

# Award and Certificate in Health and Social Care (3248)

## Qualification handbook

Entry Level Award in Health and Social Care  
(Entry 3) (QCF)

Level 1 Certificate in Health and Social Care (QCF)



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# 1 Introduction to the qualifications

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

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>QCA / SQA accreditation number(s)</b>	<b>Credit value</b>
Entry Level Award in Health and Social Care (Entry 3) (QCF)	3248-01	500/7585/8	6
Level 1 Certificate in Health and Social Care (QCF)	3248-01	500/7659/0	13

## **Accreditation details**

These qualifications are accredited by Ofqual; the Qualifications and Curriculum Authority until 31 December 2010.

This document includes details and guidance on:

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



## 2 About the qualifications

### 2.1 Aim of the qualifications

These qualifications aim to:

- meet the needs of candidates who want to develop skills and knowledge required for working in health and social care
- allow candidates to learn, develop and practise the skills required to work in health and social care and support career progression into the sector
- gain personal and work life skills that will support progression towards supported employment
- enhance the learner's skills to help engage them in learning and enable them to develop a variety of skills and techniques, personal skills and attributes that are key for successful progress in their working life

#### Target Group for these qualifications

- Learners who want an introduction to the skills and knowledge needed for working in health and social care
- 14-19 year old learners
- Learners in Schools and Colleges who wish to develop personal and life skills
- Adults returning to study
- Adults who are seeking a career change
- Learners who may not have achieved an accredited qualification
- Learners who may have specific learning needs
- Learners who may be parents/carers who want to build on their existing skills
- Learners who may be seeking greater independence
- Home child carers

City & Guilds Entry Award (Entry 3) in Health and Social Care offers a flavour of the work involved in health and social care and focuses on the personal qualities and skills required to care for children

City & Guilds Level 1 Certificate provides an introduction to the skills and knowledge required for working in health and social care. It provides an opportunity to develop personal and work life skills that will support progression into employment.

#### Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated:

- a level to indicate the level of difficulty
- a credit value to indicate the size of the unit.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications. Rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

## **2 About the qualifications**

### 2.2 Principles and values

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

## 2 About the qualifications

### 2.3 The structure of the qualifications

This section provides information about the structure of the qualifications and unit combinations required for the qualifications.

#### Entry level Award in Health and Social Care (Entry 3) (QCF)

To achieve the Entry Level Award in Health and Social Care, learners must achieve a minimum of 6 credits. 4 credits must be achieved at Entry Level. Units must be selected from the table below.

Accreditation unit reference	City & Guilds unit number	Unit title	Credit value	Level
T/501/7218	Unit 001	Health Needs	3	Entry 3
Y/501/7227	Unit 002	Communication with Adults and Children in Health and Social Care	4	Level 1
D/501/7228	Unit 003	Job Opportunities in Health and Social Care	4	Level 1
J/501/6333	Unit 004	Investigating Rights and Responsibilities at Work	1	Entry 3
M/501/6360	Unit 005	Managing Your Health at Work	1	Entry 3
A/501/7219	Unit 006	Introduction to Creative and Leisure Activities for Children and Adults	3	Entry 3
J/501/6414	Unit 007	Investigating Rights and Responsibilities at Work	1	Level 2
F/501/6363	Unit 008	Preparing for Work Placement	1	Entry 3
L/501/6382	Unit 009	Investigating Rights and Responsibilities at Work	1	Level 1
J/501/6364	Unit 010	Learning from Work Placement	2	Entry 3
J/501/6137	Unit 011	Managing Your Health at Work	1	Level 2
T/501/6389	Unit 012	Managing Your Health at Work	1	Level 1
T/501/6148	Unit 013	Preparing for Work Placement	1	Level 2
L/501/6186	Unit 014	Learning from Work Placement	2	Level 2
M/501/6391	Unit 015	Preparing for Your Work Placement	1	Level 1
L/501/6168	Unit 016	Learning from Work Placement	2	Level 1
M/501/7220	Unit 017	The Role of the Carer at Meal Times	3	Entry 3
T/501/7221	Unit 018	Health and Social Care Needs	4	Level 1
A/501/7222	Unit 019	Personal Care in Health and Social Care	4	Level 1
F/501/7233	Unit 020	Creative Activities for Children	4	Level 1
J/501/7224	Unit 021	Learning Experiences for Children and Young People	4	Level 1

L/501/7225	Unit 022	Creative and Leisure Activities for Adults in Health and Social Care	4	Level 1
R/501/7226	Unit 023	Promoting Healthy Eating in Care	4	Level 1

### Level 1 Certificate in Health and Social Care (QCF)

To achieve the Level 1 Certificate in Health and Social Care, learners must achieve a minimum of 13 credits. A minimum of 7 credits must be achieved at Level 1. Units must be selected from the tables below.

#### Level 1 Units

Accreditation unit reference	City & Guilds unit number	Unit title	Credit value	Level
Y/501/7227	Unit 002	Communication with Adults and Children in Health and Social Care	4	Level 1
D/501/7228	Unit 003	Job Opportunities in Health and Social Care	4	Level 1
L/501/6382	Unit 009	Investigating Rights and Responsibilities at Work	1	Level 1
T/501/6389	Unit 012	Managing Your Health at Work	1	Level 1
M/501/6391	Unit 015	Preparing for Your Work Placement	1	Level 1
L/501/6168	Unit 016	Learning from Work Placement	2	Level 1
T/501/7221	Unit 018	Health and Social Care Needs	4	Level 1
A/501/7222	Unit 019	Personal Care in Health and Social Care	4	Level 1
F/501/7233	Unit 020	Creative Activities for Children	4	Level 1
J/501/7224	Unit 021	Learning Experiences for Children and Young People	4	Level 1
L/501/7225	Unit 022	Creative and Leisure Activities for Adults in Health and Social Care	4	Level 1
R/501/7226	Unit 023	Promoting Healthy Eating in Care	4	Level 1
H/501/7229	Unit 024	Health and Social Care Group Project	4	Level 1

#### Entry Level Units

Accreditation unit reference	City & Guilds unit number	Unit title	Credit value	Level
T/501/7218	Unit 001	Health Needs	3	Entry 3
J/501/6333	Unit 004	Investigating Rights and Responsibilities at Work	1	Entry 3
M/501/6360	Unit 005	Managing Your Health at Work	1	Entry 3
A/501/7219	Unit 006	Introduction to Creative and Leisure Activities for Children and Adults	3	Entry 3
F/501/6364	Unit 008	Preparing for Work Placement	1	Entry 3

J/501/6364	Unit 010	Learning from Work Placement	2	Entry 3
M/501/7220	Unit 017	The Role of the Carer at Mealtimes	3	Entry 3

### Level 2 Units

Accreditation unit reference	City & Guilds unit number	Unit title	Credit value	Level
J/501/6414		Investigating Rights and Responsibilities at Work	1	Level 2
J/501/6137		Managing Your Health at Work	1	Level 2
T/501/6148		Preparing for Work Placement	1	Level 2
L/501/6186		Learning from Work Placement	2	Level 2

### Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate/diploma, a CUC for each unit achieved.

## **2 About the qualifications**

### 2.4 Rules of combination

**See pages 12 and 13 for information**

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## Qualification handbook

Entry Level Award in Health and Social Care  
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## Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
<hr/> <b>learnersupport@cityandguilds.com</b>	all learner enquiries, including <ul style="list-style-type: none"><li>• requesting a replacement certificate</li><li>• information about our qualification</li><li>• finding a centre.</li></ul>
<hr/> <b>centresupport@cityandguilds.com</b>	all centre enquiries
<hr/> <b>walledgarden@cityandguilds.com</b>	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"><li>• setting up an account</li><li>• resetting passwords.</li></ul>

## 3 Candidate entry and progression

### Candidate entry requirements

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

### Initial assessment and induction

There are no formal entry requirements for candidates undertaking these qualifications. However centres must ensure that candidates have the potential and opportunity to successfully gain the qualification and therefore we suggest an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification. The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre.

### Access to assessment

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

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

### 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.

## Further development opportunities

There are no appropriate national occupational standards at entry level or level 1. There may be progression opportunities to specific Health and Social Care national occupational standards and Health and Social Care units at level 2.

Candidates who have successfully completing the City & Guilds Entry level Award (Entry 3) in Health and Social Care may be interested the following City & Guilds qualifications

- Level 1 Certificate in Caring for Children
- Entry Award (Entry 3) in Health and Social Care
- Level 1 Certificate in Caring for Children

Candidates who have successfully completed the City & Guilds Level 1 Certificate in Health and Social Care may be interested the following City & Guilds qualifications

- Level 2 (3179) Certificate in Health and Social Care
- Level 2 (3172) NVQ in Health and Social Care
- Level 1 (3249) Certificate in Health and Social Care

## 4 Centre requirements

### 4.1 Centre, qualification and fast track approval

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

#### Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to **Appendix 1** for further information.

#### Existing City & Guilds centres

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to **Appendix 1** for further information.

Centres, anticipating the recording and use of evidence generated from interactions with individuals using a service, must gain their advocates' informed consent. Subsequently, centres must ensure that an individual's right to privacy is not compromised by their willingness to be involved.

#### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the following qualifications:

- Entry level 3 Certificate in Preparing for Work in the Care Sector (3595)
- Level 2 NVQ/Certificate in Health and Social Care (3172-21) / (3179-21)

may apply for approval for the Entry Award (Entry 3) and the Level 1 Certificate in Health and Social Care (3248) using the **fast track approval form**, available from the City & Guilds website.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

## 4 Centre requirements

### 4.2 Resource requirements

#### Physical resources

- Centres must ensure that the physical resources are sufficient to deliver the planned learning programme and assessment activities
- Centres must provide access to sufficient equipment in the centre to ensure candidates have the opportunity to cover all of the practical activities.
- The qualification should be delivered in the settings that are most appropriate to the learner and reflect the learning outcomes within the units, wherever possible real and relevant settings that motivate the learner should be used.
- Learners working towards these qualifications should have the opportunity to develop skills needed for work within a real work environment through either paid or voluntary work. The work placement/voluntary work could be for an agreed short period of time which allows the learners an opportunity to cover some of the practical activities.

#### Human resources

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

- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal verifier

#### Staff delivering the qualifications

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 must never internally verify their own assessments.

#### Internal Verifiers must

- 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
- Organised & 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 (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)

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

- Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.
- City & Guilds expectations are that individuals have the opportunity to undertake at least two CPD activities per annum.

## 4 Centre requirements

### 4.3 Registration and certification

#### **Administration**

Full details of City & Guilds' administrative procedures for these qualifications are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

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

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change. The latest News is available on the website ([www.cityandguilds.com](http://www.cityandguilds.com)).

#### **Retaining assessment records**

Centres must retain copies of candidate assessment records for at least three years after certification.

#### **Certificate of unit credit (CUC)**

A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved the unit. They do not need to wait until the full programme of study has been completed.

#### **Full certificates**

Full certificates are only issued to candidates who have met the full requirements of the qualifications, as described in section 2.3 The structure of the qualifications.

## 4 Centre requirements

### 4.4 Quality assurance

This information is a summary of quality assurance requirements.

*Providing City & Guilds qualifications* section on the City & Guilds website provides full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

#### **Internal quality assurance**

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

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

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for these qualifications.

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

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

#### **External quality assurance**

External quality assurance for the qualifications will be provided by City & Guilds external verification process.

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



## **5 Course design and delivery**

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

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

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.

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

## 5 Course design and delivery

### 5.2 Recommended delivery strategies

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

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

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

In particular, staff should consider the skills and knowledge identified in the learning outcomes in order to prepare candidates adequately for assessment.

The programme may be delivered full-time, part-time or as distance learning as appropriate to the centres learner's needs.

The following are provided in each unit to support the delivery:

- suggested delivery
- suggested evidence
- possible resources

## 5 Course design and delivery

### 5.3 Data protection, confidentiality and legal requirements

#### 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 *Providing City & Guilds qualifications*.

#### 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 of 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 requirements of photographs or video recordings
- associated child protection legislation.

#### Legal requirements

Candidates either working voluntarily or in placement in Care services may be legally required to undergo criminal record check 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, check should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of the requirements. These are usually the responsibility of the employer. The appropriate service regulatory and the (Independent Safeguarding Authority) ISA for England should be able to provide the detail of the requirements, not the Awarding Body.

## 5 Course design and delivery

### 5.4 The wider curriculum

Candidates taking these qualifications may also have the opportunity to cover the following aspects of the wider curriculum.

- Identification of opportunities for evidence generation of spiritual, moral, ethical, social and cultural
- European development
- Environmental education
- Health and safety

The grid below provides guidance where units contain specific evidence of these wider curriculum issues:

Unit Number	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
001	✓	✓	✓	✓
002	✓	✓		
003	✓	✓	✓	✓
004	✓	✓	✓	
005	✓		✓	✓
006	✓			
007	✓	✓	✓	
008	✓		✓	✓
009	✓	✓	✓	
010	✓		✓	✓
011	✓		✓	✓
012	✓		✓	✓
013	✓	✓	✓	✓
014	✓	✓	✓	✓
015	✓	✓	✓	✓
016	✓		✓	✓
017	✓		✓	✓
018	✓	✓	✓	✓
019	✓		✓	✓
020	✓		✓	✓
021	✓		✓	✓
022	✓		✓	✓
023	✓		✓	✓
024	✓	✓	✓	✓

## 6 Assessment

### 6.1 Summary of assessment requirements

The units and qualifications will be assessed by Centre devised assignments which will be presented by a candidate portfolio of evidence.

- Centre devised assignments must reflect the Learning outcomes and the Assessment criteria to the standard required. This needs to be considered in the assignment development undertaken by the centre prior to candidates embarking on their assessments.
- Cross referencing the assignment to the appropriate learning outcomes and assessment criteria is required for internal/external verification purposes
- The assessment tasks and activities should ensure learner can evidence the assessment criteria via the application of a variety of different assessment approaches.
- Centres are encouraged to use practical activities or other approaches as suitable to their learner group, equally work placement could provide a suitable foundation for assignment activities eg, observations, expert witness testimonies, witness testimonies, candidates accounts.
- External Verifiers, as part of their usual monitoring activities will check to ensure that assignments for any of the assessments **sampled** are fit for purpose.
- Evidence of the candidate's achievement the assignment tasks and assessor records of having planned, reviewed and made judgements should be presented in a portfolio of evidence. This will ensure that both internal and external verifiers can sample assessment outcomes

Where candidates have particular needs the evidence may vary, provided that any alternative evidence demonstrates the assessment requirements as identified in the unit.

#### **Recording of evidence**

Recording of assessment evidence may be undertaken in a range of formats. Regardless of the form of recording used, the guiding principle must be that information relating to practice information must comply with legal requirements and best practice in the sector in relation to confidentiality of information whilst still being able to be tracked for internal and external verification purposes.

**Recording forms** are available and can be found in **Appendix 6**.

## 7 Units

### 7.1 About the units

#### **Structure of units**

The units in these qualifications are written in a standard format and comprise the following:

- title
- unit reference
- unit aims
- list of learning outcomes
- statement of guided learning hours
- details of relationship between unit and any relevant National Occupational Standards
- key skills
- PLTS
- assessment and grading
- learning outcomes and assessment criteria
- suggested delivery
- suggested evidence
- possible resources

# Unit 001                      Health Needs

**Level:**                      **Entry 3**

**Credit value:** **3**

## **Unit aims**

In this unit learners will consider their own health needs and will learn about factors that affect health. They will learn that being healthy is about more than not being ill. They will explore the health needs of different individuals and will find out about social care provision to meet these needs.

## **Learning outcomes**

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

- Know about own health needs
- Know factors that affect health
- Know that individuals have different health needs
- Know what social care is

## **Guided learning hours**

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

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

NOS: This unit may allow progression to the following unit of the National Occupational Standards in Health and Social Care:

HSC3103: Contribute to raising awareness of health issues.

The unit may allow progression to the following unit from the National Occupational Standards in Public Health:

HT2: Communicate with Individuals about promoting their health and well being.

Other: This unit may have links with the following unit from the competencies for Children's Services:

CS3: Work with children and young people to assess their health and well being.

## **Endorsement of the unit by a sector or other appropriate body**

This unit is supported by Skills for Health and by Skills for Care and Development

## **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading
- ICT – Find and Select Information

## **Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 001            Health Needs**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Know factors that affect health**

The learner can:

- 1.1    Outline own physical, emotional and social health needs

### **Outcome 2    Know factors that affect health**

The learner can:

- 2.1    Describe factors that affect health

### **Outcome 3    Know that individuals have different health needs**

The learner can:

- 3.1    Discuss different health needs of individuals

### **Outcome 4    Know what social care is**

The learner can:

- 4.1    List social care available for individuals



### Delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding.

There are realistic opportunities in this unit to incorporate a range of practical tasks to assist learners in both achieving learning outcomes and preparing them for achieving assessment criteria.

Learners will need to understand that physical, emotional and social health care needs are part of overall well-being and that being healthy is not only 'about not being ill'.

For some activities, sensitivity will be required where learners are required to identify their own needs and may be better approached in general terms if group activities are facilitated – e.g., identifying generally what constitutes the various different needs rather than sharing their own in the larger forum

There are opportunities for learners to conduct their own research e.g. factors that affect health and for groups to work on different areas and share their findings through presentations.

Case studies, scenarios, television programmes, newspaper cuttings etc. could all be used to instigate discussion and exploration of specific health needs of individuals.

Visits to different work settings will provide learners with opportunities to identify different health needs specific to different client groups. Their findings could be shared with members of the larger group to discuss not only the needs that individuals might have but also how the provision visited, addresses and meets these needs.

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria. Similarly experts could be invited into sessions to give generic information associated with a specific health related area (e.g. dental health, audiologists, health visitor, podiatrist, occupational therapist, speech and language therapists, etc).

Further individual and group research for example using local and national resources will help prepare learners for the final task, for example local directories, internet, library etc.

