an <b>individual's well being</b>	
1.2 Outline how leisure and social activities support relationships	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know a range of leisure and social activities
<b>Assessment criteria</b>	
The learner can:	
2.1 Identify a range of leisure and social activities that take place within:	
a) A local community	
b) A person's own home	
c) A residential or group living home	
d) Day care provision	

Learning outcome	The learner will:
3. Understand how a person centred approach supports individuals in leisure or social activities	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>3.1 Describe how to find out about the interests and preferences of individuals</p> <p>3.2 Outline the benefits for individuals of a <b>person centred approach</b> when taking part in leisure or social activities</p> <p>3.3 Describe different types of <b>support</b> that individuals may need to take part in leisure and social activities within:</p> <ul style="list-style-type: none"> <li>a)The community</li> <li>b)Their own home</li> <li>c)A residential home or group living arrangement</li> </ul> <p>3.4 Give examples of how to promote independence through leisure and social activities</p>	

# **Unit 111            Understand the importance of engagement in leisure and social activities in health and social care**

Supporting information

## **Unit range**

**Individuals:** any child, young person or adult

## **Well being:**

- Emotional
- Psychological
- Physical

## **Person centred approach:**

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes, preferences and safety

## **Support relationships** could include:

- Developing new relationships,
- Maintaining existing relationships

## Unit 112

## Introduction to the physical care of babies and young children

<b>UAN:</b>	<b>H/602/6314</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.11 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the physical care of babies and young children.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the physical care needs of babies and young children
<b>Assessment criteria</b>	
The learner can:	
1.1. Identify care needs for <b>babies and young children's</b>	
a)skin	
b)hair	
c)teeth	
d)nappy area	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know how to support physical care routines for babies and young children
<b>Assessment criteria</b>	
The learner can:	
2.1. Outline how to treat babies or young children with respect and sensitivity during physical care routines	
2.2. List ways of engaging with babies or young children during physical care routines that make the experience enjoyable	
2.3. Outline the principles of toilet training	



<b>Learning outcome</b>	<b>The learner will:</b>
3. Know how to support safe and protective environments for babies and young children	
<b>Assessment criteria</b>	
The learner can:	
3.1. Describe how to provide a <b>safe and hygienic environment</b> for babies and young children	
3.2. Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills	
3.3. Identify what to do if concerned about the <b>well-being</b> of babies and young children	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Know the nutritional needs of babies and young children	
<b>Assessment criteria</b>	
The learner can:	
4.1. Outline the <b>nutritional needs</b> of babies	
4.2. Outline the nutritional needs of young children	
4.3. Give examples of healthy balanced meals for young children	
4.4. List <b>nutritional allergies</b> that may be experienced by babies and young children	

# Unit 112 Introduction to the physical care of babies and young children

## Supporting information

### Unit range

**Babies and young children:** birth to 3 years.

**Safe and hygienic environment** should include:

- hand washing
- PPE
- Disposal of hazardous waste
- Clean equipment
- Physical environment and hazards
- Care of sterile equipment
- Safe storage of food and drink
- Safeguarding procedures

### Well-being

- Emotional
- Psychological
- Physical

**Nutritional needs of babies** should include reference to the Baby Friendly Initiative

**Nutritional allergies** can include:

- Milk (casein protein)
- lactose
- wheat / gluten
- peanuts
- eggs

## Unit 113

# Introduction to the development of children and young people through play

<b>UAN:</b>	<b>K/602/6315</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.12 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the development of children and young people through play

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of play for children and young people's development and well being
<b>Assessment criteria</b>	
The learner can:	
1.1.	Identify how <b>play</b> supports children and young people's development and <b>well-being</b>
1.2	Outline the difference between adult directed play and child initiated play

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know factors that promote inclusive and stimulating play environments
<b>Assessment criteria</b>	
The learner can:	
2.1	Outline what is meant by inclusive and stimulating play
2.2	Describe an environment that supports inclusive and stimulating play
2.3	Identify a range of activities that promote inclusive and stimulating play

