Pearson
BTEC Level 2 Technical Certificate in Adult Care
Specification

First teaching September 2017
Issue 3
BTEC LEVEL 2 TECHNICALS

Edexcel, BTEC and LCCI qualifications
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About Pearson
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This specification is Issue 3. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship. When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

• a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner’s plan for career progression
• up-to-date content that is closely aligned with employers’ needs for a skilled future workforce
• assessments chosen to help learners progress to the next stage. This means that some assessments are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See Section 11 Resources and support for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

• complete a range of units
• be organised
• take some assessments that Pearson will set and mark
• take other assessments that will demonstrate your technical and practical skills
• keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.
Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have been consulted with include:

- CareTech
- Hertfordshire County Council
- Premier Care
- Skills for Care
- Woodford Home Care and Support Services
- Woodmarket House

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Technical Certificate in Adult Care specification Issue 3 changes

<table>
<thead>
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<th>Summary of changes made between the previous issue and this current issue</th>
<th>Page number</th>
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<tbody>
<tr>
<td>The wording in Section 8 Teacher/centre malpractice has been updated to clarify suspension of certification in certain circumstances.</td>
<td>Pages 81, 82</td>
</tr>
<tr>
<td>The wording under Section 10 Understanding the qualification grade has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.</td>
<td>Page 86</td>
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Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19-year-olds. This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Certificate in Adult Care (QN 603/1193/9). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.
1 Pearson BTEC Level 2 Technical Certificate in Adult Care

Purpose

Who is the qualification for?
This qualification is for learners who want to start a career in adult care. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to direct employment in adult care and to complete further training to progress in their career.

What does the qualification cover?
The qualification is based on the Adult Care Worker Apprenticeship Standard that was developed by the Trailblazer employer group. This means that it will enable learners to develop the skills and behaviours that give them the best opportunity to be successful in applying for work.
All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the adult care sector. The areas learners will cover include:
- principles and practices of working in adult care settings
- communicating and handling information
- contributing to health, safety and safeguarding
- developing professional practice skills for work in adult care settings.
Learners will also cover broader skills in literacy and numeracy, which will help them to progress. Learners will develop other transferable technical and practical skills in providing compassionate care and support, working and communicating with users of services, their families, caregivers, advocates and colleagues.

What could this qualification lead to?
Achieving this qualification will give learners an advantage when applying for a job in adult care. The types of jobs they will be ready for are:
- adult care worker
- personal assistant.

The qualification gives learners a sound basis to progress to employment. Once in work, the learning and care work experience they have completed during their studies will be a strong foundation for them to continue to gain in experience. Learners will be able to complete the Care Certificate with their employer and prepare to progress to a Level 3 Apprenticeship programme in adult care.
About the adult care sector

Social care is the term given to a wide range of care and support for people with assessed needs. Social care services are administered through local authorities working with voluntary, private and independent social care organisations. Councils may also provide services themselves or commission others to do so.

People who use services are supported in a variety of settings, including their own homes, supported accommodation, day care provision and residential accommodation. The sector is steadily expected to grow in size of employees, needing a minimum of two million workers by 2025, giving potential apprentices great opportunities for a career in a growing sector.

There were 1.75 million paid jobs in adult social care in England in 2009: 1.61 million were directly employed at a place of work and 140,000 were employed by agency, bank and pool workers, volunteers, students and others, including the self-employed.
2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Certificate in Adult Care is a qualification that has:

- Total Qualification Time: 500 hours
- Guided Learning: 240 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

<table>
<thead>
<tr>
<th>Pearson BTEC Level 2 Technical Certificate in Adult Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit number</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

This qualification has 100% mandatory content and 25% external assessment.
**Qualification and unit content**

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. The content has been aligned to the Apprenticeship Standard for Adult Care Worker. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and planning, and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

**Assessment**

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

**External assessment**

In this qualification, there is one external assessment, which assesses a unit that contributes 25% of the total qualification GLH. The external assessment for this qualification takes the form of an onscreen test that includes a variety of onscreen question types and allows learners to apply their knowledge to several work-related contexts. The external assessment is linked to *Unit 1: Principles and Practices of Working in Adult Care Settings*, as indicated in the qualification structure on the previous page.

This method has been used to externally assess the unit because it is best suited to draw out the evidence to exemplify the expectations of the unit and to provide sufficient evidence of achievement of the purpose of the unit.

The external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve the external unit at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*. 
Internal assessment

Units 2, 3 and 4 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see Section 6 Internal assessment.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place during the work placement and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills during the work placement period.

The synoptic assessment for this qualification is based on Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings and takes the form of a vocational activity in which learners have to consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way to a realistic work situation and the work placement.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see Section 8 Administrative arrangements.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D. Please see Section 10 Understanding the qualification grade for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson’s standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.
Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear ‘line of sight’ to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of ‘meaningful activity’ include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as ‘expert witnesses’ who contribute to the assessment of a learner’s work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification

Meaningful employer involvement, as defined above, must be with employers from the adult care sector and should contribute significantly to at least one mandatory unit.

Learners will need to complete 200 hours’ work placement in an adult care setting. Please refer to the section on Work placement requirements for further information.

For this qualification, the following units have specified mandatory requirements for employer involvement in delivery and assessment.

- Unit 2: Communicate and Handle Information in Adult Care Settings – the assessment for this unit must take place in a real work environment. Learners must have a work placement to facilitate this assessment. Please see the unit for information on the requirements for work placement.

- Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings – the assessment for this unit must take place in a real work environment. Learners must have a work placement to facilitate this assessment. Please see the unit for information on the requirements for work placement.

In some units, we have provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification. These units are listed below:

- Unit 1: Principles and Practices of Working in Adult Care Settings
- Unit 3: Contribute to Health, Safety and Safeguarding in Adult Care Settings.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre’s approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality-management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see Section 9 Quality assurance.
**Work placement requirements**

The aim of the work placement is to provide opportunities for learners to gain skills, apply their knowledge and skills learned in Units 1 and 3, and to produce the required evidence to meet the assessment requirements of Units 2 and 4.

In order to meet the requirements of the qualification, learners must undertake supervised adult care work placement of a minimum of 200 hours in one adult care setting. It is recommended that, if possible, all placement settings should have been rated a ‘good’ or ‘outstanding’ by the Care Quality Commission (CQC).

The following settings would meet the requirements of the qualification:

- residential care homes
- domiciliary care
- giving care to users of services with learning disabilities.

In order to ensure learners are able to meet all the assessment requirements, learners might need to attend more than one setting.

Learners must complete the Placement Experience Assessment Workbook (available on our website) which will serve as a record of work placement attendance and completion, and a portfolio of assessment evidence.
3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

<table>
<thead>
<tr>
<th>Section</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit number</td>
<td>The number is in a sequence for the qualification.</td>
</tr>
<tr>
<td>Unit title</td>
<td>This is the formal title of the unit and appears on certificates.</td>
</tr>
<tr>
<td>Level</td>
<td>All units are at Level 2 on the national framework.</td>
</tr>
<tr>
<td>Unit type</td>
<td>This says if the unit is mandatory or optional for the qualification. See Section 2 Qualification structure for details.</td>
</tr>
<tr>
<td>Assessment type</td>
<td>This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See Section 2 Qualification structure for details.</td>
</tr>
<tr>
<td>GLH</td>
<td>Units have a GLH value of 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.</td>
</tr>
<tr>
<td>Unit in brief</td>
<td>A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.</td>
</tr>
<tr>
<td>Unit introduction</td>
<td>This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.</td>
</tr>
<tr>
<td>Learning aims</td>
<td>These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.</td>
</tr>
<tr>
<td>Unit summary</td>
<td>This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.</td>
</tr>
<tr>
<td>Content</td>
<td>This section sets out the required teaching content of the unit. Content is compulsory except when shown as ‘e.g.’. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.</td>
</tr>
<tr>
<td>Section</td>
<td>Explanation</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Assessment criteria</strong></td>
<td>Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.</td>
</tr>
<tr>
<td><strong>Essential information for assessment decisions</strong></td>
<td>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.</td>
</tr>
<tr>
<td><strong>Assessment activity</strong></td>
<td>This section provides information, suggested scenarios and tasks for summative assessment activities.</td>
</tr>
<tr>
<td><strong>Further information for tutors and assessors</strong></td>
<td>The section gives you information to support the delivery and assessment of the unit.</td>
</tr>
<tr>
<td><strong>Delivery guidance</strong></td>
<td>This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.</td>
</tr>
<tr>
<td><strong>Essential resources</strong></td>
<td>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <em>Section 11 Resources and support</em>.</td>
</tr>
<tr>
<td><strong>Links to other units</strong></td>
<td>This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.</td>
</tr>
<tr>
<td><strong>Employer involvement</strong></td>
<td>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</td>
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### External units

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<td><strong>Unit in brief</strong></td>
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</tr>
<tr>
<td><strong>Summary of assessment</strong></td>
<td>This sets out the type of external assessment used and the way in which it is used to assess achievement.</td>
</tr>
<tr>
<td><strong>Assessment outcomes</strong></td>
<td>These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).</td>
</tr>
<tr>
<td><strong>Essential content</strong></td>
<td>For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.</td>
</tr>
<tr>
<td><strong>Grade descriptors</strong></td>
<td>We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.</td>
</tr>
<tr>
<td><strong>Key terms typically used in assessment</strong></td>
<td>These definitions will help you to analyse requirements and to prepare learners for assessment.</td>
</tr>
<tr>
<td><strong>Links to other units</strong></td>
<td>This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.</td>
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</table>
Units

This section contains all the units developed for this qualification.

Unit 1: Principles and Practices of Working in Adult Care Settings  
Unit 2: Communicate and Handle Information in Adult Care Settings  
Unit 3: Contribute to Health, Safety and Safeguarding in Adult Care Settings  
Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings
Unit 1: Principles and Practices of Working in Adult Care Settings

Level: 2
Unit type: Mandatory
Assessment type: External
Guided learning hours: 60

Unit in brief
Learners gain knowledge and understanding of tasks and responsibilities, and working professionally as an adult care worker in adult care settings.

Unit introduction
Adult care work is one of the most important areas of the care industry in the UK. It has over 1.5 million workers and makes a significant contribution to the UK economy as well as making a positive difference to a user of services’ life when they are faced with challenges, which could be physical, practical, social, emotional or intellectual.