### Potential assessment opportunities

On completion of a unit the learner should:

- 1.1 outline own physical, emotional and social health needs
- 2.1 describe factors that affect health
- 3.1 discuss different health needs of individuals
- 4.1 list social care available for individuals

**Holistic approach:** It is unlikely that all assessment criteria could be met though one assignment given the nature of the outcomes and related criteria; however some aspects could be linked to other units (e.g. Units 7 and 17) depending on activities during the work placement which could incorporate some of the assessment criteria from this unit (e.g. 2.1 and 3.1)

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

Completed templates/proforma containing opportunity for candidates to outline own physical, emotional and social health needs

- Learner accounts
- Learner comments/observations following watching TV programme(s)
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Case studies/scenarios
- Records of interviews (guest speakers)

Regardless of the approach taken, learners' evidence must include the following:

- Outline/checklist of learner's own physical, emotional and social health needs
- Description of 4 factors that affect health
- Description of at least four different health needs
- A list of four different types of social care provision

### **Potential Resources**

- **[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)**

Range of information provided (Skills for Care and Development) in relation to social care sector

- **[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)**

Range of information provided by the Sector Skills Council for Health

- **[www.bbc.co.uk/health/healthy\\_living](http://www.bbc.co.uk/health/healthy_living)**

A guide to a healthy and it lifestyle

- **[www.nhs.uk/livewell](http://www.nhs.uk/livewell)**

Provides information on healthy living for all stages of life

- **[www.dh.gov.uk](http://www.dh.gov.uk)**

Department of Health's website

- **[www.hpa.org.uk](http://www.hpa.org.uk)**

## Unit 002

# Communication with Adults and Children in Health and Social Care

**Level:** Level 1

**Credit value:** 4

### Unit aims

In this unit learners will explore the care needs of young children. Learners will develop their knowledge and understanding of how to provide for the physical care needs of young children.

### Learning outcomes

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

- Know about the principles of communication in health and social care
- Understand how to communicate with adults in health and social care
- Understand how to communicate with children and young people in health and social care

### Guided learning hours

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

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

NOS: This unit could allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC21: Communicate with, and complete records for individuals

HSC24: Ensure your own actions support the care, protection and well-being of individuals.

The unit may also have links with the following unit from the National Occupational Standards for Public Health:

HT2: communicate with Individuals about promoting their health and well being.

Other: The unit has links with the following unit from the set of competences for Children's Services:

CS1: Communicate with children and young people, and those involved in their care

and with the following unit of the common core of skills and knowledge for the children's workforce:

1. Effective communication and engagement with children, young people, their families and carers.

### Endorsement of the unit by a sector or other appropriate body

This unit is supported by Skills for Health and by Skills for Care and Development.

### Mapping to Functional Skills

- English – Speaking and listening
- English – Reading

### Assessment and grading

This unit will be assessed by a candidate portfolio.

# **Unit 002                      Communication with Adults and Children in Health and Social Care**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Know about the principles of communication in health and social care**

The learner can:

- 1.1    Outline different forms of communication.
- 1.2    Describe barriers to communication in health and social care

### **Outcome 2    Understand how to communicate with adults in health and social care**

The learner can:

- 2.1    Explain ways to communicate with adults with different needs in health and social care.

### **Outcome 3    Understand how to communicate with children and young people in health and social care**

The learner can:

- 3.1    Explain ways to communicate with children and young people in health and social care.

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Work placement and/or work experience are good opportunities for the learner to apply their understanding and/or to share experiences of such with others. A range of practical activities can be offered to assist and enhance learning.

Effective communication between individuals is fundamental to the caring role; within the health and social care sector this is crucial as some individuals may have different ways of communicating and will require on occasions the carer to adapt their approach and be receptive to the alternative forms of communication sometimes used by individuals.

Learners need to understand that communication is not just words – that there are different forms of communication and the most appropriate methods may vary from setting to setting and are always a combination of methods. Different forms of communication to explore with learners should include the practical (e.g. communicating with individuals as opposed to groups), non-verbal communication (e.g. tone of voice, gestures etc.), the principles of active listening, written communication, electronic, sign language, communication aids, etc. Along with this knowledge should be the more intangible (e.g. being sensitive to individual needs e.g. a distressed child, a confused older person, etc.).

Learners also need to be aware of barriers to communication in order that they will have some understanding of how to overcome and/or minimise such. Learners may want to consider situations where they could not make themselves understood; how did they feel? Learners may have read a book or watched a film – where there is room for discussion and learning of a situation where communication between people has been misunderstood. Learners may also want to consider language differences and think about the different interpretation of words – these might include colloquialisms that do not translate easily into another language.

Learners could watch clips from TV programmes and observe the body language of actors and messages being conveyed that might be out of tune with the words being spoken. Learners could also take part in simulated activities (e.g. being given a brief to communicate something) – this could be recorded and analysed through self and peer assessment – using the recording as a basis of such and feedback from the other person in the simulated activity.

There is the opportunity for learners to work in groups – making presentations/displays etc – identifying barriers to communication and – then researching how these might be minimised or eliminated. Individual and/or group research into local and national resources, use of the internet etc – will highlight the roles of other agencies in breaking down barriers to communication.

Learners could have the opportunity of undertaking some aspect of a sign language course – or at least have a 'taster' of such (e.g. British Sign Language, Makaton).

Case studies of different individuals could be used to both instigate discussion and assist the learner to explore barriers to communication and ways of overcoming these barriers.

Visits to different work places with a brief to consider the different methods of communication and to consider why these methods are adopted in meeting the needs of the individuals – will be valuable learning experiences.

Guest speakers can also provide important and specialist information – this could include staff from a particular setting who can advise of the important factors to consider when promoting effective communication in their particular care setting. Similarly specialists/experts – could give a broader view (e.g. speech therapist). In either case again, carefully prepared questions will serve to broaden knowledge and understanding for learners and through careful questioning assist in the preparation for the assessment.

Work experience placements or experience may afford learners the opportunity to either reflect on their communication or give demonstrable examples of ways of communicating with others which could contribute towards any of the assessment criteria.

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 outline different forms of communication
- 1.2 describe barriers to communication in health and social care
- 2.1 explain ways to communicate with adults with different needs in health and social care
- 3.1 explain ways to communicate with babies, children and young in health and social care

**Holistic approach:** It is possible that all assessment criteria could be met through one assignment; for example this could be a guide for a worker new to a hypothetical setting and covering all aspects of communicating with individuals. However learners need to ensure that all the required age groups are covered. The assignment could be comprised of various tasks which all link but combine to meet the overall assessment requirements. There are opportunities to link evidence for this unit to all other units selected (e.g. it will be impossible for learners to carry out any practical tasks (e.g. either work based or simulated) without communicating effectively.

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Completed templates/proforma (e.g. barriers to communication/overcoming barriers)
- Displays
- Learner accounts
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Witness Testimonies (work place)
- Observational records
- Peer assessments
- Case studies

Regardless of the approach taken, learners' evidence must include the following:

- Outline of six different forms of communication
- Description of at least four different barriers to communication
- Explanation of ways to communicate with four different adults (Health and Social Care settings)
- Explanation of ways to communicate with babies, children and young people

## Potential Resources

- **[www.teachernet.gov.uk](http://www.teachernet.gov.uk)**

ideas and information on developing children's communication

- **[www.kidsbehaviour.co.uk/communicatingWithChildren](http://www.kidsbehaviour.co.uk/communicatingWithChildren)** - articles with basic advice for parents and practitioners

- **[www.creativekidsathome.com/games](http://www.creativekidsathome.com/games)** - games and activities to promote communication

### **[www.askmencap.info](http://www.askmencap.info)**

See factsheet, Communication and People with a Learning Disability

### **[www.everychildmatters.gov.uk/deliveringservices/commoncore/communication](http://www.everychildmatters.gov.uk/deliveringservices/commoncore/communication)**

Government website promoting wellbeing of children and young people; advice on communicating with children

### **[www.kidsbehaviour.co.uk/communicatingwithchildren](http://www.kidsbehaviour.co.uk/communicatingwithchildren)**

Source of advice on communicating with children

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

### Resources

- Interpreters
- Age concern
- Children's stuff
- Learning disability resources

**Level:** Level 1

**Credit value:** 4

### **Unit aims**

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.

### **Learning outcomes**

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

- Know job opportunities in health and social care
- Understand terms and conditions of employment within health and social care
- Know about the qualifications and skills needed for jobs in health and social care
- Be able to plan how to start work within health and social care

### **Guided learning hours**

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

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

N/A

### **Endorsement of the unit by a sector or other appropriate body**

This unit is supported by Skills for Health and by Skills for Care and Development.

### **Mapping to Functional Skills**

- English – Speaking and Listening

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.



# **Unit 003            Job Opportunities in Health and Social Care**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Know job opportunities in health and social care**

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

### **Outcome 2    Understand terms and conditions of employment within health and social care**

The learner can:

- 2.1    Describe the terms and conditions of employment for selected jobs in health and social care

### **Outcome 3    Know about the qualifications and skills needed for jobs in health and social care**

The learner can:

- 3.1    Present information about qualifications and skills required for selected jobs in health and social care

### **Outcome 4    Be able to plan how to start work within health and social care**

The learner can:

- 4.1    Produce a plan to start work within health and social care

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills.

This unit aims to encourage and enlighten learners about potential job opportunities in the health and social care sector. It should provide information about possible short and long term pathways to different careers.

Guest speakers will be able to provide information with regards specific settings, working with different client groups and the roles and responsibilities when supporting people in these different situations. Learners could prepare for these sessions with questions which will enable them to elicit pertinent information to assist them in meeting the assessment criteria. Similarly some guest speakers could provide a general overview of particular specialisms who may work with different individuals and age groups in a range of settings (e.g. physiotherapists, occupational therapists, domiciliary carers etc). Such specialists can be asked questions on the qualifications required for particular roles, study routes (if necessary), qualifications that might be achieved whilst working, and terms and conditions of employment.

It will be important that learners have the opportunity to explore the various sectors and their respective job opportunities, Health, Social Care and Children's services. This can also be encouraged through personal and/or group research – which could include using the internet, magazines (e.g. Nursing Times, Community Care, Nursery World etc.). Internet /Websites can also provide further specialist information.

Scenarios from television programmes, DVDs, etc can also be a starting point for discussion, with opportunities to look at the different skills and qualities required for different roles.

Job descriptions could be obtained and learners encouraged to identify those skills essential for particular positions and those that may be desirable. There are opportunities to facilitate individual and/or group work which culminates in a presentation – using a range of formats.

Visits to different establishments will also give learners the opportunity to experience at first hand how work roles are in practice; learners could again be well prepared for such by devising questions and/or forms to record their observations/findings which could be used as part of meeting the criteria 1.1, 1.2, 2.1 and or 3.1.

Looking at magazines, local newspapers and websites where job vacancies are advertised will all be useful sources of information. Similarly a visit to a Job Centre and/or Connexions could not only assist learners with collecting information to meet the assessment criteria but also serve to provide information about where they could go for information with regards local employment opportunities in the future.

Case studies could be used and questions posed to assist learners in matching skills/qualities to work roles and possible employment.

Learners may need to be supported in meeting the final criterion; this could be achieved through identifying and evaluating own skills/qualities/experience, long and short term planning etc – proformas may assist in this process and although group discussions may engender useful ideas,

some learners may require one to one tutorial support (for example encouraging enthusiasm with realism). Learners need to be guided to set SMART goals and the importance of such when working in health and social care (e.g. introduction of the concept of reflective practice, measuring self against goals set etc.)

### **Potential assessment opportunities**

Learning outcomes, on completion of a unit the learner should:

- 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
- 2.1 describe the terms and conditions of employment for jobs in health and social care
- 3.1 present information about qualifications and skills required for selected jobs in health and social care
- 4.1 produce a plan to start work within health and social care

**Holistic approach:** It is possible that all assessment criteria could be met through one assignment; for example this could be a guide 'starting work', which contains a range of relevant information. However learners need to ensure that this guide does cover the full range of job opportunities (e.g. Health, social care and children's services). The assignment could be comprised of various tasks which all link but combine to meet the overall assessment requirements and conclude with some individual planning (to start work within health and social care).

**Individual Outcome approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, these could include:

- Completed templates/proforma
- Displays
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Case studies

Regardless of the approach taken, learners' evidence must include the following:

- Identification of three jobs in three different sectors of health and social care (health care, social care and children's services)
- Description of one job role in a health and social setting/department
- Description of the terms and conditions of one job from each of the sectors
- Presentation of qualifications and skills required for one job in each of the sectors
- Plan for starting work within health and social care

## Potential Resources

- **[www.healthcareernet.co.uk](http://www.healthcareernet.co.uk)**

Source of advice on jobs available in the health sector

- **[www.socialcarecareers.co.uk](http://www.socialcarecareers.co.uk)**

Department of Health website, source of advice on health and social care careers

- **[www.connexions-direct.com](http://www.connexions-direct.com)**

Source of advice for 13-19 year olds includes information on careers

- **[www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)**

Source of advice on jobs available in the NHS

## Additional Resources

Journals/Magazines (e.g. Nursery World, Nursing Times, Community Care)  
Newspapers.

**Level:** Entry 3

**Credit value:** 1

**Unit aims**

This unit will introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.

**Learning outcomes**

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

Understand that they have rights in the workplace

Understand that they should respect the rights of others in the workplace

Understand that they have responsibilities in the workplace

Know where to get help for problems that arise at work

**Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

**Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

**Mapping to Functional Skills**

- English – Speaking and Listening

**Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 004            Investigating Rights and Responsibilities at Work**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Understand that they have rights in the workplace**

The learner can:

- 1.1    Identify aspects of working life where they have rights

### **Outcome 2    Understand that they should respect the rights of others in the work place**

The learner can:

- 2.1    Describe how the rights of others can be respected

### **Outcome 3    Understand that they have responsibilities in the workplace**

The learner can:

- 3.1    Identify aspects of working life where they must fulfil certain responsibilities

### **Outcome 4    Know where to get help for problems that arise at work**

The learner can:

- 4.1    Identify sources of help within the workplace

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build the learner's knowledge and skills with practical learning opportunities to enhance understanding.

When employed, individuals have a range of both rights and responsibilities; understanding can be enhanced by facilitating delivery which encourages learners to relate their knowledge to a workplace. It is not a requirement for candidates to access a workplace but any opportunities to identify specific settings can capitalise on both their understanding in terms of the required outcomes and to attain the knowledge required to meet the assessment criteria.

Guest speakers who are prepared to answer questions about their rights and responsibilities in relation to their work and work place will give learners the opportunity to relate what they are learning to 'real' practice situations.

Although knowledge of legislation is not a requirement for this unit, learners could be encouraged to collect information on rights from a range of sources which embed legal rights/responsibilities and could be used as resource materials for other units.

Delivery relating to responsibilities should include covering both aspects that may be tangible to the learner (e.g. Health and Safety) and those that may need more thought and consideration (e.g. how they behave and how this might impact on others). Scenarios where the learner has an opportunity to both practice behaving in a responsible way and being the recipient could afford the opportunity to experience at first hand the impact of behaving in a responsible way (e.g. to other staff members and/or individuals using the service).

Workplace responsibilities could also be explored by researching any number of workplace policies and procedures and how they would/should reflect the content of these in their actions (e.g. reporting absence, maintaining confidentiality, following guidelines etc).

Learners could explore possible problems that could occur at work; this could be instigated by group discussion/case studies/scenarios and should encourage some problem solving of how these might be overcome. However learners are only required to identify where help can be sought and realistic scenarios might assist learners' understanding of what the actual potential sources are (e.g. colleagues, policies, supervisor, manager etc).

**Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 identify aspects of working life where they have rights
- 2.1 describe how the rights of others can be respected
- 3.1 identify aspects of working life where they must fulfil certain responsibilities
- 4.1 identify sources of help within the workplace

**Holistic approach:** All assessment criteria could be met through an integrated assignment. For example, learners could produce a guide for a new staff member which included different sections linked to the assessment criteria.

There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement)

**Individual criterion approach:** Please note, this list is indicative only, each assessment criterion could be approached on an individual basis and/or any combination of criteria and methodologies, which could include:

- Question and Answer
- Observation of role play(s)
- Case studies with questions
- Posters
- Leaflets
- Watching videos and answering questions
- Interviewing/questioning guest speakers

Regardless of the approach taken, learners' evidence must include the following:

- A list of employers rights (at least three should be included)
- A description of how to respect the rights of others (reference should be made to at least two situations where respect would be demonstrated through working practice)
- A list of specific work responsibilities (at least three should be included)
- A list of sources of help in the workplace (at least three should be included)

### **Potential Resources**

- **[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)**

Employment Terms and Conditions

- **[www.worksmart.org.uk/rights](http://www.worksmart.org.uk/rights)**

Guide to rights at work

- **[www.abouthumanrights.co.uk/human-rights-issues-workplace.html](http://www.abouthumanrights.co.uk/human-rights-issues-workplace.html)**

Rights of public authority workers

- **[www.oneworkplace.org.uk](http://www.oneworkplace.org.uk)**

Information on promoting equal opportunities in the work place

- **[www.workingrights.co.uk/BullyingatWork.html](http://www.workingrights.co.uk/BullyingatWork.html)**

Information on what to do in the event of bullying in the workplace

- **[www.advice.org.uk](http://www.advice.org.uk)**

Advice on a range of rights of the worker (Citizens Advice Bureau)

- **[www.acas.org.uk/](http://www.acas.org.uk/)**

Advice on arbitration, health and well being at work

- **[www.tuc.org.uk](http://www.tuc.org.uk)**

Range of information on rights at work



**Level:** Entry 3

**Credit value:** 1

### **Unit aims**

This unit introduces the learner to the skills needed to communicate with children.

### **Learning outcomes**

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

- Know why it is important to be healthy at work
- Know how to keep healthy at work

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

### **Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

### **Mapping to Functional Skills**

- English – Speaking and Listening
- ICT – Find and Select Information

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 005            Managing Your Health at Work**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Know why it is important to be healthy at work**

The learner can:

- 1.1    Describe why it is important to be healthy at work

### **Outcome 2    Know how to keep healthy at work**

The learner can:

- 2.1    Identify ways of keeping healthy at work
- 2.2    Identify different types of working environments and their possible health issues

### Delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding.

Learners need to understand the importance of looking after their own health and why this is important in the work setting, ways of remaining healthy and possible health issues specific to different working circumstances.