# **Unit 113**      **Introduction to the development of children and young people through play**

Supporting information

## **Unit range**

**Play** could include:

- Creative play
- Physical play
- Imaginative/pretend play
- Environmental play

**Well-being** to include:

- Emotional
- Psychological
- Physical

## Unit 114

## Encourage children and young people to eat healthily

<b>UAN:</b>	<b>H/602/6328</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.14 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding encouraging children and young people to eat healthily

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Know about healthy eating for children and young people
<b>Assessment criteria</b>	
The learner can: 1.1. Identify healthy eating principles for children and young people 1.2. Identify <b>factors</b> that influence food choice	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Know about activities to encourage children and young people to eat healthily
<b>Assessment criteria</b>	
The learner can: 2.1 Outline a range of activities that encourage children and young people to eat healthily	

# **Unit 114      Encourage children and young people to eat healthily**

Supporting information

## **Unit range**

**Factors** could include:

- Marketing and advertising
- Peer pressure
- Availability and cost
- Presentation
- Family circumstances

## Unit 115

## Introduction to a healthy lifestyle

<b>UAN:</b>	<b>T/602/6303</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.2 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of developing and maintaining a healthy lifestyle

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know what contributes to a healthy lifestyle
<b>Assessment criteria</b>	
The learner can:	
1.1 Outline <b>factors</b> that contribute to a healthy lifestyle	
1.2 Outline <b>benefits</b> of living a healthy lifestyle	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know how activities contribute to a healthy lifestyle
<b>Assessment criteria</b>	
The learner can:	
2.1 List activities in the local area that support a healthy lifestyle	
2.2 Select activities that support a healthy lifestyle	
2.3 identify the benefits of selected activities on personal <b>well-being</b> as a result of taking part in activities	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Know what contributes to an unhealthy lifestyle
<b>Assessment criteria</b>	
The learner can:	
3.1 List <b>activities</b> and <b>choices that hinder a healthy lifestyle</b>	
3.2 Outline how these activities and choices can have a negative effect on personal well-being	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Know how to develop a personal healthy lifestyle plan
<b>Assessment criteria</b>	
The learner can:	
4.1	Identify positive and negative aspects of own lifestyle
4.2	Produce an action plan to improve own health and well-being



# Unit 115 Introduction to a healthy lifestyle

## Supporting information

### Unit range

**Factors** could include:

- Diet and nutrition
- Exercise
- Environmental
- Work-life balance
- Safe sex
- Social activities
- Recreational activities

**Benefits** could include:

- physiological benefits to exercise
- emotional and psychological benefits
- heart health
- anti-aging
- a healthy weight
- increased energy
- improvements in daily living

**Well-being** can be:

- Emotional
- Psychological
- Physical

**Selected activities** this should be:

Minimum of three activities

**Choices that hinder a healthy lifestyle** could include:

- poor diet and nutrition
- smoking
- substance misuse
- alcohol misuse
- inactivity
- anti-social behaviour
- truancy
- unsafe sex

## Unit 116

## Introduction to autistic spectrum condition

<b>UAN:</b>	<b>Y/602/6309</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.4 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of autistic spectrum condition

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of a person centred approach when working with individuals with an autistic spectrum condition
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline why it is important to recognise and value an <b>individual</b> with an autistic spectrum condition as a person first
1.2	Give examples of how to use a <b>person centred approach</b> when working with individuals with an autistic spectrum condition

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand the concept of autistic spectrum condition
<b>Assessment criteria</b>	
The learner can:	
2.1	Outline what is meant by the term 'autistic spectrum condition'
2.2	Give examples of behavioural characteristics associated with autistic spectrum condition
2.3	Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition
2.4	Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the importance of effective communication for individuals with an autistic spectrum condition
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>3.1 Identify the benefits of effective communication on the lives of individuals with an autistic spectrum condition</p> <p>3.2 Give examples of different methods of communication that can be used where individuals have difficulty with spoken language</p> <p>3.3 Outline the use of <b>visual communication</b> systems for individuals with an autistic spectrum condition</p>	