In this unit, you will explore the different job roles and the tasks and responsibilities that are relevant to the service provision of an adult care worker when working in a variety of settings. You will discover what the duty of care is in practice and how to access, follow and be compliant with appropriate regulations and organisational policies and procedures. You will learn about the importance of a care plan that is underpinned by the preferences of the user of services. You will explore working in a professional manner and monitor the organisation and your own personal development plan. Users of services with learning disabilities are implicit in this unit.

This unit will give you the knowledge and understanding to progress towards employment as an adult care worker and personal assistant, or to take further qualifications.

Summary of assessment
This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.
UNIT 1: PRINCIPLES AND PRACTICES OF WORKING IN ADULT CARE SETTINGS

Assessment outcomes

AO1 Demonstrate knowledge of the principles and practices of working in adult care settings
Command words: classify, define, describe, give, identify, name, select, state, which
Marks: ranges from 1 to 2 marks

AO2 Demonstrate understanding of how adult care workers apply their personal attributes and behaviours, their importance and the impact of them on the lives of users of services
Command words: classify, describe, discuss, explain, give, identify, match, name, state, which
Marks: ranges from 1 to 4 marks

AO3 Analyse and evaluate codes of conduct, health and safety legislation, food safety and hygiene legislation, and continuing professional development, and how they impact positively and negatively on users of services
Command words: analyse, apply, compare, describe, discuss, evaluate, explain, identify, outline
Marks: ranges from 1 to 6 marks

AO4 Make connections between a user of services’ experiences, outcomes and care plan, and an adult care worker’s development as documented on their professional development plan
Command words: analyse, apply, compare, describe, discuss, evaluate, explain, outline
Marks: ranges from 1 to 6 marks
Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Adult care workers’ roles and responsibilities in residential care, day care and domiciliary care settings

A1 Roles, tasks and responsibilities of adult care managers, adult care assistants and personal assistants

Understand the roles of adult care workers, the similarities and differences in their tasks, and their responsibilities according to the setting.

• Adult care manager.
• Adult care assistant.
• Personal assistant.

• How and why the following tasks of adult care workers are carried out:
  o monitoring health (taking physical observations of users of services, including temperature, pulse rate, blood pressure and observing their skin colour, recording the results)
  o assisting with eating and drinking (cutting up food, feeding the user of services with a spoon or fork or equivalent, ensuring food is at the correct temperature, offering appropriate cutlery and/or crockery for independent eating and drinking)
  o assisting with mobility (ensuring the correct mobility aid is used by the user of services – walking frame, wheelchair, stair lift, walking stick, mobility scooter, ramp, hand rail, or simply lending an arm as support)
  o assisting with personal care (supporting the user of services to wash, dress, bath and shower, brush hair, shave, apply makeup)
  o assisting with social activities (supporting the user of services to participate in their hobbies, interests, attend clubs/societies)
  o assisting with shopping (supporting the user of services to go shopping, transport to the shops, online shopping, write a shopping list, money management)
  o assisting with home management (supporting the user of services to manage their cleaning, gardening, utilities)
  o contributing to a care plan and record keeping (attending care plan meetings, discussing with the user of services and other individuals).

• Responsibilities of all adult care workers:
  o encouraging independent behaviour
  o providing the care and support required
  o knowing any dietary needs and preferences
  o safe handling of property and equipment
  o maintaining good communication
  o developing effective working relationships
  o maintaining detailed accurate records of care and support given
  o protecting the confidentiality of all information
  o recognising signs of abuse
  o using reporting procedures
  o managing self to avoid harm to self and others.
UNIT 1: PRINCIPLES AND PRACTICES OF WORKING IN ADULT CARE SETTINGS

• Users of services:
  o individuals with learning disabilities
  o individuals with physical disabilities
  o individuals with mental ill health
  o older people (with sensory, mobility or cognitive conditions).

A2 Other adult care worker roles, tasks and responsibilities
Understand the roles of other adult care workers, and the similarities and differences in their tasks and responsibilities according to the setting.
How and why the following tasks are carried out.

• Activities coordinator:
  o developing, creating and overseeing social activities for individuals who need care and support; planning and implementing an activity plan for each user of services that will stimulate new interests and skills, and meet their individual needs.

• Employment adviser:
  o identifying employment opportunities for users of services with disabilities or those who have been unemployed long term by contacting employers, finding out about job openings and trying to match them up with individuals who need care support, and whose skills and abilities they have assessed
  o helping with practical matters – preparing curriculum vitae (CVs) and coaching in interview skills, assessing any support that users of services may need to carry out their job.

• Community support worker:
  o providing support to an individual in need of care, improving their lives by attending to their specific needs and assisting them with their daily tasks; working with users of services who are elderly, and users of services with disabilities or learning difficulties.

• Advocacy worker:
  o putting forward the views of users of services
  o advising users of services who need care and support on matters, including housing benefit, disability living allowances, assisting with pensions, employment benefit, sick pay, rent support and bereavement benefits; researching information, making assessments of situations of users of services, giving advice on benefits and tax information, conducting interviews, writing reports, and providing support by getting their voices heard in planning for individual care or service development.

• Occupational therapists:
  o assessing users of services and their environment to enable them to carry out practical and purposeful activities of daily living – dressing, cooking, mobility, going out. Working with older people and adults with physical disabilities, cognitive impairment and complex social and community needs. Enabling users of services to reach their optimum level of function and independence, at home and within their community and social network.

• Learning disability support worker:
  o engaging with users of services with learning disabilities in a variety of settings, promoting health and wellbeing, working with users of services to make sure they eat well and get enough exercise as well as helping them to deal with hygiene issues; identifying barriers that may be stopping users of services from leading fulfilling lives, as well as asserting themselves to make sure that, wherever possible, such barriers are removed.

• Responsibilities of all other adult care workers:
  o encouraging independent behaviour
  o providing the care and support required
  o knowing any dietary needs and preferences
  o safe handling of property and equipment
  o maintaining good communication
  o developing effective working relationships
  o maintaining detailed accurate records of care and support given
o protecting the confidentiality of all information
o recognising signs of abuse
o using reporting procedures
o managing self to avoid harm to self and others.

- Users of services:
  o individuals with learning disabilities
  o individuals with physical disabilities
  o individuals with mental ill health
  o older people (with sensory, mobility or cognitive conditions).

A3 How the professional behaviour of adult care workers enhances the lives of users of services

Understand the personal attributes and behaviours required by adult care workers, and how they affect the experience and outcomes for users of services.

Definitions of the main six personal attributes and behaviours expected of adult care workers:

- care – caring consistently and enough about users of services to make a positive difference to their lives:
  o understands the implications of their duty of care
  o shows kindness and concern for users of services
  o helps the user of services and improves the health of the whole community

- compassion – delivering care and support with kindness, consideration, dignity and respect:
  o has sympathy and concern for the suffering of others
  o increases emotional intelligence and is not focused solely on themselves
  o helps users of services to improve the quality of their lives

- courage – doing the right thing for users of services and speaking up if users of services are at risk:
  o speaks up for what they believe is right
  o users of services feel listened to and valued
  o helps to support the user of services’ right to make choices regarding their own care, no matter how hard the situation

- communication – good communication is central to successful caring relationships and effective teamwork:
  o it is the key to a good workplace with benefits for users of services and staff
  o users of services and individuals benefit from a good workplace where communication is central to effective teamwork
  o through active listening when discussing their preferences, a user of services will feel valued

- competence – applying knowledge and skills to provide high-quality care and support:
  o shows understanding of users of services’ needs, and the expertise and knowledge to deliver effective care based on research and evidence
  o has the ability to carry out their job tasks and responsibilities well, measured against a standard
  o helps to ensure high-quality care for users of services

- commitment – improving the experience of users of services who need care and support, ensuring it is person-centred:
  o has dedication to a cause, is loyal and willing to give time and energy
  o increases the effectiveness and success of care given to users of services
  o no matter how hard the situation, an adult care worker’s commitment will reassure users of services.
B Duty of care in adult care settings

B1 Codes of conduct in adult care settings

Understand codes of conduct, their importance and how adult care workers apply them to meet their duty of care.

- **Being accountable for own actions by:**
  - recognising the abilities and limitations of their competences
  - behaving and presenting themselves in a way that does not call into question their suitability to work in care
  - always asking for help and guidance where needed and informing their line manager of issues that may affect their ability to do their job competently
  - reporting actions or omissions by themselves or colleagues that may compromise the safety or care of users of services, including whistleblowing procedures
  - recognising own role in the complaints procedure
  - adapting the environment to suit the needs of the situation.

- **Promoting and upholding the privacy, dignity and rights of users of services by:**
  - acting in the best interests of the users of services
  - treating the users of services with respect and compassion
  - putting the needs, goals and aspirations of the users of services first, helping them to be in control
  - promoting users of services’ independence and ability to self-care
  - gaining valid consent where appropriate before providing care and support
  - maintaining the privacy and dignity of users of services in the care setting
  - never abusing, neglecting, harming or exploiting users of services or individuals
  - taking comments and complaints seriously.

- **Collaboratively working with individuals by:**
  - understanding and valuing their contribution to teamwork
  - recognising and respecting the roles and expertise of individuals and working in partnership with them
  - working openly and cooperatively with the users of services and individuals, treating them with respect
  - honouring their work commitments, agreements and arrangements, as adult care workers, and being reliable and dependable.

- **Communicating in an open and effective way by:**
  - communicating respectfully in an open, accurate, effective, straightforward and controlled way
  - consulting and informing individuals appropriately
  - explaining and discussing the care, support or procedure that they intend to carry out with the user of services, and obtaining consent where required
  - maintaining clear and accurate records of the care and support being provided
  - being aware of barriers to communication.

- **Respecting users of services’ right to confidentiality by:**
  - treating all information about the users of services and individuals as confidential
  - only discussing or disclosing information about the users of services in accordance with relevant legislation
  - seeking guidance and advice from their line manager regarding any information and issues they are concerned about
  - discussing issues of disclosure with their line manager.

- **Continuing professional development (CPD) to strive for improvement by:**
  - ensuring up-to-date compliance with all statutory training in agreement with their line manager
  - maintaining an up-to-date record of their training and development.
B2 Care standards and legislation

Understand relevant care standards and legislation for the roles, tasks and responsibilities of adult care workers, and how they impact positively and negatively on the users of services.

- **Care Certificate** (a set of standards that adult care workers stick to in their daily life, and the minimum standards required as part of induction training of new workers – adult care workers provide the care and support required and this has a positive impact on users of services’ experience).

- **National Occupational Standards in Health and Social Care** (describes best practice by bringing together skills, knowledge and values. They are valuable tools as benchmarks for qualifications – adult care workers have their work roles defined by these standards, supervision and appraisal).