Given the possible breadth of learner experience (e.g. from none to an experienced practitioner looking to extend their knowledge) – delivery should reflect this, drawing on personal experience where relevant and sensitive. Careful selection of groups could capitalise on knowledge/ideas of group members to explore why it is important to look after your own health and the positive impact this can have on your work.

Guest speakers could provide information about what is in place in particular environments to support and ensure that workers remain healthy (e.g. safe moving practices, risk assessment(s) for staff with any particular needs, reporting contagious diseases etc).

There is the opportunity here for learners to make visits to different work environments and identify the factors which could affect the well being of staff. In addition using different media (e.g. popular television programmes) to identify safe practices that can protect and maintain a healthy workforce (e.g. infection control, protective clothing etc) could also enhance learning.

Whilst the positive and preventative actions are crucial to the learners understanding, the issues which may give rise to threats to health in a specific environment should highlight all aspects of this unit and should be interrelated (i.e. that through exploration and combination of all activities/delivery the learner will have the knowledge and understanding of safe working practices that will minimise or avoid such threats).

### Potential assessment opportunities

On completion of a unit the learner should:

- 1.1 describe why it is important to be healthy at work
- 2.2 identify different types of working environments and their possible health Issues

**Holistic approach:** All assessment criteria could be met through an integrated assignment. For example, group or individual projects could be assigned to incorporate all criteria (e.g. devising a 'Guide to Staying Healthy at Work'. However, consideration would need to be given to how the learner has not only recorded their own contribution but demonstrated their knowledge and have substantial evidence of meeting the assessment criteria in their own right.

The 'Guide' indicated above could be extended to include integrated work from other units (e.g. Units 1, 8 and 21) and become for example, a 'Guide to Staying Healthy at Work and Knowing your Rights'

There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement)

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Posters
- Group presentation
- Interview questions/responses
- Individual presentations
- Leaflets
- Question/answer
- Learner Accounts (describing what they learned during a visit and/or from their own work experience)

Regardless of the approach taken, learners' evidence must include the following:

- at least three reasons of why it is important to remain healthy at work (for both themselves and the employer)
- three different ways of keeping healthy
- identification of at least two working environments with at least one associated health risk related to each of these environments

### **Potential Resources**

- **[www.hse.gov.uk](http://www.hse.gov.uk)**

Information about health and safety at work – provides advice, guidance and information on inspections and regulations

- **[www.worksmart.org.uk/health](http://www.worksmart.org.uk/health)**

Can provide guides on health at work and other related areas

- **[www.dwp.gov.uk/policy/welfare-reform/health-work-and-well-being](http://www.dwp.gov.uk/policy/welfare-reform/health-work-and-well-being)**

DWP website provides range of information including how the Government aims to improve the well-being of the whole of the workforce, reduce the number of days taken for sickness etc.

- **[www.direct.giv.uk](http://www.direct.giv.uk)**

Provides advice on various areas including health and safety at work

- **[www.acas.org.uk](http://www.acas.org.uk)**

Has a section on Health, work and well-being on their website

## Unit 006

# Introduction to Creative and Leisure Activities for Children and Adults

**Level:** Entry 3

**Credit value:** 3

### Unit aims

In this unit learners will develop the skills required for working with children and adults. Learners will have the opportunity to find out about different types of activities children and adults may experience in health and social care settings.

The learner will be introduced to a range of activities and experiences that would be suitable for children and adults. Throughout this unit the learner will be given the opportunity to develop the work-related skills that are essential for working with children and adults including self-management, communication skills and working safely.

### Learning outcomes

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

Know about creative, play and leisure activities for children and adults

Be able to use work-related skills required to provide children's and adults' creative, play and leisure activities

### Guided learning hours

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

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

NOS: This unit may allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC210: Support individuals to access and participate in recreational activities

HSC241: Contribute to the effectiveness of teams

HSC244: Manage and organise time and activities to support individuals in the community.

### Endorsement of the unit by a sector or other appropriate body

This unit is supported by Skills for Health and Skills for Care and Development.

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening

### Assessment and grading

This unit will be assessed by a candidate portfolio.

# **Unit 006            Introduction to Creative and Leisure Activities for Children and Adults**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Know about creative, play and leisure activities for children and adults**

The learner can:

- 1.1    List creative and play activities for children
- 1.2    List creative and leisure activities for adults

### **Outcome 2    Be able to use work related skills required to provide children's and adult's creative, play and leisure activities**

The learner can:

- 2.1    Participate in an activity appropriate for creative play or leisure and demonstrate:
  - self-management
  - communication skills
  - the ability to work safely

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. There is the opportunity to enhance learners' understanding of the subject area through both classroom delivery and experience/research carried out at the work placement.

Learners need to be introduced to the range of leisure and creative activities that can and are provided for children and adults and have practical opportunities to experience such at first hand where possible.

In terms of learning outcome 1, delivery could include some of the following examples:

- Creative activities for children: Various painting medium, play dough, drama, modelling, building, various art and craft activities
- Play activities for children: Music, language activities, song, dancing, indoor and outdoor games, role play, water, sand, ball games, outings, board games, group games, individual (e.g. skipping) etc.
- Creative activities for adults: painting, drama, photography, writing, various arts and crafts, both family/local histories, IT etc.
- Leisure activities for adults: reading, quizzes, outings (e.g. museums, garden centres, places of interest), bowling, gardening, exercise, games, theatre, computer, studying etc

Wherever links to the work placement can be made, proformas could be provided for learners to record how they have participated in an activity appropriate for creative play or leisure which allows them to capture how they have demonstrated self management and communication skills whilst working safely (and integrate with other unit assignment work)

Where appropriate and possible, assessment criterion 2.1 could be assessed in the workplace (and linked to Units 4, 11 and 24). Alternatively this activity could be facilitated within a 'classroom setting' creating a realistic work environment. In either case learners need to be aware of specific health and safety issues and be able to understand not only the necessity to select safe activities, but how to practice safely whilst participating in creative and leisure activities.

Learners may need guidance around the specific areas of self management (e.g. time management, understanding and carrying out tasks/responsibilities, completing tasks to required level and on time, being adequately prepared for work/role/responsibilities etc). Communication (e.g. listening, talking to staff, adapting communication where necessary, advising work place if commitments cannot be met, demonstrating respect through communication etc). Working safely (e.g. ensuring procedures are followed to ensure both own and others' safety etc) – in order that they are equipped to meet the final criterion.

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria. Other guest speakers to consider might be those with specific specialisms (e.g. play workers, art therapists, music therapists etc).

There are any number of practical activities that can be practised in the formal learning environment (e.g. preparing paints/junk modelling/games etc for children, identifying appropriate quizzes, music activities for adults etc) for a session.

Visits to different settings will give learners insight into appropriate activities and help with their own planning.

Learners could identify different activities and carry out some research, sharing findings using any of the methods described above with other group members (e.g. presentation, information handouts etc).

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 list creative and play activities for children
- 1.2 list creative and leisure activities for adults
- 2.1 participate in an activity appropriate for creative play or leisure and demonstrate:
  - self-management
  - communication skills
  - the ability to work safely

**Holistic approach:** It is unlikely that all assessment criteria could be met through one assignment given the nature of the outcomes and related criteria.

There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

Completed templates/proforma containing opportunity for candidates to list creative play activities for children and creative and leisure activities for adults

- Learner accounts
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Witness Testimonies (work place)
- Observational records
- Peer assessments

Regardless of the approach taken, learners' evidence must include the following:

- A list including three different creative activities and three different play experiences for children
- A list including three different creative activities and three different leisure activities for adults
- Evidence of having participated in an activity appropriate for creative play or leisure which demonstrates their self-management, communication skills and their ability to practice safely



## Potential Resources

Professional Publications:

- Nursery World
- Child Education
- Play Today
- Play Words
- Community Care
- Nursing World

Websites:

- **[www.preschoolrainvow.org/preschoolers](http://www.preschoolrainvow.org/preschoolers)**

Rhymes, activities and songs for pre-school children

- **[www.gameskidsplay.net](http://www.gameskidsplay.net)**

Information and ideas for physical activities

- **[www.abcteach.co.uk](http://www.abcteach.co.uk)**

Free downloadable worksheets

- **[www.bigeyedowl.co.uk](http://www.bigeyedowl.co.uk)**

Resources and information for children's activities

- **[www.underfives.co.uk](http://www.underfives.co.uk)**

Resources/information for pre-school education

- **[www.bookstart.org.uk](http://www.bookstart.org.uk)**

Advice and information on books and recommended reading 0-5years

**Level:** Level 2

**Credit value:** 1

**Unit aims**

The aim of this unit is to help the learner understand what is meant by the terms ‘rights’ and ‘responsibilities’ and how they are enforced. They will also gain an understanding of some of the legislation that protects the employee and the employer.

**Learning outcomes**

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

- Understand why rights and responsibilities are important in a workplace
- Understand why employees and employers have certain rights and responsibilities
- Be able to access sources of guidance and information about rights and responsibilities at work

**Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

**Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

**Key Skills**

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening
- English – Reading
- ICT – Find and Select Information

**Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 007            Investigating Rights and Responsibilities at Work**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Understand why rights and responsibilities are important in a work place**

The learner can:

- 1.1    Explain reasons why rights and responsibilities are important in a workplace
- 1.2    Understand how rights and responsibilities are established and enforced in a workplace

### **Outcome 2    Understand why employees and employers have certain rights and responsibilities**

The learner can:

- 2.1    Identify the rights and responsibilities an employee has at work
- 2.2    Explain the implications of employee rights and responsibilities

### **Outcome 3    Be able to access sources of guidance and information about rights and responsibilities at work**

The learner can:

- 3.1    Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
- 3.2    Describe the type of advice given by key representative bodies

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Although both the outcomes and assessment criteria are largely knowledge based, delivery could include different methods to assist in the learning process and involve learners on a practical level (e.g. case studies, discussion, debate etc.).

When employed, individuals have a range of both rights and responsibilities. Understanding can be enhanced by ensuring delivery encourages learners to relate their knowledge to a work place; this could be one they are familiar with personally or through the use of a case study. It is not a requirement for candidates to access a workplace but any opportunities to relate understanding to specific settings can capitalise on both their learning in terms of the required outcomes and to achieve the knowledge required to meet the assessment criteria. Familiarity with rights in general may be a good starting point (e.g. right to life, education, respect, freedom from discrimination etc) leading in to those specifically related to the workplace (e.g. to work in a safe environment, fair pay, fair access to training, etc). To assist learners in understanding what responsibilities are, a similar approach could be used.

Learners could be encouraged to collect images from the media that influence how we may look at others (e.g. stereo-typing) and consider how attitudes, prejudice, labelling etc might affect the rights of others

Case studies could be helpful when identifying the factors that might affect the rights of the individual within a work setting; providing learners with a range of scenarios and different client settings where they need to consider different factors affecting the rights of the individual and determining how these can be best supported in those situations. A similar approach could be used for learners to consider the employee rights.

There is no requirement to describe legislation in detail – information researched by the learner should include basic information (e.g. name of the law with a brief outline) – this could be assessed through presentations – which could be shared with the larger group (laws need to be specifically identified that protect the rights of employees; examples might include Health and Safety, equality of opportunity, freedom from discrimination, privacy of personal information, etc).

Leaflets or posters could be used to encourage learners to give an explanation of how the rights of individuals might be respected.

Use of other resources may also be helpful documents for learners – e.g. Codes of Practice, Statements of Purpose, and NMS and/or updated Guidelines etc. There are opportunities to look at public reports (e.g. Care Quality Commission), where the requirements of the Care Standards Act and the National Minimal Standards can be seen in action, with the regulator inspecting the quality of service provision against such. Examination of such documents can also provide insight for learners into how areas of this type of reporting focus on protecting the rights of individuals (e.g. how equality is promoted in an establishment)

Learner discussion around the rights of individuals at work could then be linked to the legislation from which they originated (e.g. Health and Safety, Equal Opportunities legislation etc.)

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria. This could include information relating to both how individuals are supported in exercising their rights and also responsibilities of the employer.

Learners can draw links with earlier work in this unit (e.g. rights and responsibilities in general) – to explore how the employer meets their responsibilities and duties to protect their employees which cover the three main areas (meeting their side of any contractual obligations, ensuring the work place is a safe and healthy place to work and that there is equality of opportunity and prevention of discrimination)

### **Potent assessment opportunities**

On completion of a unit the learner should:

- 1.1 explain what 'rights' are
- 1.2 explain what 'responsibilities' are
- 2.1 explain the factors that may affect the rights of individuals
- 2.2 explain how to respect the rights of individuals
- 3.1 identify laws that can protect employee rights
- 4.1 identify employer responsibilities in regard to
  - fulfilling a contract
  - health and safety
  - equal opportunities and prevention of discrimination.

**Holistic approach:** It is unlikely that all assessment criteria could be met though one assignment given the nature of the outcomes and related criteria. There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement.

**Individual Outcome approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Question and Answer
- Case studies with questions
- Scenarios
- Posters
- Leaflets
- Presentations
- Written explanations
- Interviewing/questioning guest speaker

Regardless of the approach taken, learners' evidence must include the following:

- An explanation of what rights are
- An explanation of what 'responsibilities' are
- Explanation of three factors that may affect the right of the individual
- Explanation of three ways in which the rights of the individual can be respected
- Identification of three different laws with a brief, basic outline of its purpose in protecting the rights of employees
- Identification of one example of employers' responsibilities in relation to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination

## Potential Resources

- [www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)

Employment Terms and Conditions

- [www.worksmart.org.uk/rights](http://www.worksmart.org.uk/rights)

Guide to rights at work

- [www.abouthumanrights.co.uk/human-rights-issues-workplace.html](http://www.abouthumanrights.co.uk/human-rights-issues-workplace.html)

Rights of public authority workers

- [www.oneworkplace.org.uk](http://www.oneworkplace.org.uk)

Information on promoting equal opportunities in the work place

- [www.workingrights.co.uk/BullyingatWork.html](http://www.workingrights.co.uk/BullyingatWork.html)

Information on what to do in the event of bullying in the workplace

- [www.advice.org.uk](http://www.advice.org.uk)

Advice on a range of rights of the worker (citizens Advice Bureau)

- [www.acas.org.uk/](http://www.acas.org.uk/)

Advice on arbitration, health and well being at work

- [www.tuc.org.uk](http://www.tuc.org.uk)

Range of information on rights at work

**Level:** Entry Level 3

**Credit value:** 1

### **Unit aims**

This unit introduces the learner to the importance of knowing what will be expected of them during their work placement and knowing what they hope to achieve as a result of this experience.

### **Learning outcomes**

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

- Know where they plan to do work placement
- Know what is expected of them during the work placement
- Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement
- Know what they might achieve from the work placement

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

### **Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## **Unit 008            Preparing for Work Placement**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Know where they plan to do work placement**

The learner can:

- 1.1    Identify key information about where they plan to do their work placement

#### **Outcome 2    Know what is expected of them during work placement**

The learner can:

- 2.1    Identify different tasks they are likely to perform as part of the work placement
- 2.2    Identify appropriate behaviours and attitudes for the work placement

#### **Outcome 3    Know the appropriate sources of support for dealing with anxiety or uncertainty during the work placement**

The learner can:

- 3.1    Identify factors which may cause anxiety or uncertainty during a work placement
- 3.2    Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement

#### **Outcome 4    Know what they might achieve from the work placement**

The learner can:

- 4.1    Set appropriate goals for the work placement



**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding.

Preparing for a work placement can be both an exciting and a stressful time. Delivery should balance how such anxieties might be dealt with but also be realistic/constructive in preparing learners for the realities of a 'real' work situation. There may be some differences between the learners' expectations and those of the work place. Group discussions could be facilitated to explore these potential tensions/anomalies in order that future sessions can serve to ensure that these have been addressed prior to the work placement commencing.

Key to sound preparation will be knowledge and understanding of the setting and any role/responsibilities to be undertaken by the learners. Wherever possible the learner should be encouraged to identify an appropriate placement and collect information well in advance. If the learner is unable to identify an appropriate work placement, help can be provided by the tutor. In either case, the tutor will need to have ensured that a representative from the placement has been contacted and as much information has been collected to ensure that both learner and workplace are prepared and that the learner will maximise any 'on the job' experiences.

Learners will need to consider a number of personal factors for example, the location of their proposed work place (e.g. how accessible from their home address?), can they commit to required hours of work, and are there any personal/health issues which might affect their choice?

Learners who have completed a work placement or speakers from various centres could share important information and provide learners with greater understanding of the different services and their respective provision. Learners could prepare questions for guest speakers which could help them to either understand more about the individuals they would like to work with or have greater knowledge/understanding of those they may not have the opportunity to work with at this time.

Learners should be encouraged to collect information from different sources with regards different work settings and potential activities/tasks – individual or group research could be encouraged which could be used as part of an assignment brief.

Different job descriptions and person specification documents could be given to learners to discuss and explore through group activities.

Television programmes may provide both a starting point for group discussions and assist learners in an understanding of the potential breadth of work placements.

When learners have carried out satisfactory research, they need to be able to identify fundamental/crucial information relating to the work placement, for example, name of organisation, address, telephone/e-mail contact details, who they will report to, etc.

In addition to understanding the potential tasks/activities they might undertake, learners need to be fully aware of expectations in terms of their own behaviour/attitude; this could include the fundamentals of arriving for work on time - to interacting with colleagues and individuals using services (where applicable) on complex issues.

It will be essential to consider those factors which might cause anxiety/concern for some learners in particular situations; exploration of these potentially stressful situations could be discussed as a large group, using the same television programmes (as indicated above) and or theoretical scenarios. It is essential that advice on how to deal with these situations is identified following their discussion. It is also crucial that learners have the opportunity to express any concerns on a one to one basis – some learners may not be able or want to express any personal concerns within a large group forum.

Some learners may bring their own experiences of how they have dealt with difficult situations and how these have been overcome/dealt with.