# **Unit 116            Introduction to autistic                                  spectrum condition**

## Supporting information

### **Unit range**

#### **Person centred approach:**

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

**Individual:** any child, young person or adult

**Visual communication** could include:

- Picture Exchange Communication System (PECS, Frost and Bondy, 1994)
- Sign Language
- Interactive Communication Boards
- Communication Cue Cards
- Conversation Books or
- Voice Output Communication Aids

## Unit 117

## Introduction to learning disability

<b>UAN:</b>	<b>L/602/6310</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.5 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of learning disability

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of a person centred approach when working with individuals with a learning disability
<b>Assessment criteria</b>	
The learner can:	
1.1 Outline why it is important to recognise and value an <b>individual</b> with a learning disability as a person first	
1.2 Give examples of how to use a <b>person centred approach</b> when working with individuals with a learning disability	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the main causes of learning disability
<b>Assessment criteria</b>	
The learner can:	
2.1 Outline what is meant by the term 'learning disability'	
2.2 Give examples of causes of learning disability	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the importance of effective communication for individuals with a learning disability
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify the impact of effective communication on the lives of individuals with a learning disability	
3.2 Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability	
3.3 Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.	

# **Unit 117**            **Introduction to learning disability**

Supporting information

## **Unit range**

### **Person centred approach:**

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

**Individuals:** any child, young person or adult

## Unit 118

## Introduction to physical disability

<b>UAN:</b>	<b>R/602/6311</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.6
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of physical disability

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of a person centred approach when working with individuals with a physical disability
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline why it is important to recognise and value an <b>individual</b> with a physical disability as a person first
1.2	Give examples of how to use a <b>person centred approach</b> when working with individuals with a physical disability

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the main causes of physical disability
<b>Assessment criteria</b>	
The learner can:	
2.1	Give examples of conditions that cause <b>physical disability</b>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Know how the challenges of living with a physical disability can be addressed
<b>Assessment criteria</b>	
The learner can:	
3.1	Identify <b>factors</b> that have a disabling effect on an individual
3.2	Give examples of how to challenge discriminatory attitudes
3.3	Outline the effects that having a physical disability can have on an individual's <b>day to day life</b>
3.4	Give examples of how individuals can be in control of their care needs
3.5	Outline the importance of promoting independence for individuals with physical disability
3.6	Give examples of ways to promote the inclusion of individuals with physical disability in society

# Unit 118 Introduction to physical disability

## Supporting information

### Unit range

#### Person centred approach:

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

**Individuals:** any child, young person or adult

#### Physical disability includes:

- Congenital disability
- Progressive disability
- Acquired disability

#### Factors could include:

- Environment
- Attitudes and beliefs
- Culture

#### Day to day life:

- Education opportunities
- Housing
- Employment
- Access to leisure activities
- Relationships
- Health care



## Unit 119

## Introduction to sensory loss

<b>UAN:</b>	<b>L/602/6372</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.7 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of sensory loss

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of a person centred approach when working with individuals with sensory loss
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline why it is important to recognise and value an <b>individual</b> with <b>sensory loss</b> as a person first
1.2	Give examples of how to use a person centred approach when working with individuals with sensory loss

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the main causes of sensory loss
<b>Assessment criteria</b>	
The learner can:	
2.1	Outline the main causes of sensory loss

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the importance of effective communication for individuals with sensory loss
<b>Assessment criteria</b>	
The learner can:	
3.1	Outline <b>factors</b> that need to be considered when communicating with individuals with: a)Sight loss b)Hearing loss c)Deafblindness
3.2	Identify the benefits of effective communication on the lives of individuals with sensory loss
3.3	Outline how information can be made accessible to individuals with sensory loss

# Unit 119 Introduction to sensory loss

## Supporting information

### Unit range

**Individual:** any child, young person or adult

**Sensory Loss** to include:

- Sight loss
- Hearing loss
- Deafblindness

**Factors** to include:

- Environmental
- Physical
- Social

## Unit 120

## Introduction to mental health

<b>UAN:</b>	<b>Y/602/6374</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.8 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of mental health

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of a person centred approach when working with individuals with mental health problems
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline why it is important to recognise and value an <b>individual</b> with mental health problems as a person first
1.2	Give examples of how to use a <b>person centred approach</b> when working with individuals with mental health problems