- **Care Act 2014** (the new statutory principle of individual wellbeing underpins the act, and is the driving force behind care and support; the act’s ‘wellbeing principle’ spells out a local authority’s duty to ensure individuals’ wellbeing is at the centre of all it does. The emphasis for the adult care workers is on the eventual outcomes for the users of services).

- **Mental Capacity Act 2005** (protects and empowers users of services who may lack the mental capacity to make their own decisions about their care and treatment – the duties of the adult care worker are to be trained in its implementation and understand how it relates to their own responsibilities).

- **The Deprivation of Liberty Codes of Practice 2015** (a procedure for residential homes to obtain authorisation to deprive a user of services of their liberty; this is intended to protect the users of services from being deprived of their liberty unless it is in their best interests to protect them from harm, or to provide treatment, and there is no other less restrictive alternative).

- **Data protection legislation** requires that everyone responsible for using data has to follow strict rules called ‘data protection principles’. Adult care workers must make sure the information is:
  - used fairly and lawfully
  - used for limited, specifically stated purposes
  - used in a way that is adequate, relevant and not excessive
  - accurate
  - kept for no longer than is absolutely necessary
  - handled according to people’s data protection rights
  - kept safe and secure
  - not transferred outside the European Economic Area (EEA) without adequate protection.

- **Manual Handling Operations Regulations (MHOR) 1992** requires employers and employees (adult care workers) to comply with the following:
  - employers are to avoid the need for adult care workers to carry out any manual handling operations that involve a risk of injury
  - where such activities cannot be immediately eliminated, a ‘suitable and sufficient assessment’ of all such operations is mandatory by the employer
  - employers of adult care workers must take appropriate steps to reduce the risk of injury to the lowest level reasonably practicable
  - employees must follow appropriate systems of work laid down for their safety
  - employees must make appropriate use of equipment provided for their safety
  - employees must cooperate with their employer on health and safety matters
  - employees must take care to ensure that their activities do not put others at risk.
B3 Health and safety legislation and procedures

Understand relevant sections of health and safety legislation and procedures to the roles, tasks and responsibilities of adult care workers and their impact positively and negatively on users of services.

- Health and safety legislation (as current at time of delivery):
  - Health and Safety at Work etc. Act 1974 (the primary piece of legislation covering occupational health and safety in Great Britain. The Health and Safety Executive (HSE), with local authorities (and other enforcing authorities) is responsible for enforcing the act relevant to the working environment, the employer’s responsibilities and the employee’s responsibilities)
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 (puts duties on employers, the self-employed and individuals in control of work premises (Responsible Persons) to report certain serious workplace accidents, occupational diseases and specified dangerous occurrences (near misses))
  - Control of Substances Hazardous to Health (COSHH) Regulations 2002 (requires employers to control substances that are hazardous to health. Employers can prevent or reduce workers’ exposure to hazardous substances by finding out what the health hazards are and deciding how to prevent harm to health (risk assessment)).

- Workplace emergencies and safety procedures, and the responsibilities of the adult care worker and their employers:
  - fire (raising the alarm, calling 999, evacuating the building, recording incident)
  - accidents (calling the named first aider, calling 999, recording incident)
  - illness (calling the doctor, calling 999).

- Personal hygiene and the responsibilities of the adult care worker:
  - clean personal presentation (clean uniform, clean hair and nails)
  - bodily hygiene (washing, bathing, teeth cleaning, using deodorant)
  - handwashing (correct handwashing procedure).

B4 Food safety and hygiene legislation and regulations

Understand relevant sections of food safety and hygiene legislation to the roles, tasks and responsibilities of adult care workers, how they are applied and how they impact positively and negatively on the users of services.

- Food Safety Act 1990.
- Food Law Code of Practice 2015.
- Food Safety and Hygiene Regulations 2013, to include the following from any of the above legislation or regulations:
  - safe food cooking temperatures, use-by dates, use of appropriate chopping boards and preparation areas for raw or cooked food, correct fridge and freezer food storage procedures, reheating food, allergens, food poisoning and consequences of this for users of services and individuals.
C  Care planning in adult care settings

C1  The care plan

Understand what a care plan is and its importance, and the impact it has for the user of services and adult care workers.

- A care plan is:
  - a systematic review of the areas of the user of services’ needs
  - a plan containing relevant information, including that of the user of services, other individuals and professional views
  - a record of needs, actions and responsibilities
  - something which the user of services feels they own.

- Care planning involves:
  - setting clear goals
  - creating an action plan
  - managing risk
  - a multi-disciplinary, multi-agency approach
  - sharing effectively with individuals who are part of it in a clear and understandable format
  - reviewing and amending as a user of services’ needs change.

- The importance of a care plan is to enable the users of services to:
  - live as independently as is possible
  - have as much control over their life as possible
  - participate in society on an equal level, with access to employment and a family life
  - have the best quality of life
  - keep as much dignity and respect as possible.

D  Working professionally as an adult care worker

D1  Continuing professional development (CPD)

Understand what CPD is and its importance for an adult care worker, and its impact on caregiving.

- CPD is:
  - the process of tracking and documenting the skills, knowledge and experience an adult care worker can gain formally and informally as they work, beyond any initial training
  - a record of what adult care workers experience, learn and then apply.

- CPD involves:
  - work-based learning – in-house training courses, reflective practice, team sessions
  - professional activity – mentoring, professional body involvement
  - formal/educational – academic courses, conferences, research projects.

- The importance of CPD is to:
  - keep adult care workers updated with relevant training, information, skills and knowledge
  - remain competent throughout their career journey
  - help to improve the care industry as a whole.
D2 The professional development plan

Understand what a professional development plan is and its importance for an adult care worker’s professional development.

- A professional development plan is:
  - a reflection on an adult care worker’s work practices
  - relevant information, including that of the adult care worker, other individuals and professionals
  - a cooperative process where an adult care worker’s CPD is planned.

- A professional development plan involves:
  - a discussion with a line manager
  - the identification of the needs and goals of the adult care worker
  - a process requiring the investigation of further training and qualifications
  - contributing to own development and improvements in collaboration with other individuals through an action plan.

- The importance of a professional development plan is to support the adult care worker to:
  - meet national minimum standards
  - meet their training and qualification requirements
  - develop a learning culture in the workplace
  - track their progress
  - contribute towards their performance appraisal
  - increase motivation
  - improve their performance.
Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

**Level 2 Pass**

Learners will be able to demonstrate knowledge and understanding of the roles, tasks and responsibilities of an adult care worker when working in a variety of settings. They will be able to demonstrate knowledge and understanding of how the professional behaviour of adult care workers enhances the lives of the users of services. They will have an understanding of the importance of the duty of care in adult care work and the relevant regulations and legislation which may have a positive or negative impact on the users of services. Learners will show they have an understanding of what a care plan and professional development plan are and their importance.

**Level 2 Distinction**

Learners will be able to demonstrate a thorough and comprehensive knowledge and understanding of the roles, tasks and responsibilities of an adult care worker when working in a variety of settings. They will be able to demonstrate that they can compare different settings and different job roles. Learners will have an in-depth knowledge and understanding of how the professional behaviour of adult care workers enhances the lives of the users of services. They will make connections between the relevant regulations and legislation used to provide consistent and high-quality care and services to be able to make effective judgements of the positive and negative impact of the application of these in an adult care setting context. Learners will show they have a thorough and comprehensive understanding of the importance of both a care plan and a professional development plan, and their application to both the experience of the user of services and the development and improvement of the adult care worker.
**Key words typically used in assessment**

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

<table>
<thead>
<tr>
<th>Command or term</th>
<th>Definition</th>
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| Analyse         | Learners present the outcome of methodical and detailed examination:  
- either by breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts, and/or  
- by using information or data to interpret and study key trends and interrelationships.  
For example, ‘Analyse the reason...’.
| Apply           | Learners put knowledge, understanding or skills into action in a particular context.  
For example, ‘Apply the...’.
| Classify        | Learners arrange a group of items in classes or categories according to shared qualities or characteristics.  
For example, ‘Classify roles...’.
| Compare         | Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.  
For example, ‘Compare the tasks...’.
| Define          | Learners’ work, performance or practice states or describes the nature, scope or meaning of a subject as objective facts.  
For example, ‘Define the...’.
| Describe        | Learners give a clear, objective account in their own words, showing recall and, in some cases, application of the relevant features and information about a subject.  
For example, ‘Describe one requirement...’.
| Discuss         | Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.  
For example, ‘Discuss ways that...’.
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| Evaluate        | Learners draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Learners’ enquiries should lead to a supported judgement, showing relationship to its context. This will often be in a conclusion. For example, ‘Evaluate the potential...’.
| Explain         | Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. They could show how conclusions are drawn (arrived at). Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose. For example, ‘Explain how...’.
| Give            | Learners state or put forward information or an argument. For example, ‘Give one example...’.
| How             | Learners specify one or more items from a definite set. For example, ‘How should...?’
| Identify        | Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities. For example, ‘Identify one requirement...’.
| List            | Learners give a number of connected items or names consecutively. For example, ‘List two...’.
| Match           | Learners select an item from one column and match it to an item in the other column. For example, ‘Match the...’.
| Name            | Learners identify a class or category of things, either uniquely or in a given context. For example, ‘Name one...’.
| Outline         | Learners summarise or indicate the principal features of something, or give a brief description or explanation with main points. For example, ‘Outline two steps...’.
| Select          | Learners pick one or more items from a definite set. For example, ‘Select one...’.
| State           | Learners express something definitely or clearly. For example, ‘State two actions...’.
## Command or term | Definition
--- | ---
What | Learners choose one item from a definite set. For example, ‘What does...?’
Which | Learners specify one or more items from a definite set. For example, ‘Which two...? ’
Links to other units

This unit links to all other units in the qualification:

- Unit 2: Communicate and Handle Information in Adult Care Settings
- Unit 3: Contribute to Health, Safety and Safeguarding in Adult Care Settings
- Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings.

Employer involvement

This unit would benefit from employer involvement in the form of:

- supporting learners while they carry out their work placement
- talks by I Care...Ambassadors (www.skillsforcare.org.uk/Recruitment-retention/I-Care...Ambassadors/I-Care...Ambassadors.aspx) about working in health and social care
- careers activities run by I Care...Ambassadors within their workplace, such as guided visits and mentoring for new workers, for example to support learners’ understanding of the importance of effective communication and the ability to adapt techniques
- guest lectures from adult care workers, along with experts from other relevant job roles in adult care settings, regarding tasks and responsibilities, standards and legislation.
Unit 2: Communicate and Handle Information in Adult Care Settings

Level: 2
Unit type: Mandatory
Assessment type: Internal
Guided learning hours: 60

Unit in brief

Learners develop the skills needed to communicate with individuals in adult care settings and to meet confidentiality requirements when handling information. Learners carry out a 200-hour work placement in one adult care setting.