Learners may need support in setting goals. Advice on how to set realistic targets that are personal to them and their work role will need to be Specific, Measurable, Achievable, Realistic and Time related (e.g. SMART).

This should be an exciting time for learners with sound preparation for an enjoyable work placement and an opportunity to enhance their experience/learning.

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 identify key information about where they plan to do their work placement
- 2.1 identify different tasks they are likely to perform as part of the work placement
- 2.2 identify appropriate behaviours and attitudes for the work placement
- 3.1 identify factors which may cause anxiety or uncertainty during a work placement
- 3.2 identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement
- 4.1 set appropriate goals for the work placement

**Holistic approach:** Given the nature of this unit, it is possible to integrate all assessment criteria in one assignment and also be integrated with other unit's assessment criteria (e.g. Units 4, 11 and 24).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

Completed templates/proforma containing key information and potential tasks/activities

- Learner accounts
- Learner comments/observations following watching TV programme
- Poster
- Leaflet
- Question/answer
- Goal setting template/document

Regardless of the approach taken, learners' evidence must include the following:

- Key information about how the learner plans to undertake their work placement
- Identification of at least three different tasks they are likely to perform at the work placement
- Identification of at least two appropriate behaviours and attitudes that will be expected of them whilst in work placement
- Identification of two factors that may cause anxiety or uncertainty during a work placement

- Identification of a source of support for overcoming each of the two factors that may cause anxiety or uncertainty during a work placement
- Evidence of the learner having set two personal and one work-related goal

### **Potential Resources**

- **[www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)**

Range of information relating to work experience in relation to Diplomas

- **[www.lsc.gov.uk/inourhands](http://www.lsc.gov.uk/inourhands)**

Work experience information/careers advice etc

- **[www.work-experience.org](http://www.work-experience.org)**

The National Council for Work Experience providing a range of information related to work experience/placements etc

**Level:** Level 1

**Credit value:** 1

**Unit aims**

The aim of this unit is to provide the learner with the skills to engage children in group activities.

**Learning outcomes**

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

- Understand what 'rights' and 'responsibilities' are
- Understand how to respect the rights of individuals
- Know laws that can protect the rights of employees
- Know that employers have certain responsibilities

**Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies.

**Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

**Mapping to Functional Skills**

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening
- English – Reading
- ICT – Find and Select Information

**Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 009            Investigating Rights and Responsibilities at Work**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Understand what ‘rights’ and ‘responsibilities’ are**

The learner can:

- 1.1    Explain what ‘rights’ are
- 1.2    Explain what ‘responsibilities’ are

### **Outcome 2    Understand how to respect the rights of individuals**

The learner can:

- 2.1    Explain the factors that may affect the rights of individuals
- 2.2    Explain how to respect the rights of individuals

### **Outcome 3    Know laws that can protect the rights of employees**

The learner can:

- 3.1    Identify laws that can protect employee rights

### **Outcome 4    Know that employers have certain responsibilities**

The learner can:

- 4.1    Identify employer responsibilities in regard to:
  - Fulfilling a contract
  - Health and safety
  - Equal opportunities and prevention of discrimination

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Although both the outcomes and assessment criteria are largely knowledge based, delivery could include different methods to assist in the learning process and involve learners on a practical level (e.g. case studies, discussion, debate etc.).

When employed, individuals have a range of both rights and responsibilities. Understanding can be enhanced by ensuring delivery encourages learners to relate their knowledge to a work place; this could be one they are familiar with personally or through the use of a case study. It is not a requirement for candidates to access a workplace but any opportunities to relate understanding to specific settings can capitalise on both their learning in terms of the required outcomes and to achieve the knowledge required to meet the assessment criteria. Familiarity with rights in general may be a good starting point (e.g. right to life, education, respect, freedom from discrimination etc) leading in to those specifically related to the workplace (e.g. to work in a safe environment, fair pay, fair access to training, etc). To assist learners in understanding what responsibilities are, a similar approach could be used.

Learners could be encouraged to collect images from the media that influence how we may look at others (e.g. stereo-typing) and consider how attitudes, prejudice, labelling etc might affect the rights of others

Case studies could be helpful when identifying the factors that might affect the rights of the individual within a work setting; providing learners with a range of scenarios and different client settings where they need to consider different factors affecting the rights of the individual and determining how these can be best supported in those situations. A similar approach could be used for learners to consider the employee rights.

There is no requirement to describe legislation in detail – information researched by the learner should include basic information (e.g. name of the law with a brief outline) – this could be assessed through presentations – which could be shared with the larger group (laws need to be specifically identified that protect the rights of employees; examples might include Health and Safety, equality of opportunity, freedom from discrimination, privacy of personal information, etc).

Leaflets or posters could be used to encourage learners to give an explanation of how the rights of individuals might be respected.

Use of other resources may also be helpful documents for learners – e.g. Codes of Practice, Statements of Purpose, and NMS and/or updated Guidelines etc. There are opportunities to look at public reports (e.g. Care Quality Commission), where the requirements of the Care Standards Act and the National Minimal Standards can be seen in action, with the regulator inspecting the quality of service provision against such. Examination of such documents can also provide insight for learners into how areas of this type of reporting focus on protecting the rights of individuals (e.g. how equality is promoted in an establishment)

Learner discussion around the rights of individuals at work could then be linked to the legislation from which they originated (e.g. Health and Safety, Equal Opportunities legislation etc.)

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria. This could include information relating to both how individuals are supported in exercising their rights and also responsibilities of the employer.

Learners can draw links with earlier work in this unit (e.g. rights and responsibilities in general) – to explore how the employer meets their responsibilities and duties to protect their employees which cover the three main areas (meeting their side of any contractual obligations, ensuring the work place is a safe and healthy place to work and that there is equality of opportunity and prevention of discrimination)

### **Potent assessment opportunities**

On completion of a unit the learner should:

- 1.1 explain what 'rights' are
- 1.2 explain what 'responsibilities' are
- 2.1 explain the factors that may affect the rights of individuals
- 2.2 explain how to respect the rights of individuals
- 3.1 identify laws that can protect employee rights
- 4.1 identify employer responsibilities in regard to
  - fulfilling a contract
  - health and safety
  - equal opportunities and prevention of discrimination.

**Holistic approach:** It is unlikely that all assessment criteria could be met though one assignment given the nature of the outcomes and related criteria. There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement.

**Individual Outcome approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Question and Answer
- Case studies with questions
- Scenarios
- Posters
- Leaflets
- Presentations
- Written explanations
- Interviewing/questioning guest speaker

Regardless of the approach taken, learners' evidence must include the following:

- An explanation of what rights are
- An explanation of what 'responsibilities' are
- Explanation of three factors that may affect the right of the individual
- Explanation of three ways in which the rights of the individual can be respected
- Identification of three different laws with a brief, basic outline of its purpose in protecting the rights of employees
- Identification of one example of employers' responsibilities in relation to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination

## Potential Resources

- [www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)  
Employment Terms and Conditions
- [www.worksmart.org.uk/rights](http://www.worksmart.org.uk/rights)  
Guide to rights at work
- [www.abouthumanrights.co.uk/human-rights-issues-workplace.html](http://www.abouthumanrights.co.uk/human-rights-issues-workplace.html)  
Rights of public authority workers
- [www.oneworkplace.org.uk](http://www.oneworkplace.org.uk)  
Information on promoting equal opportunities in the work place
- [www.workingrights.co.uk/BullyingatWork.html](http://www.workingrights.co.uk/BullyingatWork.html)  
Information on what to do in the event of bullying in the workplace
- [www.advice.org.uk/](http://www.advice.org.uk/)  
Advice on a range of rights of the worker (citizens Advice Bureau)
- [www.acas.org.uk/](http://www.acas.org.uk/)  
Advice on arbitration, health and well being at work
- [www.tuc.org.uk](http://www.tuc.org.uk)  
Range of information on rights at work



**Level:** Entry level 3

**Credit value:** 2

### **Unit aims**

This unit will help the learner reflect on the experience that they have gained in the work placement, identify what they have learned, make judgements about their own performance and relate it to the goals that they will set for their future.

### **Learning outcomes**

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

- Be able to reflect on the experience of the work placement
- Know what they have learned from the work placement
- Be able to use learning from the work placement to set goals

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

### **Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 010            Learning from Work Placement**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Be able to reflect on the experience of the work placement**

The learner can:

- 1.1    Identify what they did well and/or what they could have done better during the work placement

### **Outcome 2    Know what they have learned from the work placement**

The learner can:

- 2.1    Know what they have learned from the work placement

### **Outcome 3    Be able to use learning from the work placement to set goals**

The learner can:

- 3.1    With guidance, set realistic goals which build on their learning from the work placement

### Delivery

It is likely that much of this unit could be delivered during one to one sessions with the individual learner as opposed to formal group teaching. However, there may be opportunities to share ideas and experiences within a group forum (it is essential that learners fully understand and maintain confidentiality in these situations). Similarly group sessions could provide further advice/guidance on information gathering.

This unit cannot be commenced by learners until they have completed their work experience placement. However an understanding of what needs to be achieved (e.g. learning outcomes and assessment criteria) will equip learners during the work placement and prepare them for meeting the criteria. Centre devised pro forma/templates with an exemplar might be helpful for learners in understanding exactly what is required.

An understanding about what the fundamentals of self reflection are, will give learners a sound basis of knowledge in order to meet the required assessment criterion 1.1. Exploration of the principles could be encouraged through simple discussion (e.g. situations where learners have looked back and thought, 'if only'). Case studies could be used to encourage learners to consider in general terms, how practice can be evaluated and what could have been improved in given situations.

The duration of the work placement is not defined; however learners will need to gain sufficient experience to be able to reflect on their experience in a number of ways. This unit also builds on the goal setting practice of the other units (e.g. 3, 10 and 23) and requires the learner to again set realistic goals.

### Potential assessment opportunities

On completion of a unit the learner should:

- 1.1 identify what they did well and/or what they could have done better during the work placement
- 2.1 identify what they learned about the job role and their work placement
- 2.2 identify what they learned about themselves during the work placement
- 3.1 with guidance, set realistic goals which build on their learning from the work placement

**Holistic approach:** It is possible for the first three assessment criteria to be integrated in an assignment; a proforma or template which guides the candidate to maintain a record of their activities and includes crucially the first three criteria. The final criterion could use the same format as used for other units where 'Goal Setting' is a requirement.

There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 1,8,21, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement). Depending on the activities undertaken during work placement, there is scope for links to be made with other units (e.g. 14, 15, 16, 17, and 18)

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Review meeting records
- Proformas/Templates
- Question/Answer
- Witness Testimony (workplace)
- Learner accounts
- Goal setting template/document

Regardless of the approach taken, learners' evidence must include the following:

- Evidence of having taken part in work experience
- One example each of what they did well and what they could have done better
- Provide one example each of what they learned about their work experience role and their work placement
- Provide one example of what they learned about themselves
- Goal setting which builds in their learning from their work placement

### **Potential Resources**

- **[www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)**

Range of information relating to work experience in relation to Diplomas

- **[www.connexions-direct.com](http://www.connexions-direct.com)**

Advice on careers/education etc for 13-19 age range

- **[www.lsc.gov.uk/inourhands](http://www.lsc.gov.uk/inourhands)**

Work experience information/careers advice etc

- **[www.work-experience.org](http://www.work-experience.org)**

The National Council for Work Experience providing a range of information related to work experience/placements etc

**Level:** Level 2

**Credit value:** 1

### Unit aims

In this unit, the learner will find out what their responsibility is in maintaining good health at work. The learner will also learn what services the employer might offer to the employee and other sources of help available to ensure good health at work.

### Learning outcomes

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

- Understand the employee's role in maintaining good health at work
- Know the services employers can provide to help maintain the health of the workforce
- Know sources of help to ensure good health at work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

### Endorsement of the unit by a sector or other appropriate body

Asset Skills have supported the development of this qualification and this unit

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening
- English – Writing

### Assessment and grading

This unit will be assessed by a candidate portfolio.

# **Unit 011            Managing your Health at Work**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Understand the employee's role in maintaining good health at work**

The learner can:

- 1.1    Explain how employees can maintain good health in the workplace

### **Outcome 2    Know the services employers can provide to help maintain the health of the workforce**

The learner can:

- 2.1    Explain services that can be provided by employers to help maintain the health of the workforce

### **Outcome 3    Know sources of help to ensure good health at work**

The learner can:

- 3.1    Describe different sources of help to ensure good health at work
- 3.2    Explain the services offered by different sources of help

### Delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. It is also an opportunity for learners to understand in more depth and apply such to one specific setting.

Learners will need to identify an area of work; this could be one that they are already working in or would like to in the future.

Group discussions may facilitate learners' ideas, thoughts and aspirations about their development and career. Learners need to be given as much information and/or research possible work settings and associated roles and responsibilities.

Watching videos/clips/documentaries from television programmes could be used to explore different requirements of different settings.

Guest speakers could provide information about what is in place in particular environments to support and ensure that workers remain healthy (e.g. safe moving practices, risk assessment for staff with any particular needs, reporting contagious diseases etc). Learners could be supported to prepare questions that elicit information regarding different health requirements, any particular health risks and ways of reducing such.

There is the potential for group work, research and presentation

Case studies/scenarios may be used to instigate thought and discussion around both potential health risks and ways of minimising or eliminating them.

Learners could have the opportunity to practice carrying out a risk assessment for a theoretical individual/situation.

There is the opportunity here for learners to make visits to different work environments and identify specific requirements in terms of managing their own health if they were to be employed at this setting.

Work experience activities could contribute to meeting assessment criteria, for example how the learner has activity reduced a health risk in a chosen area of work

### Potential assessment opportunities

On completion of a unit the learner should:

- 1.1 explain different health requirements for a chosen area of work
- 2.1 describe health risks for a chosen area of work
- 2.2 explain how to reduce health risks in a chosen area of work

**Holistic approach:** The criteria from this unit could be integrated into one assignment. A guide for a new member of staff as part of their induction could be produced related to a specific vocational area. This could include both pictorial and written information (maintaining confidentiality if related to a real work setting). There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, these must be related to the same chosen area of work and could include:

- Question and Answer
- Posters
- Leaflets
- Presentations
- Written explanations
- Witness Testimonies
- Records of Discussion/Debate
- Observational reports
- Simulated/theoretical risk assessment records with explanation

Regardless of the approach taken, learners' evidence must include the following:

- Identification of chosen area of work
- Explanation of three different health requirements related to chosen area of work
- Description of three health risks for their chosen area of work
- Explanation of how to reduce each of the health risks described above

### **Potential Resources**

- **[www.hse.gov.uk](http://www.hse.gov.uk)**

Information about health and safety at work – provides advice, guidance and information on inspections and regulations

- **[www.worksmart.org.uk/health](http://www.worksmart.org.uk/health)**

Can provide guides on health at work and other related areas

- **[www.dwp.gov.uk](http://www.dwp.gov.uk)**

This website provides a section on the well-being of the whole of the workforce is being considered (e.g. reducing the number of days taken as sick leave)

- **[www.direct.gov.uk](http://www.direct.gov.uk)**

Provides advice on various areas including health and safety at work

- **[www.acas.org.uk](http://www.acas.org.uk)**

Section on advice in the work place



**Level:** Level 1

**Credit value:** 1

### **Unit aims**

This unit helps the learner to understand that different areas of work have different health requirements. It also considers how good personal health can be maintained in different areas of work.

### **Learning outcomes**

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

- Understand that different areas of work have different health requirements
- Know how to maintain good health in different areas of work

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies.

### **Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading
- English – Writing
- ICT – Find and Select Information
- ICT – Develop, present and communicate information

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

# **Unit 012            Managing Your Health at Work**

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Understand that different areas of work have different health requirements**

The learner can:

- 1.1    Explain different health requirements for a chosen area of work

### **Outcome 2    Know how to maintain good health in different areas of work**

The learner can:

- 2.1    Describe health risks for a chosen area of work
- 2.2    Explain how to reduce health risks in a chosen area of work

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Although both the outcomes and assessment criteria are largely knowledge based, delivery could include different methods to assist in the learning process and involve learners on a practical level (e.g. case studies, discussion, debate etc.).

When employed, individuals have a range of both rights and responsibilities. Understanding can be enhanced by ensuring delivery encompasses learners relate such to a workplace; this could be one they are familiar with either personally or through the use of a case study. It is not a requirement for candidates to access a workplace but any opportunities to relate to specific settings can capitalise on both their understanding in terms of the required outcomes and to achieve the knowledge required to meet the assessment criteria. Familiarity with rights in general may be a good starting point (e.g. right to life, education, respect, freedom from discrimination etc) leading on to those specifically related to the workplace (e.g. to work in a safe environment, fair pay, fair access to training, etc). To assist learners in understanding what responsibilities are, a similar approach could be used.

Learners will need to be guided to not only identifying rights and responsibilities but why they are important in the workplace. Guest speakers can provide insight into how these are established and enforced within different work settings – learners could prepare questions for interviews with staff and may want to consider asking about the repercussions of not respecting the rights of others. Other expert speakers could provide information about what is available in terms of support and guidance for those who may have concerns about their rights or those of others (e.g. Trade Union representative, ACAS, CAB etc).

Case studies may be helpful in identifying the factors that might affect the rights of the individual within a work setting and provide learners with a range of scenarios and settings where they need to consider different factors when determining how the rights of the individual might be appropriately supported.

There is no requirement to describe legislation in detail, however it will be important to for learners to understand how rights are enshrined in law and how the sector interprets this (e.g. Codes of Practice, policies, procedures etc.) and how these may apply in different settings, in terms of both the rights of individuals and the employee themselves; examples might include Health and Safety, equality of opportunity, freedom from discrimination, privacy of personal information etc).

Leaflets or posters could be used to encourage learners to give an explanation of how the rights of individuals might be respected. Use of other resources may also be helpful documents for learners – e.g. Codes of Practice, Statements of Purpose, NMS and/or updated guidelines etc. There are opportunities to look at public reports (e.g. Care Quality Commission, Ofsted) – where legal requirements and set standards are used to measure how a particular provision is performing and learners could research any aspects which relate to protecting the rights of individuals.