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the main factors that can cause mental health problems
<b>Assessment criteria</b>	
The learner can:	
2.1	Outline <b>factors</b> that affect mental health
2.2	Give examples of a range of mental health problems

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the importance of effective communication with individuals who have mental health problems
<b>Assessment criteria</b>	
The learner can:	
3.1	Identify the benefits of effective communication on the lives of individuals with mental health problems
3.2	Outline why it is important to use active listening skills with individuals who have mental health problems

# Unit 120 Introduction to mental health

## Supporting information

### Unit range

#### Person centred approach:

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

**Individuals:** any child, young person or adult

**Factors** that affect mental health may include:

- Emotional
- Social
- Psychological
- Biochemical
- Genetic
- Physical

Range should include a minimum of 4 examples

## Unit 121

## Introduction to dementia

<b>UAN:</b>	<b>D/602/6375</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Intro OP 1.9 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of dementia

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of a person centred approach when working with individuals with dementia
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline why it is important to recognise and value an <b>individual</b> with dementia as a person first
1.2	Give examples of how to use a <b>person centred approach</b> when working with individuals with dementia

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the main causes and effects of dementia
<b>Assessment criteria</b>	
The learner can:	
2.1	Outline what is meant by the term 'dementia'
2.2	Give examples of <b>causes of dementia</b>
2.3	Outline the effects of dementia on individuals, families and carers

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the importance of effective communication for individuals with dementia
<b>Assessment criteria</b>	
The learner can:	
3.1	Identify the benefits of effective communication on the lives of individuals with dementia
3.2	Outline how memory loss affects the use of spoken language in an individual with dementia
3.3	Give examples of techniques that can be used to facilitate communication with an individual with dementia

## **Unit 121                    Introduction to dementia**

### **Supporting information**

#### **Unit range**

##### **Person centred approach:**

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

**Individuals:** any child, young person or adult

**Causes of dementia:** minimum of 3 examples

## Unit 123

# Introductory awareness of equality and inclusion in health, social care and children's and young people's settings

<b>UAN:</b>	<b>R/502/9716</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to PWCS 03 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The aim of this unit is to develop the learner's awareness and knowledge of equality and inclusion in health, social care and children's and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the importance of equality and inclusion within health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can:	
1.1 Define the terms equality and inclusion	
1.2 Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the affects of discriminatory attitudes and behaviours on individuals
<b>Assessment criteria</b>	
The learner can:	
2.1 Identify discriminatory attitudes	
2.2 Give examples of how discriminatory attitudes can affect individuals	
2.3 Identify discriminatory behaviours	
2.4 Give examples of how discriminatory behaviours can affect individuals	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Know the factors that affect equality and inclusion of individual	
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify <b>social</b> and physical <b>barriers</b> that may prevent equality and inclusion	
3.2 Outline how barriers to equality and inclusion may be overcome	
3.3 Outline behaviours that may promote equality and inclusion	



**Unit 123**      **Introductory awareness of  
equality and inclusion in  
health, social care and  
children's and young people's  
settings**

Supporting information

**Unit range**

**Social barriers** may include emotional and psychological barriers to inclusion.

## Unit 124

# Introductory awareness of health and safety in health, social care and children's and young people's settings

<b>UAN:</b>	<b>Y/502/9717</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	36
<b>Relationship to NOS:</b>	This unit is linked to PWCS 04 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The aim of this unit is to develop learner's awareness and knowledge of health and safety in health, social care and children's and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can: 1.1 Outline <b>key areas</b> of health and safety related to a work setting 1.2 Outline employers responsibilities for health and safety 1.3 Outline workers <b>responsibilities</b> for health and safety 1.4 Give examples of health and safety training required in the work setting	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand the importance of assessing risk in relation to health and safety
<b>Assessment criteria</b>	
The learner can: 2.1 Outline what is meant by risk 2.2 Give examples of hazards and their associated risks 2.3 Outline the purpose of a risk assessment 2.4 Identify occasions when a risk assessment is necessary	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can:	
3.1	Outline the importance of protecting your own security and the security of others in the work setting
3.2	Outline the importance of safe moving and handling principles
3.3	Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting
3.4	Identify who might deal with accidents and sudden illness in the work setting