Unit introduction

Working as an adult care worker is a challenging role as they provide care to users of services in different adult care settings and sometimes in their own homes. They need to have excellent communication skills in order to respond to the needs of users of services, their family, caregivers, advocates and individuals with whom they work. Communication comes in many forms, including presenting written communications. Adult care workers need to speak clearly to all individuals, and also be aware of how they present themselves in different situations.

In this unit, you will communicate with individuals in a variety of situations in an adult care setting, where you will be caring for adults with varying needs and preferences. You will gain the skills to select the most appropriate methods of communication, and ensure that any barriers which may occur will be reduced to a minimum in order to be able to communicate effectively. You will gain the confidence and skills to work alongside others, to use communication skills with individuals and handle and record any confidential information held on the users of services, which is an essential part of the role as records need to be kept up to date and accurate for effective care. You will gain the skills to follow confidentiality procedures in different situations and to understand when information needs to be shared with the appropriate individuals. To complete this unit, you must carry out a supervised adult care work placement of a minimum of 200 hours in one adult care setting.

This unit will give you the knowledge, personal and vocational skills and behaviours to progress towards roles such as adult care worker or personal assistant in health and social care settings.

Learning aims

In this unit you will:

A Use communication skills to meet the needs of individuals in an adult care setting
B Demonstrate skills to reduce barriers to communication with individuals in an adult care setting
C Handle information safely in line with confidentiality procedures in an adult care setting.
# Unit summary

<table>
<thead>
<tr>
<th>Learning aim</th>
<th>Key teaching areas</th>
<th>Summary of suggested assessment evidence</th>
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| **A** Use communication skills to meet the needs of individuals in an adult care setting | A1 Demonstrating verbal communication and active listening skills  
A2 Demonstrating non-verbal communication skills  
A3 Meeting the communication and language needs, wishes and preferences of individuals | Observation of learners on a work placement communicating with a user of services and individuals and handling information, as evidenced by an observation report signed by the assessor.  
A reflective workbook evaluating own development on a work placement. |
| **B** Demonstrate skills to reduce barriers to communication with individuals in an adult care setting | B1 Identifying barriers to communication with individuals  
B2 Using skills to reduce barriers to communication with individuals |  |
| **C** Handle information safely in line with confidentiality procedures in an adult care setting | C1 Handling information  
C2 Keeping information safe  
C3 Following confidentiality procedures |  |

**Key teaching areas in this unit include:**

- **Sector skills**
  - Verbal and non-verbal skills to meet needs and preferences
  - Identifying and reducing barriers to communication
  - Handling information in line with confidentiality procedures

- **Knowledge**
  - Individuals’ needs and preferences
  - Confidentiality procedures

- **Transferable skills/behaviours**
  - Communication
  - Managing information
Unit content

Knowledge and sector skills

Learning aim A: Use communication skills to meet the needs of individuals in an adult care setting

A1 Demonstrating verbal communication and active listening skills
- Using clear speech, pronouncing words correctly, sounding the ends of words.
- Using appropriate pace, tone and pitch.
- Selecting appropriate language.
- Using formal and informal language, including the use of preferred names and titles of individuals, considering cultural differences.
- Avoiding jargon, including unnecessary use of technical terms and acronyms.
- Using active listening skills.

A2 Demonstrating non-verbal communication skills
- Using positive eye contact.
- Using appropriate touch and personal space when responding to individuals.
- Using appropriate gestures to avoid causing offence to different cultures.
- Using non-threatening body language.

A3 Meeting the communication and language needs, wishes and preferences of individuals
- Communication and language needs and wishes of individuals, e.g. home language, preferred method, sensory/physical difficulties.
- Communication and language preferences of individuals based on, e.g. beliefs, values, cultural variations, age, gender.
- Communication methods, including:
  - Braille and Braille software for individuals with visual impairments
  - British Sign Language (BSL) for individuals with hearing impairments
  - Text messaging to inform users of services in adult care settings, their families, caregivers, advocates
  - Interpreters for speech, translators for written word/documents
  - Written communication when required.
- Alternative forms of communication for individuals with learning disabilities, e.g. finger spelling, objects of reference, communication passports, Makaton, technological aids, use of pictures.
- Seeking advice about communication, e.g. line manager, language therapists, sign language specialists.
Learning aim B: Demonstrate skills to reduce barriers to communication with individuals in an adult care setting

B1 Identifying barriers to communication with individuals
- Environmental barriers, e.g. lighting, seating, external noise, lack of space.
- Physical barriers, e.g. sensory deprivation, physical ill health.
- Language barriers, e.g. English as an additional language, speech difficulties, slang, acronyms, jargon.
- Psychological barriers, e.g. mental ill health, individuals lacking confidence following intimidation, abuse or trauma.

B2 Using skills to reduce barriers to communication with individuals
- Using adaptations to the physical environment, e.g. changes to seating, lighting, soundproofing of rooms/windows, use of space.
- Using preferred method of communication to meet individuals’ needs.
- Using preferred language.
- Using positive non-verbal communication, including positive posture, facial expressions, and appropriate gestures.
- Using questions to check understanding and clarify.
- Using repetition and rephrasing when necessary.
- Allowing adequate time for response from individuals.
- Awareness of body language and non-verbal communications of respondent.
- Using visual clues and other signs that information has been understood.

Learning aim C: Handle information safely in line with confidentiality procedures in an adult care setting

C1 Handling information
- Collecting and using information from different sources.
- Recording correct information.
- Completing care plan entries.
- Recording clear, legible information as required.
- Completing records in a timely manner.

C2 Keeping information safe
- Locking cabinets where information is stored.
- Ensuring keys are stored appropriately where unauthorised individuals cannot access them.
- Ensuring electronically stored information has a password that must not be given to unauthorised individuals.
- Knowing when information given confidentially needs to be shared.
- Knowing who to share information with.

C3 Following confidentiality procedures
- Following agreed methods of the settings for handling information.
- Storing information correctly, ensuring the security of access to records and reports according to policy and procedure of the settings.
Transferable skills

Communication
- Communicating with individuals with differing needs in an adult care setting.

Managing information
- Applying confidentiality procedures when handling information.
Assessment criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Use communication skills to meet the needs of individuals in an adult care setting</strong></td>
<td></td>
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</tr>
<tr>
<td>A.P1</td>
<td>Demonstrate appropriate selection and standard of verbal communication skills to meet important communication and language needs, wishes and preferences of individuals.</td>
<td>A.M1</td>
</tr>
<tr>
<td>A.P2</td>
<td>Demonstrate appropriate selection and standard of non-verbal communication skills to meet important communication and language needs, wishes and preferences of individuals.</td>
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<tr>
<td><strong>Learning aim B: Demonstrate skills to reduce barriers to communication with individuals in an adult care setting</strong></td>
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<tr>
<td>B.P3</td>
<td>Demonstrate appropriate selection and standard of skills to reduce communication barriers to meet individuals’ needs, wishes and preferences.</td>
<td>B.M2</td>
</tr>
<tr>
<td>B.P4</td>
<td>Demonstrate appropriate selection and standard of skills to check that communication has been understood to meet individuals’ needs, wishes and preferences.</td>
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<tr>
<td>Learning aim C: Handle information safely in line with confidentiality procedures in an adult care setting</td>
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<tr>
<td><strong>C.P5</strong> Demonstrate appropriate confidentiality procedures when communicating with individuals in line with agreed ways of working.</td>
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<tr>
<td><strong>C.M3</strong> Demonstrate effective use of confidentiality procedures when communicating with individuals and handling information to efficiently comply with agreed ways of working.</td>
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<tr>
<td><strong>C.D3</strong> Demonstrate confident and consistent confidentiality procedures when communicating with individuals and handling information to effectively comply with agreed ways of working.</td>
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<tr>
<td><strong>C.P6</strong> Demonstrate appropriate handling of information in line with confidentiality procedures.</td>
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</table>
Essential information for assessment decisions

Learners must meet the requirements for the work placement and complete the Placement Experience Assessment Workbook, which should be verified by the placement providers. These requirements must be part of the assignment brief and not devised by learners.

Assessment evidence must be produced independently by learners. In providing evidence for this unit, learners must show that they have used communication skills in three different adult social care situations while on their placements. The first situation must include a face-to-face, telephone or written situation, the second must cover reducing communication barriers, and the third must show use of alternative forms of communication. All of the communication situations must be covered by handling information and demonstrating confidentiality procedures. The standard must be agreed between the assessor and learners. Learners must demonstrate the different skills needed to communicate and handle information in adult care settings. Learners should produce evidence to show that they have completed 200 hours of work placement. It is preferable that this takes place in more than one type of setting to ensure that learners gain knowledge and understanding of more than one type of provision.

Learning aims A, B and C

For distinction standard, learners will:

• demonstrate effective, consistent and confident communication skills and behaviours throughout with no need for prompting. They will apply self-assured and excellent communication skills and behaviours, making individuals feel valued through active listening, consistent confirmation of meaning using open and closed questions, using the preferred methods to suit the needs and preferences of individuals, and appropriately closing the conversation
• show flexibility and adapt to the situation as it presents itself, e.g. individual may become upset
• use their initiative in recognising and dealing with individuals’ needs, wishes and preferences by seeking specialist advice on alternative forms of communication, e.g. finger spelling for individuals with learning disabilities
• identify and independently reduce communication barriers by using appropriate skills and techniques, taking steps to reduce the barriers presented until individuals are thoroughly satisfied that their needs, wishes and preferences have been met
• show secure application and maintenance of confidentiality procedures throughout, with no need for prompting when communicating with individuals and handling information to productively comply with agreed ways of working.