Whilst the learner needs to understand the rationale behind rights and responsibilities in the workplace, they will also need to know where sources of guidance and information can be accessed. Individual and group research with regards those organisations that provide advice and guidance for employees and employers will support learners in achieving the final criterion.

## **Suggested evidence/assessment opportunities**

On completion of a unit the learner should:

- 1.1 explain reasons why rights and responsibilities are important in a workplace
- 1.2 understand how rights and responsibilities are established and enforced in a workplace
- 2.1 identify the rights and responsibilities an employee has at work
- 2.2 explain the implications of employee rights and responsibilities
- 3.1 identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
- 3.2 describe the type of advice given by key representative bodies.

**Holistic approach:** All assessment criteria could be met through an integrated assignment. For example, learners could produce a guide for a new staff member which included different sections linked to the assessment criteria.

Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each assessment criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Question and Answer
- Case studies
- Posters
- Leaflets
- Individual and/r group research
- Presentations
- Interviewing/questioning guest speaker

Regardless of the approach taken, learners' evidence must include the following:

- Explanation of at least one reason of why rights are important in the workplace and similarly one reason why responsibilities are important in the workplace
- Explanation of their understanding of two different rights and responsibilities are established and enforced in the workplace
- Identification of two different rights and responsibilities that the employee has at work
- Explanation of the implications of two employee rights and responsibilities
- Identification of three key representative bodies
- Description of types of advice that can be given by three representative bodies

## **Potential Resources**

- [www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)

Employment Terms and Conditions

- [www.worksmart.org.uk/rights](http://www.worksmart.org.uk/rights)

Guide to rights at work

- [www.abouthumanrights.co.uk/human-rights-issues-workplace.html](http://www.abouthumanrights.co.uk/human-rights-issues-workplace.html)

Rights of public authority workers

- **[www.oneworkplace.org.uk](http://www.oneworkplace.org.uk)**

Information on promoting equal opportunities in the work place

- **[www.workingrights.co.uk/BullyingatWork.html](http://www.workingrights.co.uk/BullyingatWork.html)**

Information on what to do in the event of bullying in the workplace

- **[www.advice.org.uk/](http://www.advice.org.uk/)**

Advice on a range of rights of the worker (citizens Advice Bureau)

- **[www.acas.org.uk/](http://www.acas.org.uk/)**

Advice on arbitration, health and well being at work

- **[www.tuc.org.uk](http://www.tuc.org.uk)**

Range of information on rights at work

**Level:** Level 2

**Credit value:** 1

### Unit aims

The unit will help the learner find out about the company or organisation where they are going to be working, prior to starting their placement. The learner will find out how to set goals which meet their employer's expectations.

### Learning outcomes

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

- Understand the company or organisation where they plan to do the work placement
- Understand information they need before starting work placement
- Understand what the company or organisation expects of the learner during the work placement
- Be able to set goals for the work placement including skills development

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

### Endorsement of the unit by a sector or other appropriate body

Asset Skills have supported the development of this qualification and this unit

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening
- English – Reading
- English – Writing
- ICT – Find and Select Information
- ICT – Develop, present and communicate information

### Assessment and grading

This unit will be assessed by a candidate portfolio.

# **Unit 013            Preparing for Work Placement**

## Learning and Assessment Outcomes

### **Outcome 1    Understand the company or organisation where they plan to do the work placement**

The learner can:

- 1.1    Explain key information about the company or organisation providing the work placement and where this information was obtained

### **Outcome 2    Understand information they need before starting work placement**

The learner can:

- 2.1    Explain the terms and conditions of the work placement
- 2.2    Explain the tasks they would need to perform as part of the work placement

### **Outcome 3    Understand what the company or organisation expects of the learner during the work placement**

The learner can:

- 3.1    Explain why workplace values are important for success at the work placement
- 3.2    Describe personal presentation requirements appropriate to the placement
- 3.3    Explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement

### **Outcome 4    Be able to set goals for the work placement including skills development**

The learner can:

- 4.1    Set specific, realistic goals for the work placement, including a goal that relates to skills development

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. It is also an opportunity for learners to understand in more depth and apply such to one specific setting where they will carry out their work placement.

Key to sound preparation will be knowledge and understanding of the setting and any role/responsibilities to be undertaken. Wherever possible the learner should be encouraged to identify an appropriate placement and collect information well in advance. If the learner is unable to identify an appropriate work placement, help can be provided by the tutor.

Learners will need to be guided to the appropriate type and level of information they need; this could be explored either individually and discussed as groups or as a small group task – devising checklists which will serve as a reminder for the key information to be obtained (e.g. work setting name/organisation, purpose of provision, number of individuals using the service, location, contact details, types of service provided etc.). This will assist learners to meet the first assessment criterion, although careful guidance must be given to learners in terms of the use of information; although information collected from a number of sources will be helpful (e.g. prospectuses, directories etc), the learner must provide a description of the work setting in their own language.

Learners will need to also identify further key information, including the expectations and requirements of the role they will be undertaking. This could be added to the checklist devised above, but will require more individual research. Ideally learners will have made contact with the placement and have an understanding of what is expected of them (e.g. required hours of work, dress code, supervisor details, who to notify if unable to attend, health and safety responsibilities, etc). If it is not possible to complete a detailed list prior to the placement – the crucial areas could be identified and the final items added after the first day (this might include break times, refreshment facilities, reporting procedures etc).

Guest speakers from different settings could provide some general information that could help learners to determine what they need to consider when making their preparations – learners could be guided in their preparations by encouraging them to pose questions that will elicit information about different tasks/roles/activities and behaviours. Consideration should be given to any concerns that learners might have and delivery should foster an environment for discussion where concerns can be openly expressed (this may also be achieved through the facilitation of individual tutorials).

Case studies relating to different settings could pose specific questions either that could be answered individually or considered in groups.

All of the above need to enhance the learners understanding of appropriate behaviours and attitudes (e.g. punctuality, respect for others, presenting a positive image, dependability, working as a part of a team, listening to and following instructions etc). Learners might want to consider the particular 'rules' or behaviours that might be unique to their setting (e.g. securing doors if working with young children).

A new work setting or in some instances, the first work placement can be a stressful time. It will be essential to consider those factors which might cause anxiety/concern for some learners in



particular situations. Exploration of these potentially stressful situations could be discussed as a large group, using television programmes and or hypothetical scenarios. It is also crucial that learners have the opportunity to express any concerns on a one to one basis – some learners may not be able or want to express any personal concerns within a large group forum .

It is essential that learners are prepared as well as they can be for dealing with any situations that might cause emotional distress, difficulty or confusion – and any of the delivery methods indicated above could facilitate this. The use of theoretical scenarios/TV/Video clips could de-personalise and encourage open debate and problem solving.

Learners may need support in setting goals. Advice on how to set realistic targets that are personal to them and their work role will need to be Specific, Measurable, Achievable, Realistic and Time related (e.g. SMART).

This should be an exciting time for learners with sound preparation for an enjoyable work placement and an opportunity to enhance their experience/learning.

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 describe the company or organisation where they plan to do the work placement
- 2.1 identify the requirements for the placement, and why the requirements are necessary
- 2.2 describe tasks they are likely to undertake in the work placement
- 2.3 describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace
- 2.4 describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement
- 3.1 set appropriate goals for the work placement

**Holistic approach:** Given the nature of this unit, it is possible to integrate all assessment criteria in one assignment and also integrated with other unit's assessment criteria (e.g. Units 4, 11 and 24).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Completed templates/proforma
- Learner accounts
- Learner comments/observations following watching TV programmes/video clips
- Poster
- Leaflet
- Question/answer
- Goal setting template/document
- Records of information gained from guest speakers

Regardless of the approach taken, learners' evidence must include the following:

- Description of the company/organisation where the learner plans to carry out their work experience
- Identification of three different requirements for the placement, giving a reason for each as to why they are necessary
- Description of at least four different tasks they are likely to undertake in the work placement
- Description each of two different behaviours and attitudes for the work placement and for each, an explanation of their importance

- Description of two appropriate steps they could take if they found themselves in a situation of emotional stress, difficulty or confusion during their work placement
- Evidence of the learner having set at least three goals for their work placement experience

### **Potential Resources**

- **[www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)**

Range of information relating to work experience in relation to Diplomas

- **[www.need2know.co.uk](http://www.need2know.co.uk)**

Advice on work experience

- **[www.lsc.gov.uk/inourhands](http://www.lsc.gov.uk/inourhands)**

Work experience information/careers advice etc

- **[www.work-experience.org](http://www.work-experience.org)**

The National Council for Work Experience providing a range of information related to work experience/placements etc

**Level:** Level 2

**Credit value:** 2

### **Unit aims**

This unit uses the evidence gathered work placement to reflect on what has been learned and how to use that learning for goal setting, career plans and future development.

### **Learning outcomes**

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

- Be able to present evidence of learning gained from tasks undertaken during the work placement
- Understand what skills were used or gained during the work placement
- Understand aspects of the work placement that could have been improved
- Be able to use learning from the work placement to set career-related goals

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

### **Endorsement of the unit by a sector or other appropriate body**

Asset Skills have supported the development of this qualification and this unit

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English Writing

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## **Unit 014            Learning from Work Placement**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Be able to present evidence of learning gained from tasks undertaken during the work placement**

The learner can:

- 1.1    Show evidence that explains the learning gained from tasks undertaken during the work placement

#### **Outcome 2    Understand what skills were used or gained during the work placement**

The learner can:

- 2.1    Explain how they used their strengths or skills during the work placement and where they experienced challenges

#### **Outcome 3    Understand aspects of the work placement that could have been improved**

The learner can:

- 3.1    Explain any aspect of the work placement experience that could have been improved and how it could have been improved

#### **Outcome 4    Be able to use learning from the work placement to set career-related goals**

The learner can:

- 4.1    Describe how the work placement experience might assist them in making choices about a future career
- 4.2    Set short term and long term goals which build on their learning from the work placement

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. It is also an opportunity for learners to understand in more depth and apply such to one specific setting where they will have carried out their work placement.

This unit cannot be commenced by learners until they have completed their work experience. However an understanding of what needs to be achieved (e.g. learning outcomes and assessment criteria) will equip learners during the work placement and prepare them for meeting the criteria. Centre devised pro forma/templates with an exemplar might be helpful for learners in understanding exactly what is required.

In addition, learners could also identify potential evidence for demonstrating they have met the assessment criteria, for example witness testimonies, learner logs/diaries, observational reports, photographs of work completed (ensuring that confidentiality is maintained – there is no need or requirement to include photographs of individuals/children but contribution to an activity that has resulted in product evidence could be enclosed i.e. junk models, paintings, prepared activity for work with individuals etc.).

The duration of the work placement is not defined; however learners will need to gain sufficient experience to be able to reflect on their experience in a number of ways. This unit also builds on the goal setting practice of the other units (e.g. Unit 3, 10 and 23: Preparing for Work Placement) and requires the learner to again set realistic goals.

An understanding by learners about what self reflection is and how to capture the required aspects of this to meet the criteria will be essential. There are opportunities to discuss this in groups or individually ('what might I have done differently?').

An understanding about what the fundamentals of self reflection are, will give learners a sound knowledge base in order to meet the required assessment criteria. Exploration of the principles could be encouraged through simple discussion (e.g. situations where learners have looked back and thought, 'if only', 'what might I have done differently'). Case studies could be used to encourage learners to consider in general terms, how practice can be evaluated and what could have been improved in given situations.

Guidance around measuring goals set which builds on any learning will be essential in supporting learners to achieve the final criterion.

**Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 produce evidence of tasks undertaken during work placement
- 2.1 using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks
- 2.2 using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again

- 3.1 set short-term goals which build on their learning from carrying out tasks in the work placement

**Holistic approach:** It is possible for all assessment criteria to be integrated in one assignment; this could include any number of tasks which combine overall to meet all assessment requirements  
There is also the potential for linking some assessment criteria from this unit to others as indicated above (e.g. Units 3, 10 and 23)

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Review meeting records
- Proformas/Templates
- Question/Answer
- Witness Testimony (workplace)
- Learner accounts
- Goal setting template/document
- Learner diaries/logs
- Observational reports
- Photographs (please see guidance note above)

Regardless of the approach taken, learners' evidence must include the following:

- Evidence of tasks undertaken at work placement
- Description of what they learned from two tasks undertaken at work placement
- Description of what they would change if asked to carry out again in relation to two tasks Undertaken during work placement)
- Short term goal setting including three goals which build on learning from carrying out tasks in the work placement

### Potential Resources

- **[www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)**

Range of information relating to work experience in relation to Diplomas

- **[www.connexions-direct.com](http://www.connexions-direct.com)**.

Offer advice on careers/education etc for 13-19 age group

- **[www.work-experience.org](http://www.work-experience.org)**

Range of information related to work experience placements

- **[www.lsc.gov.uk/inourhands](http://www.lsc.gov.uk/inourhands)**

Work experience information/careers advice etc

**Level:** Level 1

**Credit value:** 1

### **Unit aims**

This unit will help the learner to find out more about the company or organisation providing the work placement, the specific requirements for the work placement and how to set goals that enhance their work placement experience.

### **Learning outcomes**

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

- Know about the company or organisation where they plan to do the work placement
- Know what is expected of them during the work placement
- Be able to set goals to help them get the most out of the work placement

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Writing

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

# Unit 015      Preparing for Work Placement

## Learning Outcomes and Assessment Criteria

### **Outcome 1    Know about the company or organisation where they plan to do the work placement**

The learner can:

- 1.1    Describe the company or organisation where they plan to do the work placement

### **Outcome 2    Know what is expected of them during the work placement**

The learner can:

- 2.1    Identify the requirements for the placement, and why the requirements are necessary
- 2.2    Describe tasks they are likely to undertake in the work placement
- 2.3    Describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace
- 2.4    Describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement

### **Outcome 3    Be able to set goals to help them get the most out of the work placement**

The learner can:

- 3.1    Set appropriate goals for the work placement



**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding.

Group discussions could be facilitated to instigate thoughts and consideration about how staff in different settings can maintain good health – research could follow to consider different settings and how particular measures will be crucial (e.g. if working with sick people, staying away from work with minor illnesses might be important as the implication for an older, vulnerable person with an underlying medical condition contracting one of these could be serious).

Watching videos/clips from television programmes could be used to explore different requirements of different settings – e.g. wearing protective clothing, barrier nursing, use of hand gel etc.

Guest speakers could provide information about what is in place in particular environments to support and ensure that workers remain healthy (e.g. safe moving practices, risk assessment for staff with any particular needs, reporting contagious diseases etc). Learners could be supported to prepare questions that elicit information regarding different health requirements, any particular health risks and ways of reducing such. Similarly guest speakers could provide information on services provided by employers to help maintain the health of the workforce (e.g. some local authorities can provide subsidised gym membership, counselling, peer support, etc).

There is the potential for group work, research and presentation in all aspects of this unit and as evidence towards some or all of the assessment criteria.

Case studies/scenarios may be used to instigate thought and discussion around both potential health risks and ways of minimising or eliminating such. Learners could then consider where help could be sought to ensure maintenance of good health and types of provision (e.g. health and safety representatives, occupational health specialists, Trade Unions, specialist equipment etc).

There is the opportunity here for learners to make visits to different work environments and identify what is in place to both encourage the worker to remain healthy, support should they need help and any services that the employee might have access to as part of their employment (e.g. some organisations provide reduced fees for health insurance).

Work experience activities could contribute to meeting assessment criteria, for example how the learner has actively practised safe and healthy procedures within their workplace.

**Potential /assessment opportunities**

On completion of a unit the learner should:

- 1.1 explain how employees can maintain good health in the workplace
- 2.1 explain services that can be provided by employers to help maintain the health of the workforce
- 3.1 describe different sources of help to ensure good health at work
- 3.2 explain the services offered by different sources of help

**Holistic approach:** The assessment criteria for this unit could be integrated into one assignment. For example, a guide for a new member of staff as part of their induction could be produced advising on 'How to remain healthy at work. There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual Outcome approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these might include:

- Question and Answer
- Posters
- Leaflets
- Presentations
- Written explanations
- Witness Testimonies
- Records of Discussion/Debate
- Observational reports
- Case Studies
- Information gained from interviews with guest speakers

Regardless of the approach taken, learners' evidence must include the following:

- Explanation of five different examples of how employees can maintain good health in the workplace
- Explanation of two different services that can be provided by employers to help maintain the health of the workforce
- Description of three different sources of help to ensure good health at work
- Explanation of services offered by three different sources of help

### **Potential Resources**

- **[www.hse.gov.uk](http://www.hse.gov.uk)**

Information about and safety at work – provides advice, guidance and information on inspections and regulations

- **[www.worksmart.org.uk/health](http://www.worksmart.org.uk/health)**

Can provide guides on health at work and other related areas

- **[www.dwp.gov.uk/policy/welfare-reform/health-work-and-well-being](http://www.dwp.gov.uk/policy/welfare-reform/health-work-and-well-being)**

DWP website provides range of information including how the Government aims to improve the well-being of the whole of the workforce, reduce the number of days taken for sickness etc.

- **[www.direct.giv.uk](http://www.direct.giv.uk)**

Provides advice on various areas including health and safety at work

- **[www.acas.org.uk/index.aspx?articleid=1361](http://www.acas.org.uk/index.aspx?articleid=1361)**

Acas - Health, work & wellbeing – advice from Acas, about health in the work place

**Level:** Level 1

**Credit value:** 2

### Unit aims

This unit will help learners understand what was learned from a work placement and how to set goals based on work placement learning.

### Learning outcomes

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

- Be able to show evidence of tasks undertaken during the work placement
- Understand what they learned from the work placement
- Be able to use learning from the tasks undertaken in the work placement to set short term goals

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies.

### Endorsement of the unit by a sector or other appropriate body

Asset Skills have supported the development of this qualification and this unit.

### Mapping to Functional Skills

- English – Speaking and Listening

### Assessment and grading

This unit will be assessed by a candidate portfolio.