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can:	
4.1	Describe how infection is spread
4.2	Identify methods that reduce the spread of infection
4.3	Describe the standard method of washing hands
4.4	Identify when personal protective equipment should be used

## **Unit 124**      **Introductory awareness of health and safety in health, social care and children's and young people's settings**

Supporting information

### **Unit range**

#### **Key areas:**

- Fire safety
- Moving and handling
- First aid
- Security
- Storage and disposal of hazardous substances
- Medication storage and administration
- Infection prevention and control

**Responsibilities** may include recording and reporting.

## Unit 125

# Introductory awareness of person-centred support in health, social care and children's and young people's settings

<b>UAN:</b>	<b>D/502/9718</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to PWCS 05 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The aim of this unit is to develop learner's awareness and knowledge of person-centred support in health, social care and children's and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand what is meant by person-centred support in health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can:	
1.1 Define person-centred support	
1.2 Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes	
1.3 Give examples of how to provide person-centred support when supporting individuals in day-to-day activities	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Know the importance to individuals of person-centred support in health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can:	
2.1 Outline the benefits to an individual of person-centred support	
2.2 Give examples of how individuals can be in control of their care needs	
2.3 Outline how assessing risk can assist person-centred support	

## Unit 126

# Introductory awareness of working with others in health, social care and children's and young people's settings

<b>UAN:</b>	<b>H/502/9719</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to PWCS 06 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The aim of this unit is to develop the learner's awareness of partnership working in health, social care and children's and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know how to work together with others
<b>Assessment criteria</b>	
The learner can: 1.1 Outline why it is important to work with others 1.2 Outline ways of working together with others 1.3 Give examples of ways that work well when working with others 1.4 Give examples of ways that do not work well when working with others	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand partnership working in health, social care and children's and young people's settings
<b>Assessment criteria</b>	
The learner can: 2.1 Outline what partnership working means in health, social care and children's and young people's settings 2.2 Give examples of who <b>partners</b> might be 2.3 Outline the benefits of partnership working in health, social care and children's and young people's settings	

## **Unit 126**      **Introductory awareness of working with others in health, social care and children's and young people's settings**

Supporting information

### **Unit range**

**Partners** may include:

- individual
- families, unpaid carers, friends
- a range of professional workers both within and external to social care such as paid care workers, GP, Dentist, Advocate, social worker etc
- communities, which may include a range of recreational, social, religious communities as appropriate
- user-led groups and networks

## Unit 127

## Introductory awareness of the importance of healthy eating and drinking for adults

<b>UAN:</b>	<b>Y/502/9720</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	This unit is linked to HSC 213 This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The aim of this unit is to develop the learner's awareness and understanding of the importance of healthy eating and drinking for adults

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the importance of healthy eating
<b>Assessment criteria</b>	
The learner can:	
1.1 Outline what is meant by a balanced diet	
1.2 Give examples of the effects on health if a diet is not balanced	
1.3 Give examples of ways that food can contribute to helping an individual to stay healthy	
1.4 Outline ways to inform individuals to eat a balanced diet	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand the importance of drinking enough to stay healthy
<b>Assessment criteria</b>	
The learner can:	
2.1 State the recommended daily fluid intake to stay healthy	
2.2 Outline how drinking enough can help to stay healthy	
2.3 Identify the effects to health of not drinking enough	
2.4 Give examples of signs of not drinking enough	
2.5 Outline ways to encourage individuals to drink enough to stay healthy	



## Unit 136

## Job opportunities in health and social care

<b>UAN:</b>	<b>D/501/7228</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Aim:</b>	The principal aim of this unit is for the learners to develop a plan for starting work in health and social care by being given the opportunity to explore job opportunities across the health and social care sectors. The learner will explore the conditions of employment and the qualifications and skills required for different jobs in health and social care settings. The learner will be given the opportunity to set realistic short- and medium-term goals for their career pathway in health and social care.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Know job opportunities in health and social care
<b>Assessment criteria</b>	
The learner can:	
1.1	Identify jobs in different sectors of health and social care
1.2	Describe a job role in a health and social care setting/department.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand terms and conditions of employment within health and social care
<b>Assessment criteria</b>	
The learner can:	
2.1	Describe the terms and conditions of employment for jobs in health and social care.