For merit standard, learners will:

• demonstrate effective communication skills and behaviours. They will use most of the relevant communication skills and behaviours, showing significant ability to meet most of the actual and perceived individual needs and preferences. They will make individuals feel valued but they may not be consistent in confirming meaning, which may lead to an error in understanding. They will close the conversation appropriately, but maybe too quickly on some occasions
• deal with individuals’ needs if they are prompted to do so by the individuals, offering alternative forms of communication, e.g. using pictures for individuals with learning disabilities
• reduce communication barriers by using some appropriate skills and techniques, taking more than one step to reduce the barriers presented. They will apply most of their skills before escalating to a line manager
• show productive use of confidentiality procedures when communicating with individuals and handling information to comply with agreed ways of working, using the required skills.
For pass standard, learners will:

- select and use a basic but appropriate standard of communication skills and behaviours when responding to individuals’ needs and preferences. They may lack confidence in approaching and questioning individuals for confirmation of understanding and in closing the conversation, e.g. they may close the conversation too quickly

- show basic awareness of individuals’ needs and preferences, or have the knowledge or skills to meet those needs

- recognise and attempt to reduce a communication barrier presented by using basic skills and techniques, but may not effectively take into account all the barrier-reducing skills required. They may escalate too quickly after one attempt of trying to reduce the barrier

- select and use skills in ways that reflect the confidentiality procedures when communicating with individuals and handling information in line with agreed ways of working.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. Tutors will need to give learners a set period of time and number of hours in which to complete the activity. Section 6 gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the Unit summary section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the Links to other units section will be helpful in identifying opportunities for assessment across units.

This unit draws on learners’ work placement. We provide a Placement Experience Assessment Workbook with suggested activities included. Learners should be set a realistic time to demonstrate summative achievement. The suggested activity below shows how experience from the work placement can be used to achieve this unit. The activity should be in the workplace and draw on learning from the unit, including the transferable skills.

The following suggested assessment activity could be used to produce the required evidence for this unit. Centres are free to use comparable activities or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested assessment activity guidance

The purpose of the unit is for learners to develop their communication skills and confidentiality procedures when handling information in a real work environment. This requires them to generate evidence of development over the course of their work placement.

Activity

Learners must demonstrate communication skills with individuals in a face-to-face situation, reducing communication barriers, and showing use of alternative forms of communication, always handling information following confidentiality procedures as set out in the adult care setting.

Through workplace activities, learners must keep a workbook that shows how they demonstrated verbal and non-verbal communication skills, met language needs, wishes and preferences of individuals, used skills to reduce barriers to communication with individuals, and handled information in line with the adult care setting confidentiality procedures.
UNIT 2: COMMUNICATE AND HANDLE INFORMATION IN ADULT CARE SETTINGS

Sources for types of evidence for the portfolio

- Records of timekeeping and organisation skills, including signed time sheets and work schedules.
- Records of activities completed to support individuals (diary accounts or work schedules).
- Witness statements from qualified practitioners of own practice communicating with individuals.
- Reflective accounts of own professional behaviours and organisational skills, attributes and responsibilities.
- Witness statements, training certificates and reflective accounts of handling information.
- General housekeeping logs.
- Observation records, signed by the line manager/supervisor, of learners' communication with users of services, caregivers, individuals and line managers in the adult care setting.
- Centre assessor records.

Assessment should take place during the work placement period(s) at a time that allows for retaking assessment.
## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors lead a discussion on the planning of the adult care work placement and the range of placements that are on offer for learners to carry out. Discussions should take place on the skill factors to consider when communicating with individuals in adult care settings, and the importance of taking into account their needs and preferences to confirm understanding. The importance of following confidentiality procedures when handling information needs to be instilled.

Groups discuss and complete worksheets to match the skill factors in different communication and handling information scenarios in adult care situations. This will engage learners in considering the skills required to work with individuals in adult care settings.

Tutors can use published examples, where available, of scenarios set in residential care settings, domiciliary care settings, and with users of services with learning disabilities.

A visit to a residential care home would be a useful introduction for learners to observe how adult care workers communicate with individuals, and would allow them to ask questions. Learners could use their visit to a residential care home to see first-hand the delivery of excellent communication with individuals and how to handle information securely.

**Suggested time:** about 4 hours.

### Activity: Verbal and non-verbal communication and active listening skills

Tutors share videos of adult care workers communicating with individuals who have specific needs and preferences, and in different adult care situations. Learners are encouraged to make notes on a pre-prepared worksheet on what they have observed. Tutors facilitate a discussion of what worked well and why. Learners engage in role play in different situations to show appropriate verbal and non-verbal communication skills.

**Suggested time:** about 14 hours.

### Activity: Communication and language needs, wishes and preferences of individuals

Tutors lead a discussion of alternative forms of communication that are used with individuals to meet their needs, wishes and preferences.

Tutors can divide the group into pairs to investigate alternative forms of communication for individuals with visual and hearing impairments and for individuals with learning disabilities.

Learners share their findings with the rest of the group.

**Suggested time:** about 14 hours.
Activity: How to identify and use skills to reduce barriers to communication with individuals
Tutors lead a discussion on the types of barriers that can occur during communication with individuals, and methods that can be used to reduce these barriers. Learners reflect on situations that they have experienced where a barrier has occurred which may have been a verbal or a written communication. Groups discuss why the barriers occurred for them, and what steps could have been taken to reduce those barriers.
Tutors can use published examples, where available, of situations where barriers can occur, to include environmental, physical, language and psychological barriers. In pairs, learners carry out role play of these situations, taking it in turns to be the caregiver and the user of services.
**Suggested time:** about 14 hours.

Activity: How to handle information and following confidentiality procedures
Tutors lead a discussion covering confidentiality while handling information on users of services in adult care settings.
Tutors can use published examples, where available, of confidential situations with users of services, and templates for learners to complete care plan entries and other information, following correct procedures.
Tutors lead a session to explain the process of handling information securely and safely in adult care settings. Learners produce a leaflet to train adult care workers on how to follow procedures correctly and in a timely fashion.
**Suggested time:** about 8 hours.
Essential resources

For this unit, learners will need access to opportunities to carry out a minimum of 200 hours of work placement in one adult care setting.

Links to other units

This unit has strong links to:

- Unit 1: Principles and Practices of Working in Adult Care Settings
- Unit 3: Contribute to Health, Safety and Safeguarding in Adult Care Settings
- Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings.

Employer involvement

This unit would benefit from employer involvement in the form of:

- supporting learners while they carry out their work placement
- adult care experts to contribute to the development of the assessment for learners, planning and reviewing skills of providing adult care, and as witnesses when assessing adult care provision skills of learners
- careers activities run by I Care…Ambassadors (www.skillsforcare.org.uk/Recruitment-retention/I-Care...Ambassadors/I-Care...Ambassadors.aspx) within their workplace, such as guided visits and mentoring for new workers, to support learners’ understanding of the importance of effective communication and the ability to adapt techniques, reduce communication barriers to meet the needs of users of services, and how to use confidentiality procedures when handling information in adult care settings.

Please also refer to Work placement requirements in Section 2.
Unit 3: Contribute to Health, Safety and Safeguarding in Adult Care Settings

Level: 2
Unit type: Mandatory
Assessment type: Internal
Guided learning hours: 60

Unit in brief

Learners develop the skills, attributes and behaviours needed to support users of services and colleagues to remain free from harm and champion health and safety in adult care settings.

Unit introduction

Adult care workers need to have the knowledge and skills required to carry out their work safely in adult care settings. It is important that they ensure the health, safety and wellbeing of users of services, colleagues and themselves. Adult care workers are involved in safeguarding users of services every day.

In this unit, you will support users of services to ensure that they remain safe from harm in adult care settings by reporting suspected instances of abuse. You will use the six main personal attributes and behaviours expected of adult care workers – care, compassion, courage, communication, competence and commitment – when promoting the health, safety, wellbeing and safeguarding of individuals, and a person-centred approach to users of services. You will carry out your work safely by using agreed risk assessments to follow health and safety procedures. This unit will give you the knowledge, personal and vocational skills, and behaviours to progress to roles such as adult care worker and personal assistant in adult care settings.

Learning aims

In this unit you will:

A Understand procedures to support users of services to remain safe from harm in adult care settings

B Promote health, safety, wellbeing and safeguarding of individuals in adult care settings

C Use agreed risk assessments to promote person-centred care in adult care settings.
### Unit summary

<table>
<thead>
<tr>
<th>Learning aim</th>
<th>Key teaching areas</th>
<th>Summary of suggested assessment evidence</th>
</tr>
</thead>
</table>
| A Understand procedures to support users of services to remain safe from harm in adult care settings | A1 Identifying potential signs and symptoms of different forms of abuse  
A2 Supporting individuals to remain safe from harm | Photographic/video evidence of learners supporting users of services to remain safe and contribute to their health, wellbeing and safeguarding in two simulated adult care settings, which can be supported by observation records. |
| B Promote health, safety, wellbeing and safeguarding of individuals in adult care settings | B1 Ways of demonstrating promotion of health and wellbeing for users of services and colleagues  
B2 Using sources of information and advice about own role in safeguarding and protecting users of services from abuse | |
| C Use agreed risk assessments to promote person-centred care in adult care settings | C1 Using risk assessments to support individuals safely  
C2 Promoting person-centred care and demonstrating care values | |

### Key teaching areas in this unit include:

<table>
<thead>
<tr>
<th>Sector skills</th>
<th>Knowledge</th>
<th>Transferable skills/behaviours</th>
</tr>
</thead>
</table>
| • Providing support  
• Following a risk assessment  
• Following instructions  
• Using procedures | • Safeguarding  
• Health and safety  
• Person-centred care  
• Care values | • Working with others  
• Preparing for work  
• Thinking skills/adaptability  
• Managing information |
Unit content

Knowledge and sector skills

Learning aim A: Understand procedures to support users of services to remain safe from harm in adult care settings

A1 Identifying potential signs and symptoms of different forms of abuse

- Types of abuse:
  - physical, e.g. hitting, shaking, throwing
  - domestic violence or abuse, e.g. harming, punishing, frightening
  - sexual, e.g. forcing an individual to take part in sexual activities
  - emotional/psychological, e.g. bullying, invoking threats or fear, verbal abuse and swearing
  - financial/material, e.g. theft of money or property, misappropriation or mismanagement of users of services’ finances
  - modern slavery, e.g. forced labour, domestic servitude
  - discrimination, e.g. verbal abuse related to a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation)
  - institutional, e.g. misuse of authority, information or power over vulnerable users of services by staff in adult care settings
  - self-neglect, e.g. users of services engaging in neglectful or self-harming behaviours, including refusing to eat or drink
  - neglect/acts of omission by others, e.g. not caring for the basic needs of users of services, including neglectful practice in washing, feeding or personal care.