## **Unit 016      Learning from Work Placement**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Be able to show evidence of tasks undertaken during the work placement**

The learner can:

- 1.1    Produce evidence of tasks undertaken during work placement

#### **Outcome 2    Understand what they learned from the work placement**

The learner can:

- 2.1    Using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks
- 2.2    Using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again

#### **Outcome 3    Be able to use learning from the tasks undertaken in the work placement to set short term goals**

The learner can:

- 3.1    Set short term goals which build on their learning from carrying out tasks in the work placement

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. It is also an opportunity for learners to understand in more depth and apply such to one specific setting where they will have carried out their work placement.

This unit cannot be commenced by learners until they have completed their work experience. However an understanding of what needs to be achieved (e.g. learning outcomes and assessment criteria) will equip learners during the work placement and prepare them for meeting the criteria. Centre devised pro forma/templates with an exemplar might be helpful for learners in understanding exactly what is required.

In addition, learners could also identify potential evidence for demonstrating they have met the assessment criteria, for example witness testimonies, learner logs/diaries, observational reports, photographs of work completed (ensuring that confidentiality is maintained – there is no need or requirement to include photographs of individuals/children but contribution to an activity that has resulted in product evidence could be enclosed i.e. junk models, paintings, prepared activity for work with individuals etc.).

The duration of the work placement is not defined; however learners will need to gain sufficient experience to be able to reflect on their experience in a number of ways. This unit also builds on the goal setting practice of the previous unit (i.e. Unit 23 Preparing for Work Placement) and requires the learner to again set realistic goals.

Prior to the work placement commencing, learners will need to consider the evidence they will collect that will clearly demonstrate the learning gained from tasks undertaken; it will not be enough for learners to just describe what they did – but what they have learned from carrying out such. Group discussions may well assist this process and help learners to be clear about what evidence (and types to collect).

Learners will have needed to have considered their strengths and skills before the placement – in order that they can comment on how these have been applied (or the observations of others which attest to such). They will also need to consider how to record any challenges presented – again group discussion may explore what these might potentially be, although these are impossible to predict, it will give the learner the confidence to appreciate that challenges may arise (from the minor, e.g. missing the bus to dealing with an unexpected/difficult situation at work).

Learners can also be introduced to the principles of reflective practice – preparing them to consider what they have done well and what they could have done better when on placement. To assist learners to practice these skills – watching TV clips, documentaries or the use of case studies which give learners the opportunity to comment on other's practice will be a good starting point and view as a positive and not destructive process.

Guidance around measuring goals set and building on these from learning gained during the work placement, will be essential in supporting learners to achieve the final criterion.

### **Potential/assessment opportunities**

On completion of a unit the learner should:

- 1.1 show evidence that explains the learning gained from tasks undertaken during the work placement
- 2.1 explain how they used their strengths or skills during the work placement and where they experienced challenges
- 3.1 explain any aspect of the work placement experience that could have been improved and how it could have been improved
- 4.1 describe how the work placement experience might assist them in making choices about a future career
- 4.2 set short-term and long-term goals which build on their learning from the work placement.

**Holistic approach:** It is possible for all assessment criteria to be integrated in an assignment; this could include any number of tasks which combine overall to meet all assessment requirements. There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 3, 10 and 23, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

Individual Outcome approach: Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, these could include:

- Review meeting records
- Proformas/Templates
- Question/Answer
- Witness Testimony (workplace)
- Learner accounts
- Goal setting template/document
- Learner diaries/logs
- Observational reports
- Photographs (please see guidance note above)

Regardless of the approach taken, learners' evidence must include the following:

- Evidence that explains the learning gained from tasks undertaken during the work placement
- Explanation of how they have used their strengths or skills during the work placement and where they experienced challenges
- Explanation of an aspect of the work placement experience that could have been improved and how it could have been improved
- Description of how the work placement experience might assist them in making choices about a future career
- Two short and two long terms goal which build on their learning from the work placement

### **Potential Resources**

- **[www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)**

Range of information relating to work experience in relation to Diplomas

- **[www.lsc.gov.uk/inourhands](http://www.lsc.gov.uk/inourhands)**

Work experience information/careers advice etc

- **[www.work-experience.org](http://www.work-experience.org)**

The National Council for Work Experience providing a range of information related to work experience/placements etc

- **[www.connexions-direct.com](http://www.connexions-direct.com)**.

Offer advice on education, careers and range of other useful information for 13- 19 age group

**Level:** Entry Level 3

**Credit value:** 3

### Unit aims

This unit aims to help learners understand the responsibilities of carers in ensuring mealtimes enable individuals to be independent and enjoy their food. Learners will be introduced to the range of equipment that supports independence at mealtimes and they will learn about ways to support individuals in health and social care settings.

### Learning outcomes

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

- Know the responsibilities of the carer at meal times
- Be able to choose equipment which encourages independence at meal times for children and adults
- Know how to support individuals at meal times

### Guided learning hours

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

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

NOS: This unit may allow progression to the following unit in the National Occupational Standards for Health and Social Care:

HSC214: Help individuals to eat and drink.

### Endorsement of the unit by a sector or other appropriate body

This unit is supported by Skills for Health and Skills for Care and Development

### Mapping to Functional Skills

- English – Speaking and listening
- English – Writing
- ICT – Find and Select information

### Assessment and grading

This unit will be assessed by a candidate portfolio.



## **Unit 017            The Role of the Carer at Meal Times**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Know the responsibilities of the carer at meal times**

The learner can:

- 1.1    Describe the responsibilities of the carer at mealtimes

#### **Outcome 2    Be able to choose equipment which encourages independence at meal times for children and adults**

The learner can:

- 2.1    Select appropriate equipment to encourage independence at mealtimes for children
- 2.2    Select appropriate equipment to encourage independence at mealtimes for adults

#### **Outcome 3    Know how to support individuals at meal times**

The learner can:

- 3.1    Outline ways to support adults and children at meal times.

#### **Outcome 4    be able to assess own personal skills in supporting healthy eating activities**

The learner can:

- 4.1    Assess own personal skills in supporting healthy eating activities

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding.

Understanding the importance of mealtimes as a social activity as well as essential for maintaining health and well-being and the carer's role in supporting these are crucial to this unit.

The role of the carer in demonstrating respect and offering choice will be essential as well as understanding the practical support that can be provided by carers at meal times. Learners may want to consider what good practice is and how to avoid poor practice (e.g. giving time, allowing choice, a supportive role not one that 'takes over' etc.) – this could be exemplified through the use of case studies/scenarios where learners are able to identify good or poor practice and where the latter is identified, ways in which support provided and what could have been better identified.

This unit provides opportunities for practical experience as well as learning from the experience of others; guest speakers could describe support provided in particular settings to assist in maintaining independence for those that need help. Similarly, workers from children's settings can describe what equipment is used to encourage children to eat and feed themselves. Learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria.

Specialist support (e.g. for assisting people/children at meal times) can be considered – either through teaching and/or guest speakers (e.g. occupational therapists who might be able to bring along specialist equipment for learners to examine that are designed to meet the needs of both children and adults who may need help).

There are opportunities for learners to work in groups and carry out their own research which could be shared with other group members (e.g. presentation, displays, leaflets etc).

Learners could share experiences from their work placement where possible and appropriate – describing how the setting provides active support and encouragement to assist those who need assistance and/or encouragement at mealtimes.

Learners might have the opportunity of supporting an individual in the workplace – evidence of this could be provided to meet the final criterion if documented appropriately (e.g. Witness Testimony)

**Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 Describe the responsibilities of the carer at mealtimes
- 2.1 Select appropriate equipment to encourage independence at mealtimes for children
- 2.2 Select appropriate equipment to encourage independence at mealtimes for adults
- 3.1 Outline ways to support adults and children at mealtimes

**Holistic approach:** All assessment criteria could be met through an integrated assignment. For example, learners could produce a guide for a new staff member which included different sections linked to the assessment criteria; however as this may not be realistic in terms of addressing the support needs of both adults and children, this approach could be used with supplementary questions and answers for the individuals not covered in the guide.

There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement

**Individual Outcome approach:** Please note, this list is indicative only, each assessment criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Learner accounts
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Case studies/Scenarios
- Witness Testimonies (work place)
- Observational reports

Regardless of the approach taken, learners' evidence must include the following:

- Description of carer's responsibilities at meal times (preparation, during and following)
- Identification of four pieces of equipment to encourage independence at mealtimes for children
- Identification of four pieces of equipment to encourage independence at mealtimes for adults
- Outline of two ways of supporting adults and children at mealtimes (this could be evidenced through practical activities but the record would need to ensure that two ways of support had been provided for both a child and an adult).

### **Potential Resources**

- **[www.independentliving.co.uk/eating-aids](http://www.independentliving.co.uk/eating-aids)**

Provides information on eating/drinking aids

- **[www.healthvisitors.com](http://www.healthvisitors.com)**

Advice and information on the needs of children 0-5 years

General Social Care Council Code of Practice

**Level:** Level 1

**Credit value:** 4

### **Unit aims**

Working in health and social care requires an understanding of the physical, emotional and social needs of individuals. This unit aims to help the learner understand that individuals have different health and care needs which may be met by a range of health and social care provision. This unit also helps the learner to understand how health may be affected by different factors.

### **Learning outcomes**

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

- Know about health needs
- Know how health is affected by different factors
- Understand that individuals have different health needs
- Know what health care and social care is available for individuals

### **Guided learning hours**

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

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

NOS: This unit may allow progression to the following unit in the National Occupational Standards in Health and Social Care:

HSC3103: Contribute to raising awareness of health issues.

It may also have links with the following unit from the National Occupational Standards for Public Health:

HT2: Communicate with individuals about promoting their health and well-being.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is supported by Skills for Health and by Skills for Care and Development

### **Mapping to Functional Skills**

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## **Unit 018      Health and Social Care Needs**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Know about health needs**

The learner can:

- 1.1    Identify and describe the significance of physical health needs
- 1.2    Identify and describe the significance of emotional and social health needs

#### **Outcome 2    Know how health is affected by different factors**

The learner can:

- 2.1    Describe different factors that affect health

#### **Outcome 3    Understand that individuals have different health needs**

The learner can:

- 3.1    Describe the health needs of individuals

#### **Outcome 4    Know what health care and social care is available for individuals**

The learner can:

- 4.1    Outline health care available for individuals
- 4.2    Outline social care available for individuals.

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. It will be advantageous to utilise practical activities to enhance skills and understanding of individual's varying health and social care needs which can be met through different provision.

As a starting point – general health needs could be considered and discussed using learners' own experiences (e.g. own, information relating to others gained as a result of work experience etc). There are opportunities for learners/groups to conduct their own research e.g. factors that affect health and for individuals/groups to work on different areas and share their findings through presentations.

Case studies, scenarios, television programmes, newspaper cuttings could be used to instigate discussion and exploration of physical, emotional and social health needs. For learners to make full benefit of such activities, all four stages of life should be considered (e.g. babies/children, adolescents, adults, older people). These stages should follow through into the other themes contained in this unit.

Learners will also require input on the different factors that affect health – bringing together how these can positively or negatively affect health and the significance of such (e.g. illness, housing, poverty, obesity, smoking, diet, drug misuse, exercise, life style etc).

Visits to different work settings will provide learners with opportunities to identify different needs specific to different client groups. Their findings could be shared with other learners to discuss not only the needs that individuals might have but also how the provision addresses and meets these needs.

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria.

Further individual and group research for example using local and national resources will prepare learners for the final task, for example local directories, internet, library etc.

**Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 identify and describe the significance of physical health needs
- 1.2 identify and describe the significance of emotional and social health needs
- 2.1 describe different factors that affect health
- 3.1 describe the health needs of individuals
- 4.1 outline health care available for individuals
- 4.2 outline social care available for individuals

**Holistic approach:** It is possible for all assessment criteria to be integrated in an assignment; this could include any number of tasks which combine overall to meet all assessment requirements; this could be presented in any number of ways and could include case studies that are followed through the various stages of the task (e.g. describing theoretical individuals with health needs, factors that affect their health, the significance of such, social and health care provision which addresses identified needs etc.). This would serve to provide coherence in both activity and understanding in general of how these important factors combine to affect health and social care provision and is therefore recommended rather than an individual activity approach.

There is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Proformas/Templates
- Question/Answer
- Learner accounts
- Documented research
- Leaflets
- Posters
- Presentation
- Learner comments/observations following watching TV programmes/video clips
- Records of information gained from guest speakers

Regardless of the approach taken, learners' evidence must include the following:

- Identification and description of 6 physical health needs
- Identification and description of 6 emotional and social care needs
- Description of four different factors that affect health
- Description of four health needs of individuals
- Outline of at least four different types of health care available for individuals
- Outline of 4 at least four different types of social care available for individuals

### **Potential Resources**

- **[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)**

Range of information provided (Skills for Care and Development) in relation to social care sector

- **[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)**

Range of information provided by the Sector Skills Council for Health

- **[www.bbc.co.uk/health/healthy\\_living](http://www.bbc.co.uk/health/healthy_living)**

A guide to a healthy and it lifestyle

- **[www.nhs.uk/livewell](http://www.nhs.uk/livewell)**

Provides information on healthy living for all stages of life

- **[www.dh.gov.uk](http://www.dh.gov.uk)**

Department of Health's website





**Level:** Level 1

**Credit value:** 4

### **Unit aims**

This unit aims to help the learner understand the personal care needs of individuals. The unit explores the practical skills and personal qualities required by carers to meet the physical and emotional needs of individuals during personal care procedures which are essential for working in health and social care settings. The learner will find out about the procedures of settings which relate to personal care and the reasons why it is important for these procedures to be adhered to.

### **Learning outcomes**

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

- Know that individuals have personal care needs
- Know the skills and personal qualities needed for personal care of others
- Understand why it is important to follow health and social care setting's procedures when providing personal care

### **Guided learning hours**

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

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

NOS: This unit may allow progression to the following unit in the National Occupational Standards in Health and Social Care:

HSC218: Support individuals with their personal care needs.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is supported by Skills for Health and by Skills for Care and Development.

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading
- English – Writing
- ICT – Find and select information
- ICT – Develop, present and communicate information

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## **Unit 019      Personal Care in Health and Social Care**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Know that individuals have personal care needs**

The learner can:

- 1.1    Describe the personal care needs of individuals
- 1.2    Describe the emotional needs of individuals

#### **Outcome 2    Know the skills and personal qualities needed for personal care of others**

The learner can:

- 2.1    Describe the skills needed for the personal care of others
- 2.2    Describe the personal qualities needed for the personal care of others.

#### **Outcome 3    Understand why it is important to follow health and social care setting's procedures when providing personal care**

The learner can:

- 3.1    Identify the health and social care setting
- 3.2    Identify the setting's procedures which relate to personal care
- 3.3    Explain why it is important to follow procedures which relate to personal care.

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. The aim of the unit is to help learners explore and understand the practical skills and personal qualities essential for working within the health and social care sector. Wherever possible practical activities should be used. Simulated activities will provide opportunities for learners to practice skills in a safe environment, conducive to learning and where confidence can be gained (e.g. dolls for nappy changing, bathing etc).

Discussion around learners' own perceptions and feelings about how they would like to be cared for, may be a good starting point – what might they consider to be the significant factors? With sensitivity, learners may want to share their own experiences or those of people they know, giving examples of both positive situations and those that could have been better and why. This could lead into the crucial aspects of personal qualities and skills required to provide quality personal care.

The concept of assessing need/care planning could be introduced to assist learners' understand of how individuals needs are met by care workers in a consistent way – and one which involves taking the individuals wishes and preferences into account (e.g. someone may need help with washing and prefer a bath to a shower) – and the importance of assisting with personal care rather than the 'doing off' by the carer to the person.

The use of carefully selected/devised case studies will provide learners with an opportunity to explore the personal care and emotional needs of a range of individuals.

There are opportunities for learners to conduct their own research e.g. factors that affect personal care/emotional needs and for groups to work on different areas and share their findings through presentations or other media. The use of guided research in locating general information on safe and healthy procedures are available on internet sites whilst local services may have a range of helpful resources(e.g. Clinics, surgeries etc).

Case studies, scenarios, television programmes, newspaper cuttings could be used to instigate discussion and exploration of specific needs of individuals.

Visits to different work settings will provide learners with opportunities to identify the varying needs specific to different client groups. Their findings could be shared with other learners to discuss not only the needs that individuals might have but also how the provision addresses and meets these needs.

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria.

Other guest speakers could include those that can provide further specialist input (e.g. Nurse on Infection Control, Occupational therapists on equipment that may support the individual to be as independent as possible and help the carer when supporting children/people with physical needs and protects the safety of the worker etc).

Experience and understanding gained from work experience placement is also a useful medium – learners could be advised of how and what to find out (e.g. what skills, specific procedures, etc).

Crucially learners are required to not only understand the procedures of a setting but the rationale behind them – discussion should ensure coverage of not only their significance but the potential results if not adhered to.

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 describe the personal care needs of individuals
- 1.2 describe the emotional needs of individuals
- 2.1 describe the skills needed for the personal care of others
- 2.2 describe the personal qualities needed for the personal care of others
- 3.1 identify the health and social care setting
- 3.2 identify the setting's procedures which relate to personal care
- 3.3 explain why it is important to follow procedures which relate to personal care

**Holistic approach:** It is possible for all assessment criteria to be integrated in one assignment; this could include any number of tasks which combine overall to meet all assessment requirements; this could be presented in any number of ways. A 'guide for a new care worker' might cover many of the criteria with supplementary evidence

Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement)

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Proformas/Templates
- Question/Answer
- Learner accounts
- Documented research
- Leaflets
- Posters
- Presentation
- Learner comments/observations following watching TV programmes/video clips
- Records of information gained from guest speakers
- Documented evidence from work placements (e.g. diaries, .logs which have captured any learning or can explain actions)

Regardless of the approach taken, learners' evidence must include the following:

- Description of the personal care needs of two babies and/or children and two adults with differing needs
- Description of the emotional needs of two babies and/or children and two adults
- Description of skills needed for personal care of others
- Description of personal qualities needed for the personal care of others
- Identification of a health and social care setting
- Identification of procedures in place at health and social care setting identified above which relate to personal care
- Explanation of the importance of following procedures which relate to personal care

### **Potential Resources**

- **[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)**

Range of information provided (Skills for Care and Development) in relation to social care sector

- **[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)**

Range of information provided by the Sector Skills Council for Health

- **[www.bbc.co.uk/health/healthy\\_living](http://www.bbc.co.uk/health/healthy_living)**

A guide to a healthy and it lifestyle

- **[www.nhs.uk/livewell](http://www.nhs.uk/livewell)**

Provides information on healthy living for all stages of life

- **[www.dh.gov.uk](http://www.dh.gov.uk)**

Department of Health's website

Journals/Magazines

- Nursery World
- Community Care
- Nursing Times

**Level:** Level 1

**Credit value:** 4

### **Unit aims**

This unit aims to help the learner develop the skills required for working with children, including work-related skills such as self-management, time management, being an effective member of a team, problem solving, working safely and communication skills. Learners will develop these skills within the context of finding out about the different types of creative activities children of different age groups may experience. The learner will be introduced to a range of creative activities that would be suitable for pre-school and school-aged children.