<b>Learning outcome</b>	<b>The learner will:</b>
3. Know about the qualifications and skills needed for jobs in health and social care	
<b>Assessment criteria</b>	
The learner can:	
3.1 Present information about qualifications and skills required for selected jobs in health and social care.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to plan how to start work within health and social care	
<b>Assessment criteria</b>	
The learner can:	
4.1 Produce a plan to start work within health and social care.	

## Unit 201

## Exploring a vocational area for own development

<b>UAN:</b>	<b>R/504/8170</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	This unit is about selecting and researching a vocational area of interest for the learner's own development.

<b>Learning outcome</b>
The learner will: 1. know how to research a vocational area
<b>Assessment criteria</b>
The learner can: 1.1 explain own reasons for interest in a specific vocational area 1.2 use relevant sources of information to research a vocational area, and explain what has been learned from each 1.3 describe three job roles associated with the vocational area 1.4 describe the skills, knowledge and personal qualities required to perform the job roles identified 1.5 explain how a candidate might show that they meet the job specification for one of the job roles identified.

<b>Learning outcome</b>
The learner will: 2. know how to develop the skills and knowledge for a chosen job role
<b>Assessment criteria</b>
The learner can: 2.1 assess own current skills, knowledge and personal qualities relevant to the chosen job role 2.2 assess and prioritise areas for own development 2.3 prepare an action plan for developing skills and knowledge for the chosen job role.

<b>UAN:</b>	<b>Y/504/8171</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	The aim of this unit is to introduce the learner to ways in which they can reflect on own personal development and how their personal skills, abilities and behaviours can be developed.

<b>Learning outcome</b>
The learner will: 1. recognize the significance of own achievements and interests to own development
<b>Assessment criteria</b>
The learner can: 1.1 describe at least two: a. achievements and how they were achieved b. interests and how they were pursued 1.2 describe how each of the above has contributed to own development and current situation.

<b>Learning outcome</b>
The learner will: 2. recognise own strengths and areas for further development
<b>Assessment criteria</b>
The learner can: 2.1 describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training 2.2 describe own areas for further development and explain why they need to be improved and how they could be improved 2.3 match own skills, <b>qualities</b> and abilities to the requirements of preferred learning progression destination or career choice.

**Guidance**

**Qualities** – these are personal attributes such as

- analytical
- conscientious
- cooperative
- courageous
- decisive
- diplomatic
- discreet
- enthusiastic
- honest
- imaginative
- loyal
- observant
- patient

but are not limited to these.

For 2.2 this can be in the form of a simple personal development plan

**Learning outcome**

The learner will:

3. understand how a person's learning style influences career and education choices

**Assessment criteria**

The learner can:

- 3.1 describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style.

**Learning outcome**

The learner will:

4. be able to set personal goals and objectives

**Assessment criteria**

The learner can:

- 4.1 identify a range of **personal goals**, taking into consideration own skills, qualities, abilities and available opportunities
- 4.2 describe why the goals are relevant to own current situation and to available opportunities.

**Guidance**

**Personal goals** – this may be in life, work or training.

**Learning outcome**

The learner will:

5. be able to make action plans to achieve personal goals

**Assessment criteria**

The learner can:

5.1 produce an action plan which:

- a. identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed)
- b. incorporates a checklist of actions to be taken towards personal goals
- c. timetables the actions to be undertaken.

**Guidance**

The **action plan** should include:

- Identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed).
- Incorporates a checklist of actions to be taken towards personal goals.
- Timetables the actions to be undertaken.

Whilst the action plan should take into account the above. Learners with ambitions should not be discouraged from using goals that do not appear to be realistic.