- Signs and symptoms:
  - physical abuse, e.g. bruising, bite marks, changes in behaviour
  - domestic violence or abuse, e.g. isolation, cuts, broken bones
  - sexual abuse, e.g. disturbed behaviour, including self-harm
  - emotional/psychological abuse, e.g. loss of self-esteem and self-confidence, withdrawn
  - financial/material abuse, e.g. increased debt, changes in spending habits
  - modern slavery, e.g. appearing to be malnourished, living in dirty accommodation
  - discrimination, e.g. expressions of anger, frustration, fear or anxiety
  - institutional abuse, e.g. loss of self-esteem and confidence, submissive behaviour
  - self-neglect or neglect by others, e.g. unkempt appearance, weight loss, dehydration.

- Factors contributing to vulnerability:
  - age, e.g. older people
  - physical ability, e.g. frail, physical disability, sensory impairment
  - cognitive ability, e.g. intellectual understanding, learning difficulties
  - emotional/psychological resilience, e.g. mental health difficulties, depression, divorce
  - stress, e.g. impact of stressful life events, including bereavement, divorce
  - culture or religion, e.g. as a result of prejudice or discrimination, refugees and asylum seekers
  - socioeconomic, e.g. financial situation
  - setting or situation.
A2 Supporting individuals to remain safe from harm

- Responding to concerns of abuse following legislation, policies and procedures, and to agreed ways of working, e.g. reporting concerns to line manager/tutor.
- Recognising, reporting and challenging unsafe practices, e.g. to line manager.
- Understanding roles and responsibilities.
- Reporting information clearly and accurately, including who the alleged victim is, who the alleged abuser is, types of abuse that could be happening, when abuse has happened, where abuse has happened.
- Treating all allegations or suspicions seriously.
- Ensuring not to ask leading questions with individuals concerned.
- Using respectful listening and confidentiality and agreed procedures for sharing information on disclosure.
- Using actual evidence and avoiding hearsay, ensuring evidence is preserved, e.g. signed, dated and witnessed written reports, photographic evidence, appropriate timescales to ensure reliability and validity.

Learning aim B: Promote health, safety, wellbeing and safeguarding of individuals in adult care settings

B1 Ways of demonstrating promotion of health and wellbeing for users of services and colleagues

- The main six personal attributes and behaviours expected of adult care workers – care, compassion, courage, communication, competence and commitment.
- Demonstrating how to reduce the spread of infection, including use of best practice in hand hygiene.
- Demonstrating how to keep individuals, buildings and themselves safe and secure.
- Carrying out fire safety procedures when required.
- Recognising signs of cognitive impairment and that these can have many causes.
- Monitoring and reporting changes in health and wellbeing of users of services.

B2 Using sources of information and advice about own role in safeguarding and protecting users of services from abuse

- National policies and local systems, e.g. Independent Safeguarding Authority (ISA), Disclosure and Barring Service (DBS).
- Role of different agencies, e.g. multi-agency and interagency working.
- Reports on serious failures on the abuse of vulnerable adults, e.g. high profile cases in the media.
- Sources of information and advice about own role, e.g. Skills for Care (SfC), Department of Health (DH).
Learning aim C: Use agreed risk assessments to promote person-centred care in adult care settings

C1 Using risk assessments to support individuals safely

- Assessing health and safety hazards for the work environment, or particular activities for protecting self and users of services from danger or harm and complying with the law, e.g. identifying what could cause harm; minimising accidents, injuries and ill health.
- Reporting potential health and safety risks, including reporting any changes, ensuring written records are clear and accurate; detailing dates, times, and giving a simple description of the hazard identified and action taken.
- Using risk-assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions, e.g. wearing seat belts in a car to minimise injury, wearing gloves to minimise the spread of infection.

C2 Promoting person-centred care and demonstrating care values

- Working with person-centred values, including individuality, rights, choice, privacy, independence, dignity, respect, partnership.
- Encouraging active participation, e.g. in activities and personal care, decreasing vulnerability by improving self-confidence and self-esteem.
- Promoting choices and rights, e.g. empowerment and independence, informed consent.
- Accessible complaints procedure, e.g. published policy, high visibility, widespread distribution.
- Using a person-centred approach to care delivery, including considering users of services’ needs and preferences, involving users of services in decisions about their care.

Transferable skills

Working with others

- Showing respect for individuals and valuing their contributions, listening to individuals, taking on roles and responsibilities in adult care settings.

Preparing for work

- Carrying out activities and applying knowledge and understanding in adult care settings.

Thinking skills/adaptability

- Showing the ability to think independently about health, safety and safeguarding issues, using own initiative, a positive attitude and adaptability when working in adult care settings.

Managing information

- Using information from different sources and advice about own role in safeguarding and protecting users of services from abuse.
## Assessment criteria

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>Learning aim A: Understand procedures to support users of services to remain safe from harm in adult care settings</strong></td>
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<tr>
<td><strong>A.P1</strong> Identify ways in which abuse is taken into account when carrying out procedures to support vulnerable users of services.</td>
<td><strong>A.M1</strong> Describe how to provide an effective standard of support to vulnerable users of services showing signs of abuse to ensure they remain safe from harm in adult care settings.</td>
<td><strong>A.D1</strong> Describe how to provide a consistent, confident and flexible standard of support to vulnerable users of services showing signs of abuse to ensure they remain safe from harm in adult care settings.</td>
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<td><strong>A.P2</strong> Describe how to provide an appropriate standard of support to vulnerable users of services to ensure they remain safe from harm in adult care settings.</td>
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<tr>
<td><strong>Learning aim B: Promote health, safety, wellbeing and safeguarding of individuals in adult care settings</strong></td>
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<tr>
<td><strong>B.P3</strong> Use personal attributes and behaviours appropriately to demonstrate the promotion of users of services’ health, safety, wellbeing and safeguarding in adult care settings.</td>
<td><strong>B.M2</strong> Use personal attributes and behaviours and information collected from different sources to effectively demonstrate the promotion of users of services’ health, safety, wellbeing and safeguarding in adult care settings.</td>
<td><strong>B.D2</strong> Use personal attributes and behaviours and selected and relevant information from different sources to consistently, confidently and flexibly demonstrate the promotion of users of services’ health, safety, wellbeing and safeguarding in adult care settings.</td>
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<tr>
<td><strong>B.P4</strong> Use given information from different sources to demonstrate selected practices or procedures aimed at ensuring safety.</td>
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<tr>
<td><strong>Learning aim C: Use agreed risk assessments to promote person-centred care in adult care settings</strong></td>
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<tr>
<td><strong>C.P5</strong> Use agreed risk assessments and care values to support users of services safely and to an appropriate standard, complying with specific procedures or actions.</td>
<td><strong>C.M3</strong> Demonstrate effective use of agreed risk assessments and care values to support users of services safely, using own initiative to comply with specific procedures or actions.</td>
<td><strong>C.D3</strong> Demonstrate confident use of agreed risk assessments and care values consistently to support users of services safely, using own initiative to effectively comply with specific procedures or actions.</td>
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Essential information for assessment decisions

This unit will be simulated but skills learned will be used in the synoptic Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings that is assessed in the work placement. Learners must demonstrate the skills to support users of services in two different adult social care settings. They must select two settings that are different from their work placement setting. This can be residential care, domiciliary care or giving care to users of services with learning disabilities.

Learning aims A, B and C

For distinction standard, learners will:

- describe how to provide a consistent, confident and flexible level of support to vulnerable users of services showing signs of abuse. They will describe how to show self-assurance and use respectful listening, confidentiality and agreed procedures for selecting, using and sharing relevant information from different sources on the types, signs and symptoms of abuse that users of services are a victim of. They will demonstrate a positive attitude and adaptable approach throughout, using their initiative to support users of services to remain safe from harm
- apply the main six personal attributes and behaviours, using selected and relevant information from different sources, showing self-assurance, a positive attitude and an adaptable approach consistently. They will use their initiative throughout, with no need for prompting when promoting users of services' health, safety, wellbeing and safeguarding
- show a self-assured use of agreed risk assessments and care values throughout, with no need for prompting when supporting users of services safely, to productively comply with specific procedures or actions.

For merit standard, learners will:

- describe how to provide an effective and proactive level of support to vulnerable users of services showing signs of abuse. They will describe how to use respectful listening, confidentiality and agreed procedures for collecting and sharing information from different sources on the types, signs and symptoms of abuse that users of services are a victim of. They will demonstrate a positive attitude and show adaptability, using their initiative on occasions to support users of services to remain safe from harm
- use the main six personal attributes and behaviours and information collected from different sources, demonstrating a positive attitude and showing adaptability, using their initiative on occasions when promoting users of services' health, safety, wellbeing and safeguarding
- show adaptability, on occasion using their own initiative when using agreed risk assessments and care values to support users of services safely to comply with specific procedures or actions.

For pass standard, learners will:

- describe how to provide a basic but appropriate level of support to vulnerable users of services showing signs of abuse. They will describe how to use respectful listening, confidentiality and agreed procedures for using and sharing given information from different sources on the types, signs and symptoms of abuse that users of services are a victim of. They will demonstrate, when requested, a positive attitude and adaptability to support users of services to remain safe from harm
- use the main six personal attributes and behaviours and given information from different sources, demonstrating, when requested, a positive attitude and adaptability to promote users of services' health, safety, wellbeing and safeguarding
- follow routine instructions when using agreed risk assessments and care values to support users of services safely, complying with specific procedures or actions.
Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. Section 6 gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the Unit summary section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the Links to other units section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working as an adult care worker in a residential care setting with a user of services with learning disabilities. You need to develop your skills to demonstrate correct health and safety working practices when promoting the wellbeing and safeguarding of the user of services.

The senior care worker has asked you to support the user of services to ensure that they remain free from harm. The user of services claims that they have been physically abused. Someone raises concerns about health and safety procedures being carried out by an unskilled worker in the kitchen. You will be observed demonstrating how to support the user of services to ensure that they remain free from harm. You will be responding correctly to any suspicions of abuse, promoting the wellbeing of the user of services and health and safety in the residential care setting by using an agreed risk assessment to ensure that health and safety risks are minimised. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your line manager, or an employer from the adult care setting.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

On another occasion, you are working in a day care centre for vulnerable adults as an adult care worker. You have been asked to support the users of services, ensuring that health and safety and safeguarding procedures are followed. You will need to demonstrate person-centred care and care values. You will need to provide care for a user of services. The user of services’ relative is visiting and takes you to one side to make an allegation that their relative is being abused by another adult care worker in the setting. You will be required to follow the correct procedures while speaking to the relative and reporting the allegation. You will need to promote ways to support their health and wellbeing by demonstrating care values and promoting person-centred care. You are to follow an agreed risk assessment to assess an activity for the user of services to ensure that they are protected from harm. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your line manager, or an employer from the adult care setting.
Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

**Introduction to unit**
Tutors lead a discussion on different types of adult care settings, including residential care, domiciliary care and giving care to users of services with learning disabilities, and the important area of safeguarding users of services from abuse and contributing to their health, safety and wellbeing in these settings.