### **Learning outcomes**

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

Know about creative activities for children

Be able to demonstrate work-related skills required for creative activities for children

Be able to assess own work-related skills in children's creative activities

### **Guided learning hours**

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

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

This unit could allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC210: Support Individuals to access and participate in recreational activities

HSC241: Contribute to the effectiveness of teams

It may also have links with the following unit from the National Occupational Standards in Public Health:

HT4: Manage and organise your own time and activities.

HSC244: Manage and organise time and activities to support individuals in the community.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is supported by Skills for Health and Skills for Care and Development.

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading
- English – Writing
- ICT – Find and Select Information
- ICT – Develop, present and communicate information

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.



## **Unit 020 Creative Activities for Children**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know about creative activities for children**

The learner can:

- 1.1 Describe creative activities for children aged 0-3, 3-5, 5-11, 11-16 years

#### **Outcome 2 Be able to demonstrate work-related skills required for creative activities for children**

The learner can:

- 2.1 Participate in a creative activity for children and demonstrate:
  - self-management skills
  - a positive contribution as a team member
  - meeting agreed deadlines
  - problem solving skills
  - safe practice
  - communication skills

#### **Outcome 3 Be able to assess own work-related skills in children's creative activities**

The learner can:

- 3.1 Assess own work-related skills required for children's creative activities



**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding.

Group work could explore a wide range of creative activities and their suitability for different stages of development (0-3yrs, 3-5yrs, 5yrs – 11 yrs, 11-16yrs). Further research and exploration into activities appropriate to the respective age ranges, the required resources and varied, effective ways to implement them should be facilitated; this could involve the use of professional publications and the internet.

Role play could link theory to practice with the learner participating in different creative activities and reviewing the skills they feel they have practiced. Observational reports, peer and self assessments are all useful media for supporting learning and understanding.

Visiting a childcare setting would allow the learner to see how the childcare professionals implement creative play, providing resources in a variety of ways following all required safety measures. The learner could then perhaps then discuss their findings. The unit requires the learner to display certain personal qualities for criteria 2.1 and exploration of these, discussion about what they mean and how the learner meets them should form part of any group sessions.

This unit provides lends itself to a range of practical tasks with learners having the opportunity to plan and experience as wide a range of different creative activities as possible.

Experience from work experience/placement could contribute towards meeting 2.1.

Learners will need guidance on how to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. Discussions could involve groups working on definitions and ideas about what might provide evidence for 2.1 (what might constitute evidence of good self management skills? Being prepared, having materials ready, having protective clothing ready, taking responsibility, clearing up afterwards, having enough and appropriate resources, informing others if they are to be involved etc).

**Suggested evidence/assessment opportunities**

On completion of a unit the learner should:

- 1.1 describe creative activities for children aged 0-3, 3-5, 5-11, 11 -16 years
- 2.1 participate in a creative activity for children and demonstrate:
  - self-management skills
  - a positive contribution as team member
  - meeting agreed deadlines
  - problem-solving skills
  - safe practice
  - communication skills
- 3.1 assess own work-related skills in supporting children's creative activities.

**Holistic approach:** It is unlikely that all assessment criteria could be met through one assignment given the nature of the outcomes and related criteria. Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Completed templates/proforma
- Displays
- Photographs (ensuring confidentiality is maintained)
- Learner accounts
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Witness Testimonies (work place)
- Observational records
- Peer assessments

Regardless of the approach taken, learners' evidence must include the following:

- Description of four creative activities (one for each of the age groups 0-3, 3-5, 5-11, 11-16 yrs)
- Evidence of having participated in one creative activity for children during which they have demonstrated:
  - Self-management skills
  - A positive contribution as a team member
  - Met agreed deadlines
  - Problem-solving skills
  - Safe practice
  - Effective communication skills
- Assessment of their own work-related skills in supporting children's creative activities

### **Potential Resources**

Professional Publications

- Nursery World
- Child Education
- Play Today
- Play Words
- Community Care
- Nursing World

## Websites

- **[www.preschoolrainvow.org/preschoolers](http://www.preschoolrainvow.org/preschoolers)**  
Rhymes, activities and songs for pre-school children
- **[www.gameskidsplay.net](http://www.gameskidsplay.net)**  
Information and ideas for physical activities
- **[www.abcteach.co.uk](http://www.abcteach.co.uk)**  
Free downloadable worksheets
- **[www.bigeyedowl.co.uk](http://www.bigeyedowl.co.uk)**  
Resources and information for children's activities
- **[www.underfives.co.uk](http://www.underfives.co.uk)**  
Resources/information for pre-school education

## Unit 021

# Learning Experiences for Children and Young People

**Level:** Level 1

**Credit value:** 4

### Unit aims

This unit will introduce learners to a range of learning experiences that would be suitable for babies and toddlers, pre-school children, primary school children and adolescents. Throughout this unit the learner will develop the skills that are essential for working with children and young people including self-management, time management, being an effective member of a team, working safely, problem solving, communication skills, and IT. These skills will be developed within the context of finding out about and providing experiences for children of different ages.

### Learning outcomes

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

Know about learning experiences for children and young people

Be able to demonstrate work-related skills required for providing learning experiences for children and young people

Be able to assess own work-related skills in providing learning experiences for children and young people

### Guided learning hours

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

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

This unit could allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC210: Support individuals to access and participate in recreational activities

HSC241: Contribute to the effectiveness of teams.

The unit may also have links with the following unit from the National Occupational Standards in Public Health:

HT4: Manage and organise your own time and activities.

### Endorsement of the unit by a sector or other appropriate body

This unit is supported by Skills for Health and Skills for Care and Development.


### **Mapping to Functional Skills**

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and Listening
- English – Reading
- English – Writing
- ICT – Find and Select Information

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.



## **Unit 021                      Learning Experiences for Children and Young People**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Know about learning experiences for children and young people**

The learner can:

- 1.1      Describe learning experiences for children aged 0-3, 3-5, 5-11, 11-16 years

#### **Outcome 2    Be able to demonstrate work-related skills required for providing learning experiences for children and young people**

The learner can:

- 2.1 Participate in a learning experience for children or young people and demonstrate:  
self-management skills  
a positive contribution as a team member  
meeting agreed deadlines  
problem solving skills  
safe practice  
communication skills  
the use of IT

#### **Outcome 3    Be able to assess own work-related skills in providing learning experiences for children and young people**

The learner can:

- 3.1      Assess own work-related skills required for children's learning experiences.

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Work placement and/or work experience are good opportunities for the learner to apply their understanding and/or to share experiences of such with others, however consideration needs to be given to equipping learners with significant experience of the different types of learning experiences available to children and young people included in the age ranges (e.g. 0-3, 3-5, 5-11 and 11-16yrs) and to not limit to one or two of these.

Group work could explore a wide range of learning experiences and their suitability to different stages of development. This would give confidence and knowledge to learners to explore and research different activities assisting them to make an informed choice when selecting an appropriate activity to participate in when providing evidence of meeting assessment criterion 2.1; Research and exploration could involve the use of professional publications and the internet.

Role play could link theory to practice with the learner reflecting on their own learning experiences as well as trying different games, activities and then reviewing the skills they feel they have practised when participating in any activities.

Visiting a childcare setting would allow the learner to see how the childcare professionals implement different learning experiences utilising both planned and unplanned events and following all required safety measures. The learner could then discuss their findings. This unit requires the learner to display certain personal qualities for criteria 2.1 and exploration of these through discussion/one to one tutorial with reference to their meaning and how the learner can evidence demonstration of them, should form part of any such conversation/discussion.

Consideration needs to be given to the suitability of visits to establishments that might be providing activities for the older age group if there are learners in the same age range; however their experiences, as their evaluation of individual learning activities if they have been a recipient of such provision (e.g. Youth Work services), might be useful for instigating debate, enhancing learning and understanding the rationale behind the facilitation of learning activities.

Exploration of the local environment, for example visiting different amenities would give the learner practical experiences to review, as would researching different resources via internet/journals. The former would give learners an understanding of what is available locally whilst the latter would provide an opportunity to compare more rare resources and provide an awareness of their existence.

There is excellent opportunity within this unit for practical activities and experiences encompassing the different age groups.

Guest speakers can offer different perspectives on their objectives when working with children and young people within the different age groups and the importance of careful planning of age appropriate activities to facilitate and enhance learning. Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria.

Other guest speakers could include those that can provide further specialist input (e.g. IT specialist who can provide information on the latest technology for supporting children and young people's learning and development, Occupational Therapist who could provide information on aids to learning for those with physical needs, child psychologist, etc).

Work placement/experience can provide opportunities for observation reports/witness testimonies of the learner's participation in learning activities. Learners can be guided to considering the skills they will use when participating in learning activities whilst on placement and recording such when demonstrated – these can also be used as evidence of having met some assessment criteria if recorded appropriately (e.g. proformas, logs, diaries etc).

Role play/simulated activities could facilitate the use of both self and peer assessments which could contribute towards the assessment process.

Learners will need to be guided as to what might provide relevant/appropriate evidence – with thought given to the various areas to meet all of the respective parts of criterion 2.1 (e.g. what are self-management skills? How can I provide evidence of these?)

Learners will need guidance on how to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. Discussions could involve groups working on the differences between being objective and subjective, constructive and not destructive, etc and what these mean in terms of evidence recording of particular skills (e.g. self-management skills, positive contributions to team, safe practices etc.).

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 describe learning experiences for children and young people aged 0-3, 3-5, 5-11, 11-16 years
- 2.1 participate in a learning experience for children or young people and demonstrate:
  - self-management skills
  - a positive contribution as a team member
  - meeting agreed deadlines
  - problem-solving skills
  - safe practice
  - communication skills
  - the use of IT
- 3.1 assess own work-related skills required for providing learning experiences for children and young people.

**Holistic approach:** It is possible that all assessment criteria could be met though one assignment given the nature of the outcomes and related criteria. Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Completed templates/proforma
- Displays
- Photographs (ensuring confidentiality is maintained)
- Learner accounts
- Poster



- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Witness Testimonies (work place)
- Observational records
- Peer assessments

Regardless of the approach taken, learners' evidence must include the following:

Description of at least two learning experiences for each of the age groups

- Evidence of having participated in a learning experience for children or young people and having demonstrated:
  - self-management skills
  - a positive contribution as a team member
  - meeting agreed deadlines
  - problem-solving skills
  - safe practice
  - communication skills
  - the use of IT

Websites

- **[www.preschoolrainbow.org/preschoolers](http://www.preschoolrainbow.org/preschoolers)**  
Rhymes, activities and songs for pre-school children
- **[www.gameskidsplay.net](http://www.gameskidsplay.net)**  
Information and ideas for physical activities
- **[www.abcteach.co.uk](http://www.abcteach.co.uk)**  
Free downloadable worksheets
- **[www.bigeyedowl.co.uk](http://www.bigeyedowl.co.uk)**  
Resources and information for children's activities
- **[www.underfives.co.uk](http://www.underfives.co.uk)**  
Resources/information for pre-school education

## Unit 022

# Creative and Leisure Activities for Adults in Health and Social Care

**Level:** Level 1

**Credit value:** 4

### Unit aims

This unit aims to help the learner develop the skills required for working with adults by finding out about a range of different types of creative and leisure activities for adults. The learner will be introduced to a range of creative and leisure activities that would be suitable for different groups of adults in health and social care settings. Throughout this unit the learner will be given the opportunity to develop the skills that are essential for working with adults in health and social care settings including self-management, being an effective member of a team, problem solving and communication skills.

### Learning outcomes

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

- Know about creative and leisure activities for adults
- Be able to use work-related skills required for adults' creative and leisure activities
- Be able to assess own work-related skills in adults' creative and leisure activities

### Guided learning hours

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

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

This unit could allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC210: Support Individuals to access and participate in recreational activities

HSC241: Contribute to the effectiveness of teams

The unit may also have links with the following unit from the National Occupational Standards in Public Health:

HT4: Manage and organise your own time and activities.

HSC244: Manage and organise time and activities to support individuals in the community.

### Endorsement of the unit by a sector or other appropriate body


This unit is supported by Skills for Health and Skills for Care and Development.

### Mapping to Functional Skills

- English – Speaking and listening
- English – Reading
- English – Writing
- ICT – Find and Select information

## **Assessment and grading**

This unit will be assessed by a candidate portfolio.



**Learning Outcomes and Assessment Criteria****Outcome 1 Know about creative and leisure activities for adults**

The learner can:

- 1.1 Describe creative activities for adults
- 1.2 Describe leisure activities for adults

**Outcome 2 Be able to use work-related skills required for adults' creative and leisure activities**

The learner can:

- 2.1 Participate in creative and leisure activities for adults and demonstrate:
  - self-management skills
  - a positive contribution as a team member
  - meeting agreed deadlines
  - problem solving skills
  - safe practice
  - communication skills
  - the use of IT.

**Outcome 3 Be able to assess own work-related skills in adults' creative and leisure activities**

The learner can:

- 3.1 Assess own work-related skills required for adults' creative and leisure activities.

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Work placement and/or work experience are good opportunities for the learner to apply their understanding and/or to share experiences of such with others; however consideration needs to be given to equipping learners with significant experience of the different types of creative and leisure activities available across a range of adult client groups who may have different needs. Whilst learning about different activities available and how they can be facilitated, learners will need to understand and develop (e.g. self-management skills, working as part of a team, problem solving etc).

In order to facilitate both age appropriate and quality activities, the learner needs to have an understanding of the needs associated with different client groups (working with adults may bring with it special considerations for example, those who may need support with mobility, those who may have hearing problems, those people who may only be able to concentrate for short periods, those who may have a learning disability, etc).

Learners could conduct their own research or as part of a group activity; this would give confidence and knowledge to learners to explore different activities thereby assisting them to make an informed choice when selecting an appropriate activity to participate in and provide evidence of having met assessment criterion 2.1. Research and exploration could involve the use of professional publications and the internet. Information could be shared with both their group and the larger group to ensure learners gain as much understanding/information as possible (e.g. presentations, leaflets, displays etc.).

It is important that learners are encouraged to think pragmatically, across the spectrum and do not limit themselves to stereotypical ideas about activities.

Creative activities for adults: painting, drama, photography, writing, various arts and crafts, both family/local history, IT etc.

Leisure activities for adults: reading, quizzes, outings (e.g. museums, garden centres, places of interest), bowling, gardening, exercise, games, theatre, computer, study, singing, playing an instrument, sport, theatre, opera, games, eating out, pub, watching sport etc.

Wherever links to the work placement can be made, proformas could be provided for learners to record how they have participated in a creative and leisure activity which allows them to capture how they have demonstrated worked safely whilst using self management, communication skills, working as part of a team, met deadlines and used IT.

Learners need to be aware of the specific health and safety issues which relate to their own work placement/workplace where appropriate in relation to the selected area for 2.1 (including how they will or have ensured that they practiced safely).

Guest speakers can provide information about different settings and their provision; learners should be prepared for these sessions and have considered questions that will elicit information that will help them to prepare for achieving the respective assessment criteria. Other guest speakers to

consider might be those with particular specialisms (e.g. art therapists etc); many settings employ activities co-ordinators who not only have a wealth of knowledge about potential activities, but how to implement such in the workplace. When learners complete their assessment (e.g. 1.1), their description should include information about activities, what client groups they might be applicable to and why – careful preparation of questions would assist learners to capitalise from these sessions, using these specialist speakers to broaden learners knowledge and provide a good grounding for their assignment/assessment.

Learners may need guidance around the specific areas of self management (e.g. time management, understanding and carrying out tasks/responsibilities, completing tasks to required level and on time, being adequately prepared for work/role/responsibilities etc), communication (e.g. listening, talking to staff, adapting communication where necessary, advising work place if commitments cannot be met, demonstrating respect through communication etc), Working safely (e.g. ensuring procedures are followed to ensure both own and others' safety etc). – in order that they are equipped to meet the final criterion.

There are any number of practical activities that can be practised in the formal learning environment (e.g. preparing and conducting specific activities).

Visits to different settings will give learners insight into appropriate activities and help with their own planning; during these visits, encouraging learners to make their own observations of a creative and/or leisure activity would allow them to see how staff implement different experiences utilising both planned and unplanned events and following all required safety measures. The learner could then discuss their findings.

Learners will need guidance on how to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. Discussions could involve groups working on definitions and ideas about what might provide evidence for 2.1 (what might constitute evidence of good self management skills? Being prepared, having materials ready, having protective clothing ready, taking responsibility, clearing up afterwards, having enough and appropriate resources, informing others if they are to be involved etc).

### **Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 describe creative activities for adults
- 1.2 describe leisure activities for adults
- 2.1 participate in a creative and leisure activities for adults and demonstrate:
  - self-management skills
  - a positive contribution as team member
  - meeting agreed deadlines
  - problem-solving skills
  - safe practice
  - communication skills
  - the use of IT
- 3.1 assess own work-related skills required for providing creative and leisure activities for adults.