## Unit 203

# Introductory awareness of loss and grief in health, social care and children's and young people's settings

<b>UAN:</b>	<b>H/504/8173</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Aim:</b>	The aim of this unit is to develop the learner's understanding and knowledge of grief and loss and the possible effects that culture, religion, personal beliefs and stages of development might have on individuals and self.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand bereavement within health, social care and children's and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
1.1 Describe the:	
a.social	
b.emotional	
c.physical	
d.behavioural	
effects that <b>loss and grief</b> may have on individual children, young people and adults	
1.2 Give examples of the types of loss and grief a:	
a.child	
b.young person	
c.adult	
may experience during their life	
1.3 Describe the effect that:	
a.culture	
b.religion	
c.personal beliefs	
d.stages of development	
may have on individual children, young people and adults who experience loss and grief.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the process of grieving and adjusting to bereavement for children, young people and adults	
<b>Assessment criteria</b>	
The learner can:	
2.1 Describe some different <b>views</b> of how individual children, young people and adults may respond, over time, to loss	
2.2 Describe how to support individual children, young people and adults to help them whilst they are adjusting to loss or grief.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Know strategies to help individual children, young people and adults to adjust to bereavement in health, social care and children's and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
3.1 Give examples of how you could support individual children, young people and adults:	
a. through the process of grieving	
b. to cope with the effects of loss or grief on their lives	
3.2 Identify some of the types of support available to children, young people and adults when they are adjusting to loss or grief	
3.3 Describe how and where to get support for yourself when working with individuals adjusting to loss and grief.	



## **Unit 203**      **Introductory awareness of loss and grief in health, social care and children's and young people's settings**

Supporting information

### **Unit range**

**Loss and grief** may include:

- death
- divorce
- redundancy
- illness
- change of environment

**Views** may include:

- the conventional view of grief that people move through an orderly and predictable series of responses to loss
- one that considers the wide variety of responses that are influenced by personality, family, culture and religious beliefs and practices
- one that replaces the 'stages' of grief with a spiral model of grieving.

## Unit 204

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

<b>UAN:</b>	<b>H/601/5474</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the CCLD 203 HSC 24 GCU 2
<b>Aim:</b>	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the implications of duty of care
<b>Assessment criteria</b>	
The learner can:	
1.1	Define the term 'duty of care'
1.2	Describe how the duty of care affects own work role.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand support available for addressing dilemmas that may arise about duty of care
<b>Assessment criteria</b>	
The learner can:	
2.1	Describe dilemmas that may arise between the duty of care and an individual's rights
2.2	Explain where to get additional support and advice about how to resolve such dilemmas.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Know how to respond to complaints
<b>Assessment criteria</b>	
The learner can:	
3.1	Describe how to respond to complaints
3.2	Identify the main points of agreed procedures for handling complaints.

## Unit 205

# Understanding risk within health, social care and children's and young people's settings

<b>UAN:</b>	<b>K/504/8174</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	Risk has positive and negative connotations. Whilst in most walks of life it is seen as negative, risk taking can be beneficial and assessing its potential is necessary for health and social care and child care practitioners. This unit will enable learners to understand how to identify and assess risk to self and others within health, social care and children's and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Know how to recognise potential risks to self and others
<b>Assessment criteria</b>	
The learner can:	
1.1 Describe <b>environmental situations</b> that could pose risk to self and others	
1.2 Identify risks arising from the physical and/or emotional state of service users and carers.	

<b>Range</b>
<b>Environmental situations</b> – could be indoors or outdoors.

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Know how to assess and manage risk
<b>Assessment criteria</b>	
The learner can:	
2.1 Describe the positive and negative aspects of risk	
2.2 Describe the importance of assessing and managing risk	
2.3 Outline ways of assessing risk in any given situation	
2.4 Explain ways in which risk could be managed.	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand how to identify circumstances in which risk taking should be encouraged
<b>Assessment criteria</b>	
The learner can:	
3.1	Give examples of instances where risk taking is essential
3.2	Identify the benefits of the risk taking to individuals from the examples identified
3.3	Outline measures that will minimise the risks identified without reducing the benefits of these risks.



## Appendix 1 Sources of general information

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

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

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

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

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

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

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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