Learners complete worksheets to match different types of abuse to the signs and symptoms that might indicate that abuse is occurring.

A visit to a residential care home would be a useful introduction for learners to working practices in adult care settings, and would allow them to ask questions.

Learners use their visit to a residential care home to see first-hand the provision of care to users of services in line with the setting procedures aimed at achieving health, safety, wellbeing and safeguarding.

**Suggested time:** about 4 hours.

**Activity: How to support users of services in adult care settings**
Tutors can use published examples, where available, of users of services who have suffered various types of abuse in adult care settings. The published examples should include signs and symptoms of one form of abuse. Learners need to identify the types of abuse, the relevant signs and symptoms, and also factors that contributed to vulnerability.

Learners discuss in small groups the actions they should take when there are suspicions or allegations of abuse. Learners can bring in evidence from work placements or visits to adult care settings.

Tutors can use published examples, where available, of scenarios that include poor working practices in relation to personal care and inappropriate communication. Learners should refer to agreed ways of working, policies, procedures and legislation to know what actions to take when they notice unsafe practices. Contributions from observations in adult care settings regarding safe and unsafe practices would enhance the activity.

**Suggested time:** about 14 hours.

**Activity: How to promote the health, safety and wellbeing of users of services**
Tutors can use published examples, where available, of scenarios that enable learners to recognise health and safety issues. These scenarios should be based around adult care settings and should include the kitchen, hygiene procedures, facilities for checking identity and protecting security, in addition to ways of reducing the spread of infection.

Learners must practise their skills in using correct procedures such as handwashing and food preparation, and work as part of a team to promote health and safety in the adult care settings.

**Suggested time:** about 14 hours.
Activity: How to ensure safeguarding and protect users of services from abuse
Tutors can use published examples, where available, of the different types of abuse experienced by users of services, and the signs and symptoms. Learners attempt to recognise the type of abuse from the given signs and symptoms. Learners are encouraged to follow the correct procedures for speaking to the user of services about the abuse and for reporting the abuse to the appropriate person.

Tutors can use published examples, where available, of scenarios that enable learners to recognise safeguarding and protection issues. These scenarios should be based around different groups of users of services, e.g. those with learning disabilities or older people, to demonstrate how certain groups are more vulnerable to certain types of abuse than others.

Alternatively, videos on care home abuse can be shown, and learners are encouraged to contribute to discussions about them. Learners could be introduced to relevant sections of legislation to give them an awareness of how they are applied to protect users of services and set out guidance for those working in adult care. Learners can practise their skills through role play, using the correct procedures to promote safeguarding and skills in order to protect users of services.

**Suggested time:** about 14 hours.

Activity: How to follow risk assessments to promote person-centred care
Tutors can use published examples, where available, of adult care settings to enable learners to follow a risk assessment to assess health and safety risks in the settings. Learners identify risks and follow reporting procedures. Fire hazards can also be included in the scenario.

A picture can be given to learners that shows a number of fire hazards which learners need to identify.

Learners participate in a fire drill. They also learn how to raise the fire alarm if a fire is discovered and follow safety procedures.

**Suggested time:** about 8 hours.

Links to other units
This unit has strong links to:
- Unit 1: Principles and Practices of Working in Adult Care Settings
- Unit 2: Communicate and Handle Information in Adult Care Settings
- Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings.

Employer involvement
This unit would benefit from employer involvement in the form of:
- supporting learners while they carry out their work placement
- careers activities run by I Care...Ambassadors (www.skillsforcare.org.uk/Recruitment-retention/I-Care...Ambassadors/I-Care...Ambassadors.aspx) within their workplace, such as guided visits and mentoring for new workers, to support learners’ understanding of the importance of effective communication and the ability to adapt techniques, using procedures to support users of services to remain safe from harm; promoting health, safety, wellbeing and safeguarding, and using agreed risk assessments to promote person-centred care in adult care settings.
Unit 4: Develop Professional Practice Skills for Work in Adult Care Settings

Level: 2
Unit type: Mandatory
Assessment type: Internal Synoptic
Guided learning hours: 60

Unit in brief

Learners develop the skills needed to promote values and behaviours, and treat users of services with respect and dignity while honouring their individual rights. Learners carry out a 200-hour work placement in one adult care setting.

Unit introduction

Care, compassion, courage, communication, competence and commitment are the six main personal attributes and behaviours expected of all adult care workers carrying out their roles. Developing these attributes and behaviours while making a positive difference to users of services in adult care settings such as residential or nursing homes, domiciliary care, and day centres can be very rewarding.

In this unit, you will be planning, carrying out and reflecting on a work placement to provide care and support to a user of services in an adult care setting. You will plan your work placement by setting goals and objectives and work with a user of services, caregivers, individuals and line managers, taking into consideration the needs, wishes and preferences of the user of services. You will reflect on the work placement and your own personal and professional development by using feedback collected from those involved in the work placement, including the user of services, caregivers, individuals and line managers. You will use the knowledge and skills developed in Units 1, 2 and 3 in an adult care setting in a range of situations. To complete this unit, you must carry out a supervised adult care work placement of a minimum of 200 hours in one adult care setting.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress to roles such as adult care worker and personal assistant in health and social care settings.

Learning aims

In this unit you will:

A Develop a work placement plan to support and meet own personal and professional development in an adult care setting

B Work professionally to provide high-quality compassionate care and support to a user of services in an adult care setting

C Reflect on how the work placement influences own personal and professional development.
## Unit summary

<table>
<thead>
<tr>
<th>Learning aim</th>
<th>Key teaching areas</th>
<th>Summary of suggested assessment evidence</th>
</tr>
</thead>
</table>
| A  
  Develop a work placement plan to support and meet own personal and professional development in an adult care setting | A1 Preparation for a work placement  
  A2 Setting goals and learning objectives | A report evaluating the benefits of a work placement and the importance of preparing for a placement. The report must include a plan to meet personal and professional development. |
| B  
  Work professionally to provide high-quality compassionate care and support to a user of services in an adult care setting | B1 Work placement tasks and responsibilities  
  B2 Treating users of services with respect and dignity and honouring their individual rights  
  B3 Work shadowing and observation | Observation of learners on a work placement carrying out tasks and interacting with a user of services and individuals, as evidenced by an observation report signed by the assessor. |
| C  
  Reflect on how the work placement influences own personal and professional development | C1 Reviewing personal and professional development  
  C2 Using feedback and action planning to develop own professional development | A reflective workbook evaluating own development on a work placement. |

### Key teaching areas in this unit include:

<table>
<thead>
<tr>
<th>Sector skills</th>
<th>Knowledge</th>
<th>Transferable skills/behaviours</th>
</tr>
</thead>
</table>
| Planning a placement  
  Promoting values  
  Role and responsibilities  
  Working professionally  
  Reviewing the placement | Enabling individuals to achieve their aims and goals  
  Expectations of the work placement | Communication  
  Working with others  
  Preparing for work  
  Thinking skills/adaptability  
  Developing practical and technical skills  
  Managing information  
  Self-management and development |
Unit content

Knowledge and sector skills

Learning aim A: Develop a work placement plan to support and meet own personal and professional development in an adult care setting

A1 Preparation for a work placement
- Types of adult care settings, e.g. residential care, domiciliary care.
- Expectations for learners on a work placement, e.g. dress, values, attributes, behaviours, skills.
- Practical considerations, e.g. Disclosure and Barring Service (DBS) checks.
- Responsibilities and limitations for learners on a work placement, e.g. providing intimate personal care, handling confidential information.
- Researching specific work placements, e.g. organisation, job roles.
- Adult care workers’ roles, e.g. adult care assistant, personal assistant.
- Role of work placement line managers.

A2 Setting goals and learning objectives
- Reflecting on current knowledge and skills.
- Identifying own strengths and areas for development.
- Identifying established standards and values required for adult care workers, e.g. respecting others’ opinions, timekeeping.
- Identifying SMART (specific, measurable, achievable, realistic, time-bound) targets for own work placement.
- Setting personal development goals, e.g. developing communication skills, confidence.

Learning aim B: Work professionally to provide high-quality compassionate care and support to a user of services in an adult care setting

B1 Work placement tasks and responsibilities
- Assisting and participating in tasks providing direct care for users of services as appropriate, including:
  - interacting with users of services
  - assisting with meals
  - supporting users of services according to their personal care/support plan
  - asking for help from line managers when not confident or skilled in any aspect of their role
  - providing users of services with information about the services on offer in the adult care setting
  - encouraging users of services to participate in the way their care and support is delivered
  - ensuring users of services know what they are agreeing to regarding the way in which they are supported
  - giving own opinion to individuals filling in care plans for users of services
  - supporting users of services with cognitive, physical or sensory impairments
  - demonstrating the promotion of healthy eating and wellbeing by ensuring users of services have access to fluids, food and nutrition.
UNIT 4: DEVELOP PROFESSIONAL PRACTICE SKILLS FOR WORK IN ADULT CARE SETTINGS

- Assisting and participating in tasks not directly related to the provision of care for users of services, e.g. attending meetings, general office tasks.
- Promoting person-centred approaches.
- Using a placement experience assessment workbook to link theory with practice, reflecting on how a work placement influences own professional development.

B2 Treating users of services with respect and dignity and honouring their individual rights
- Ensuring dignity is at the centre of all work with users of services, caregivers and individuals.
- Demonstrating all work is person centred, accommodating users of services’ needs, wishes and preferences.
- Demonstrating care, compassion, communication, competence and commitment for users of services.
- Demonstrating courage in supporting users of services in ways that may challenge their personal/cultural beliefs.

B3 Work shadowing and observation
- Work shadowing different professionals, as appropriate.
- Observing specific procedures, as appropriate.
- Working relationships and agreed ways of working in adult care settings.
- Reflecting on work practice and procedures used in the setting.