**Holistic approach:** It is unlikely that all assessment criteria could be met though one assignment given the nature of the outcomes and related criteria. Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Completed templates/proforma
- Displays
- Photographs (ensuring confidentiality is maintained)
- Learner accounts
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Records of interviews (guest speakers)
- Witness Testimonies (work place)
- Observational records
- Peer assessments

Regardless of the approach taken, learners' evidence must include the following:

- Description of four different creative activities
- Description of four different leisure activities
- Evidence of having participated in creative and leisure activities and demonstrated the following:
  - Self Management Skills
  - A positive contribution as a team member
  - Meeting agreed deadlines
  - Problem solving skills
  - Safe practice
  - Communication skills
  - Use of IT

Assessment by the learner of their work-related skills (in relation to providing creative and leisure activities for adults).

### **Potential Resources**

Library/Internet for local and national resources and activities.

**Level:** Level 1

**Credit value:** 4

### Unit aims

This unit aims to help the learner develop the skills required for preparing healthy drinks and snacks for groups in health and social care settings. Learners will be given the opportunity to find out about how food promotes the health of individuals. The learner will be introduced to the types of drinks and snacks which would be suitable for different groups of people. They will learn how to make healthy drinks and snacks to meet individual needs.

### Learning outcomes

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

- Know how food promotes the health of individuals
- Know about healthy drinks and snacks for groups in health and social care
- Be able to make healthy drinks and snacks to meet individual needs

### Guided learning hours

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

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

This unit could allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC213: Provide food and drink for individuals.

### Endorsement of the unit by a sector or other appropriate body

This unit is supported by Skills for Health and Skills for Care and Development.

### Mapping to Functional Skills

This unit contributes towards the Key Skills in the following areas:

- English – Speaking and listening
- English – Reading
- English – Writing
- ICT – Find and Select Information

### Assessment and grading

This unit will be assessed by a candidate portfolio.



## **Unit 023      Promoting Healthy Eating in Care**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Know how food promotes the health of individuals**

The learner can:

- 1.1    Describe ways that food promotes the health of individuals.

#### **Outcome 2    Know about healthy drinks and snacks for groups in health and social care**

The learner can:

- 2.1    Outline healthy drinks and snacks for groups

#### **Outcome 3    Be able to make healthy drinks and snacks to meet individual needs**

The learner can:

- 3.1    Make healthy drinks and snacks to meet individual needs
- 3.2    Serve drinks and snacks to meet individual needs.

**Delivery**

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Work placement and/or work experience are good opportunities for the learner to apply their understanding and/or to share experiences of such with others. A range of practical activities can be offered to assist and enhance learning.

In order for learners to successfully be assessed in the first criterion, they will need to understand how food contributes to the health of individuals.. Consideration needs to be given to all age groups (e.g. babies, children adults and also those with any specific directly requirements within these age groups).. Learners may want to consider their own eating patterns/habits against those that are recommended as healthy examples (e.g. relative proportions in the five food groups). Case studies might be provided where learners could look at individuals' diets and make recommendations for changes to promote a healthier one.

There are opportunities for both individual and group work – where sharing of information could capitalise on detailed exploration of a particular age group – and shared with the wider group.

There is a wealth of information on the internet and within magazines – these could be used to instigate research and give ideas about presenting information (e.g. charts, pictures, leaflets etc).

Visits to different settings would give learners the opportunity to consider factors pertinent to the client group (e.g. if visiting a setting for older people, learners may want to consider what factors might affect an individuals health and diet (illness, dementia etc) - what food would be required?, how might this be presented?, what are the important things to take into consideration? etc). Carefully thought out questions from discussion beforehand could assist learners to prepare questions in order to elicit the correct information before visits.

Guest speakers can also provide important and specialist information; this could include a staff member from a work setting who can advise of the important factors to consider when promoting healthy eating in their particular establishment. Similarly a dietician, could give provide specialist information but with a broader overview. In either case again, carefully prepared questions will serve to broaden knowledge and understanding for learners and through careful questioning, assist them in their preparation for assessment.

Following on from this, learners can use their findings to share information and present such in interesting and innovative ways ( e.g. presentations, leaflets, displays, booklets, video etc.).

Learners need to be given as many opportunities as possible to practice making and serving healthy food and drinks. This will assist learners to build their confidence for practice in real work settings. Self and peer assessment will create ideal opportunities for learners to evaluate their performance whilst contributing to the assessment of criteria 3.1 and 3.2.

It may be appropriate that learners can also have the opportunity to carry out these skills in the workplace with permission and under supervision. This may only cover some of the skills (e.g. making or serving a drink) – but would be a useful contribution towards the evidence for the final criterion.

## Potential assessment opportunities

On completion of a unit the learner should:

- 1.1 describe ways food contributes to the health of individuals
- 2.1 outline healthy drinks and snacks for groups
- 3.1 make healthy drinks and snacks to meet individual needs
- 3.2 serve drinks and snacks to meet individual needs

**Holistic approach:** It is unlikely that all assessment criteria could be met though one assignment given the nature of the outcomes and related criteria. Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual Outcome approach:** Please note, this list is indicative only, each criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

Completed templates/proforma

Displays

Photographs (ensuring confidentiality is maintained)

Learner accounts

Poster

Leaflet

Question/answer

Documented research

Presentations (group and/or individual)

Records of interviews (guest speakers)

Witness Testimonies (work place)

Observational records

Peer assessments

Self assessment

Regardless of the approach taken, learners' evidence must include the following:

- Description of ways in which two different foods for each of the age groups (babies, children and adults) contributes to the health of individuals
- Outline of five healthy drinks and five healthy snacks for each of the different groups (young children, teenagers and older people)
- Evidence of having made two healthy drinks and two healthy snacks for two individuals with different needs

## Potential Resources

- **[www.independentliving.co.uk/eating-aids](http://www.independentliving.co.uk/eating-aids)**

Provides information on eating/drinking aids

- **[www.healthvisitors.com](http://www.healthvisitors.com)**

Advice and information on the needs of children 0-5 years

- **[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)**

Range of information provided (Skills for Care and Development) in relation to social care sector

- **[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)**

Range of information provided by the Sector Skills Council for Health

- **[www.bbc.co.uk/health/healthy\\_living](http://www.bbc.co.uk/health/healthy_living)**

A guide to a healthy and it lifestyle

- **[www.nhs.uk/livewell](http://www.nhs.uk/livewell)**

Provides information on healthy living for all stages of life

- **[www.dh.gov.uk](http://www.dh.gov.uk)**

Department of Health's website

Publications

- Nursery World
- Community Care
- Nursing Times

**Level:** Level 1

**Credit value:** 4

### **Unit aims**

This unit aims to help the learner develop work-related skills by being given the opportunity to work with others to find out about an aspect of health and social care. The learner will be introduced to a range of health and social care topics and will work with members of a group to research a topic that interests them. Throughout this unit the learner will be given the opportunity to develop the team working skills that are essential for working in health and social care including communication skills, self-management and problem solving skills.

### **Learning outcomes**

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

- Be able to find out about an aspect of health and social care
- Be able to demonstrate work-related skills in presenting information as a team member
- Be able to discuss own work-related skills in finding out about an aspect of health and social care.

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### **Guided learning hours**

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

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

This unit could allow progression to the following units in the National Occupational Standards in Health and Social Care:

HSC241: Contribute to the effectiveness of teams.

The unit has links with the following unit from the National Occupational Standards in Public Health: HT4: Manage and organise your own time and activities.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is supported by Skills for Health and Skills for Care and Development.

### **Mapping to Functional Skills**

- English – Speaking and Listening
- English – Reading
- English – Writing
- ICT – Find and Select Information

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

Independent enquirers

Creative thinkers  
Reflective learners  
Team workers  
Self-managers  
Effective participators

**Assessment and grading**

This unit will be assessed by a candidate portfolio.

## **Unit 024      Health and Social Care Group Project**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1    Be able to find out about an aspect of health and social care**

The learner can:

- 1.1    Identify an aspect of health and social care for research
- 1.2    Work as a team member in finding relevant information

#### **Outcome 2    Be able to demonstrate work-related skills in presenting information as a team member**

The learner can:

- 2.1    Use communication skills to present information clearly and accurately
- 2.2    Make a positive contribution as a team member
- 2.3    Use self-management skills to meet agreed deadlines and solve problems

#### **Outcome 3    Be able to discuss own work-related skills in finding out about an aspect of health and social care.**

The learner can:

- 3.1    Discuss own work-related skills in finding out about an aspect of health and social care.

**Delivery**

This unit requires learners to be introduced to the concept of team working; how teams comprise of different members who will bring different skills/qualities and how learners will need to demonstrate essential skills both to show competence at working as part of a team and to achieve the assessment requirements. Potential topics for the group work project need to be discussed and explored. Additional opportunities to expand on chosen topics could include external experts talking to the group.

This unit will assist learners to develop their team working skills. Where group work has been facilitated for activities in other units, this could be used as a basis for discussion about what worked well? what skills did individuals bring to tasks?, what are the advantages/disadvantages?, etc.

Guest speakers, practical workshops and visits to different establishments will all aid the learner in identifying a suitable aspect of health and social care to research. Guidance will need to be given to learners around the suitability of topics to ensure that there is equitability around allocation of tasks, relevant research projects etc. This project could comprise of learners with three to five in a group.

The types of tasks required and methods to use, to both ascertain and present information will be crucial. Learners will need to consider not only what information is to be collected and how it will be reported back to other group members but also how this information will be collected as a group and used for the final 'product'.

Proformas may be helpful for assisting learners to note and record skills used (e.g. methods and effectiveness of communication, contributions as a team member, meeting deadlines, problem solving etc.).

Peer assessment can be used in contributing to the learners' assessment of these work-related skills.

Learners may make presentations of their research to the wider group – again giving the opportunity for both self and peer assessment – in addition, observational reports of learners' contributions and activities can be made by the tutor.

**Potential assessment opportunities**

On completion of a unit the learner should:

- 1.1 identify an aspect of health and social care to research
- 1.2 work as a team member in finding relevant information
- 2.1 use communication skills to present information clearly and accurately
- 2.2 make a positive contribution as a team member
- 2.3 use self-management skills to meet agreed deadlines and solve problems
- 3.1 discuss own work-related skills in finding out about an aspect of health and social care



**Holistic approach:** This unit will need to be assessed holistically; any number and combination of methods could be used including the following:

- Completed templates/proforma
- Displays
- Poster
- Leaflet
- Question/answer
- Documented research
- Presentations (group and/or individual)
- Self assessment
- Learner Accounts
- Observational reports
- Peer assessments

Regardless of the approach taken, learners' evidence must include all assessment criteria with auditable evidence of contributions which cover all aspects even where part(s) may be presented by other members of the group.

### **Potential Resources**

Resources will depend on research projects selected by groups; resources listed for other units could potentially provide information for this unit.

## Appendix 1      Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<b>Nation</b>	<b>Who to contact</b>	<b>Website</b>
<b>England</b>	The Qualifications and Curriculum Authority	<a href="http://www.qca.org.uk">www.qca.org.uk</a>
<b>Scotland</b>	The Scottish Qualifications Authority	<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>
<b>Wales</b>	The Department for Education, Lifelong Learning and Skills Wales (DELLS)	<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>
<b>Northern Ireland</b>	The Council for Curriculum, Examinations and Assessment	<a href="http://www.ccea.org.uk">www.ccea.org.uk</a>

## Appendix 2      Obtaining centre and qualification approval

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

Centres must meet a set of quality criteria including:

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

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

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

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

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

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

### **Approval for global online assessment (GOLA)**

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website ([www.cityandguilds.com/e-assessment](http://www.cityandguilds.com/e-assessment)). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

## Appendix 3 Summary of City & Guilds assessment policies

### Health and safety

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

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

### Equal opportunities

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

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

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

### Access to assessment

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

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

### Appeals

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

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

## Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

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

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

Nation	Who to contact	For higher level qualifications
<b>England</b>	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at <b>www.lsc.gov.uk</b> and, for funding for a specific qualification, on the Learning Aims Database <b>http://providers.lsc.gov.uk/lad</b>.</p>	<p>Contact the Higher Education Funding Council for England at <b>www.hefce.ac.uk</b>.</p>
<b>Scotland</b>	<p>Colleges should contact the Scottish Further Education Funding Council, at <b>www.sfc.co.uk</b>.</p> <p>Training providers should contact Scottish Enterprise at <b>www.scottish-enterprise.com</b> or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at <b>www.shefc.ac.uk</b>.</p>
<b>Wales</b>	<p>Centres should contact the Welsh Assembly Government <b>www.learning.wales.gov.uk</b></p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government <b>www.learning.wales.gov.uk</b></p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
<b>Northern Ireland</b>	<p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>	<p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>

## Appendix 5 Recording forms

City & Guilds has developed these recording forms for new and existing centres to use as appropriate.

\* Forms 3,4,5, 6, 8, 9 and 10 or approved alternatives, are requirements. The other forms have been designed to support the assessment and recording process.

### **Candidate and centre details (Form 1)**

Form used to record learner and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).

This should be in the first page of the learner portfolio.

### **Initial and Baseline Learning Profile (Form 2)**

Form used to record the initial assessment of learner's learning and development needs and goals.

### **Assessment plan, review and feedback (Form 3) \***

Form used to record unit assessment plans, reviews and feedback to the learner. The form allows for a dated, ongoing record to be developed.

### **Performance evidence record (Form 4) \***

Form used to record details of activities observed, witnessed or for which a reflective or self-account has been produced.

### **Expert witness/status list (Form 5) \***

Form used to record the details of all those who have witnessed candidate evidence

### **Questioning record form (Form 6) \***

Form used to record the focus of, and responses to, assessor/tutor devised questions

### **Professional discussion record (Form 7)**

Form used to record the scope and outcome of professional discussion if it is used.

### **Evidence location sheet (Form 8)\***

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

### **Summary of unit and qualification achievement (Form 9)\***

Form used to record the learner's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

### **Unit assessment and verification declaration (Form 10)\***

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level signed by the

tutor/assessor and the learner, that the evidence is authentic and that the assessment was conducted under the specified conditions or context.

Please photocopy forms as required.



# Form 1

# Candidate and centre details

Keep a record of relevant contact details in the space provided below:

<b>City &amp; Guilds qualification title:</b>			
Qualification number:		Level:	

<b>Candidate details</b>			
Name:		Signature:	
City & Guilds registration / unique learner number (ULN):			
Date enrolled with centre:			
Date registered with City & Guilds:			

<b>Centre details</b>			
Name:		Number:	
Contact number:			
Quality assurance co-ordinator name and contact (QAC) number:			

<b>Internal verifier details</b>			
Name:		Signature:	
Contact number:		Position:	

<b>Assessor details</b>			
(1) Name:		Signature:	
Contact number:		Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>		
Assessing unit(s):			
(2) Name:		Signature:	
Contact number:		Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>		
Assessing unit(s):			

# Form 2

# Initial and Baseline Learning Profile

Candidate name: \_\_\_\_\_

<b>Personal Progression Skills</b>
<b>Literacy Skills</b>
<b>Numeracy Skills</b>
<b>The candidate's interest</b>

<p><b>The candidate's long term goals</b></p>
<p><b>Previous work placements</b></p>
<p><b>The support the candidate needs to work safely</b></p>
<p><b>The number of units the candidate will require to achieve the qualification</b></p>

Assessor signature .....

Candidate signature .....

Date .....

# Form 3

# Assessment plan, review and feedback

Candidate name: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Units number(s) and title(s): \_\_\_\_\_

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time |Bound

<b>Date action agreed</b>	<b>What has to be done / What has been reviewed and the feedback / record of judgment or outcome</b>	<b>Date to be done by / Date done</b>	<b>Candidate and assessor signatures</b>	<b>Evidence reference</b>

<b>Date action agreed</b>	<b>What has to be done / What has been reviewed and the feedback / record of judgment or outcome</b>	<b>Date to be done by / Date done</b>	<b>Candidate and assessor signatures</b>	<b>Evidence reference</b>

The above is an accurate record of the discussion.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tutor/Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Form 4

# Performance evidence record

Qualification/unit: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self / reflective account

<b>Evidence ref(s):</b>
<b>Unit number(s):</b>

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tutor/Assessor/Expert Witness \* signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* delete as appropriate

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

# Form 5

# Expert/Witness status list

Qualification title/unit title: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Please ensure that all witnesses who have signed the candidate’s evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

**\*Witness status categories**

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

**\*\*Professional relationship to candidate**

Manager = M      Supervisor = S      Colleague = Coll      Customer = Cus      Other (please specify) \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Form 6

# Questioning record

QCF unit: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

# Form 7

# Professional discussion record

Candidate name: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

**Outline record of discussion content**

**Assessment decision and feedback to candidate**

The above is an accurate record of the discussion.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

# Form 8 Evidence location sheet

Candidate name: \_\_\_\_\_

Unit number/title: \_\_\_\_\_

Item of evidence	Loc*	Ref	Link to Learning outcome and assessment criteria ( P )																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

\* Location key: P= portfolio, O = office (add further categories as appropriate)

## Form 9 Summary of unit and qualification achievement

Candidate name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 City & Guilds registration number: \_\_\_\_\_ Date: \_\_\_\_\_  
 Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Unit	Title	Internal verification		Grade achieved <i>(if appropriate)</i>	Signatures			
		Date	Types of evidence <i>(see key)</i>		Assessor*	Candidate	IV*	EV <i>(if sampled)</i>

**Key for types of evidence**  
 (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion;  
 A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

\*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency

External verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_



Qualification title: \_\_\_\_\_

Unit number and title: \_\_\_\_\_

**Candidate declaration**

I confirm that the evidence listed for this unit is my own work.

Candidate name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

City & Guilds registration / unique learner number (ULN): \_\_\_\_\_

**Assessor declaration**

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersignature: (if relevant) \_\_\_\_\_ Date: \_\_\_\_\_

(For staff working towards the assessor qualification)

**Internal verifier declaration**

I have internally verified the assessment work on this unit by carrying out the following (please tick):

- sampling candidate and assessment evidence Date: \_\_\_\_\_
- discussion with candidate Date: \_\_\_\_\_
- observation of assessment practice Date: \_\_\_\_\_
- other – please state: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersignature: (if relevant) \_\_\_\_\_ Date: \_\_\_\_\_

(For staff working towards the internal verifier qualification)





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