Learning aim C: Reflect on how the work placement influences own personal and professional development

C1 Reviewing personal and professional development
- Reflecting on own work practices as an ongoing activity.
- Demonstrating the development of own skills and knowledge, including core skills in writing, numeracy and information technology (IT).
- Demonstrating contribution to own development plan.
- Demonstrating ability to work in partnership with individuals to support users of services.
- Identifying sources of support when conflicts arise with other individuals or organisations.
- Demonstrating working within safe, clear professional boundaries.
- Showing ability to access and apply additional skills required to perform the specific job role competently.
- Reviewing Placement Experience Assessment Workbook.
- Evaluating own performance.
- Reflecting on own personal and professional development.

C2 Using feedback and action planning to develop own professional development
- The importance of continuing professional development (CPD).
- Identifying areas of positive and constructive feedback.
- Highlighting areas for improvement.
- Creating an action plan for personal and professional development.
- Identifying career goals.
Transferable skills

Communication

- Using communication for different purposes when planning, carrying out and reflecting on the work placement in an adult care setting.

Working with others

- Setting goals, showing respect for individuals and valuing their contributions, listening to individuals, being open minded, taking on roles and responsibilities when planning, carrying out and reflecting on the work placement in an adult care setting.

Preparing for work

- Planning activities, self-review and assessment, awareness of attributes and behaviours required for work in an adult care setting.

Thinking skills/adaptability

- Using own initiative, positive attitude and adaptability when working in an adult care setting.

Developing practical and technical skills

- Demonstrating skills and using resources appropriately when planning, carrying out and reflecting on the work placement in an adult care setting.

Managing information

- Using information from different sources when planning, carrying out and reflecting on the work placement in an adult care setting.

Self-management and development

- Setting goals, planning; being proactive, flexible and able to work under pressure; self-presentation; monitoring performance and devising strategies for improvement; using IT to support work and time management in an adult care setting.
### Assessment criteria

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<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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**Learning aim A: Develop a work placement plan to support and meet own personal and professional development in an adult care setting**

<table>
<thead>
<tr>
<th>A.P1</th>
<th>A.M1</th>
<th>A.D1</th>
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<tbody>
<tr>
<td>Produce a brief work placement plan to support and meet basic personal and professional goals.</td>
<td>Produce a detailed work placement plan, setting many of the goals and learning objectives to be achieved, with agreed role and responsibilities in the performance of tasks in an adult care setting.</td>
<td>Produce a comprehensive work placement plan, fully setting the goals and learning objectives to be achieved, with agreed role and responsibilities that support the effective performance of tasks in an adult care setting.</td>
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<tr>
<th>A.P2</th>
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<tbody>
<tr>
<td>Agree role and main responsibilities in the performance of tasks in an adult care setting.</td>
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</table>

**Learning aim B: Work professionally to provide high-quality compassionate care and support to a user of services in an adult care setting**

<table>
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<tr>
<th>B.P3</th>
<th>B.M2</th>
<th>B.D2</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate tasks to appropriately meet a user of services’ requirements.</td>
<td>Effectively demonstrate tasks to meet a user of services’ requirements, cooperating with individuals, providing support, and using appropriate work and communication skills in own role.</td>
<td>Confidently demonstrate tasks to meet a user of services’ requirements, showing appropriate work and communication skills, and adapting behaviour to suit different situations with individuals in own role.</td>
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<th>B.P4</th>
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<tbody>
<tr>
<td>Use appropriate work and communication skills with a user of services in a given role.</td>
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</table>

**Learning aim C: Reflect on how the work placement influences own personal and professional development**

<table>
<thead>
<tr>
<th>C.P5</th>
<th>C.M3</th>
<th>C.D3</th>
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<tbody>
<tr>
<td>Use feedback received to review the work placement.</td>
<td>Reflect on feedback gathered on the work placement, considering own and individuals’ performance to design a plan for improvement.</td>
<td>Reflect on feedback gathered on the work placement, considering own and individuals’ performance, and justify a set of recommendations.</td>
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<tr>
<th>C.P6</th>
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<tr>
<td>Identify strengths and areas for improvement to inform future work.</td>
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</table>
Essential information for assessment decisions

Learners must meet the requirements for the work placement and complete the Placement Experience Assessment Workbook, which should be verified by the placement providers. These requirements must be part of the assignment brief and not devised by learners.

Assessment evidence must be produced independently by learners. In providing evidence for this unit, learners must show that they have worked in a professional manner while on their placements. Learners must also show they have planned the placements and have worked to the agreed standard. The standard must be agreed between the assessor and learners. Learners must demonstrate the different skills needed to work in adult care settings. Learners should produce evidence to show that they have completed 200 hours of work placement. It is preferable that this takes place in more than one type of setting to ensure that learners gain knowledge and understanding of more than one type of provision.

Learning aim A

For distinction standard, learners will:

- produce a comprehensive adult care work placement plan that is well developed and includes full coverage of factors and information to support and achieve personal development goals. Learners will exhibit a range of appropriate skills for planning tasks and their role and responsibilities for the work placement. They will meet with individuals to plan and apply aspects of health, hygiene and safety, justifying, with reasons, the importance of these features in meeting a user of services’ needs in an adult care setting.

For merit standard, learners will:

- produce a detailed adult care work placement plan that includes many factors and information to achieve personal development goals, but is missing some elements. Learners will exhibit appropriate skills in planning tasks and their role and responsibilities for the work placement. They will meet with individuals and plan aspects of health, hygiene and safety, explaining, with detail, the importance of these features in meeting a user of services’ needs in an adult care setting.

For pass standard, learners will:

- produce a short adult care work placement plan that includes some factors and information to support the achievement of personal development goals. Learners will exhibit a basic range of skills in planning tasks and their role and responsibilities for the work placement. They will meet with individuals to plan aspects of health, hygiene and safety, outlining, in a brief description, the importance of these features in meeting a user of services’ needs in an adult care setting.

Learning aims B and C

For distinction standard, learners will:

- apply confidently, effectively and securely the accurate skills required to assist and participate in tasks providing direct care for a user of services as well as tasks not directly related to the provision of care for a user of services. Learners will respond with expertise throughout, without the need for prompting, as a professional adult care worker would do, in order to attend to a user of services’ needs with respect and dignity, using appropriate, wide-ranging communication skills and behaviours to enhance the planning process for an adult care work placement.
UNIT 4: DEVELOP PROFESSIONAL PRACTICE SKILLS FOR WORK IN ADULT CARE SETTINGS

- review accurately the adult care work placement using a user of services’ feedback and feedback on own performance, noting what went well and what could be improved. They will apply an appropriate range of techniques to analyse individuals’ reviews of their skills and behaviours when providing care to a user of services. They will identify areas of own development and explain how these can be improved, as well as why they are essential, communicating detailed self-review appropriately. Assessment is objective, wide-ranging and fully substantiated.

**For merit standard**, learners will:

- use skills in a well-organised way, and assist and participate effectively in tasks providing direct care for a user of services as well as tasks not directly related to the provision of care for a user of services, demonstrating a clear role, appropriate behaviours and responsibilities throughout. They will support a user of services appropriately, with respect and dignity, using appropriate communication skills and behaviours with individuals throughout an adult care work placement
- reflect and review on a user of services’ feedback, as well as their own performance, and explain areas of development for future adult care work placements, noting what went well and what could be improved. They will apply appropriate techniques to analyse what individuals thought of their skills and behaviours when providing care to a user of services to a brief or instruction. They will make a range of appropriate recommendations for enhancing the success of future adult care work placements and indicate their areas for improvement, communicating self-review appropriately. Assessment is objective and reasoned.

**For pass standard**, learners will:

- demonstrate the basic skills needed to provide direct care for a user of services as well as tasks not directly related to the provision of care for a user of services. They will support a user of services appropriately with respect and dignity. They will demonstrate basic communication skills and behaviours with individuals in an adult care work placement
- demonstrate the use of a basic but appropriate range of review methods on an adult care work placement, just noting what went wrong. They will apply a basic but adequate range of techniques to review what individuals thought of their skills and the care they provided to a user of services on the adult care work placement, based on a brief or instruction, and they will identify areas that could be improved for future placements, communicating self-review appropriately. Assessment contains superficial or subjective elements.
Assessment activity

The summative assessment activity takes place after learners have completed their formative development. Tutors will need to give learners a set period of time and number of hours in which to complete the activity. Section 6 gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the Unit summary section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the Links to other units section will be helpful in identifying opportunities for assessment across units.

This unit draws on learners’ work placement. We provide a Placement Experience Assessment Workbook with suggested activities included. Learners should be set a realistic time to demonstrate summative achievement. The suggested activity below shows how experience from the work placement can be used to achieve this unit. The activity should be in the workplace and draw on learning from the unit, including the transferable skills.

The following suggested assessment activity could be used to produce the required evidence for this unit. Centres are free to use comparable activities or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested assessment activity guidance

The purpose of the unit is for learners to develop their professional practice skills in a real work environment. This requires them to generate evidence of development over the course of their work placement.

Activity

Learners must produce a work placement plan that sets personal and professional goals and objectives, agreeing these with the employer and tutor, to support the performance of tasks in an adult care setting.

Through workplace activities, learners must keep a workbook that shows how they demonstrated professional conduct, for example appropriate personal presentation, organisation and timekeeping, and how they used appropriate communication skills and the six main personal attributes and behaviours expected of adult care workers to support and provide person-centred care to a user of services.

Sources for types of evidence for the portfolio

- Records of timekeeping and organisation skills, including signed time sheets and work schedules.
- Records of activities completed to support other colleagues (diary accounts or work schedules).
- Witness statements from qualified practitioners of own practice when supporting a user of services.
- Reflective accounts of own professional behaviours and organisational skills, attributes and responsibilities.
- Witness statements, training certificates and reflective accounts of tasks not directly related to the provision of care for a user of services.
- General housekeeping logs.
- Observation records, signed by the line manager/supervisor, of learners’ communication with the user of services, caregivers, individuals and line managers in the adult care setting.
- Centre assessor records.
- Reflection, using feedback gathered from the work placement in the adult care setting to recommend improvements for future work placement.

Assessment should take place during the work placement period(s) at a time that allows for retaking assessment.
Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

<table>
<thead>
<tr>
<th>Introduction to unit</th>
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</thead>
<tbody>
<tr>
<td>Tutors lead a discussion on the planning of the adult care work placement and the range of placements that are on offer for learners to carry out. Discussions should take place on the skills and behaviours that are required. Links should be made to the six main personal attributes and behaviours expected of adult care workers, including care, compassion, courage, communication, competence and commitment.</td>
</tr>
<tr>
<td><strong>Suggested time:</strong> about 4 hours.</td>
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<table>
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<tr>
<th>Activity: The roles and responsibilities in adult care settings</th>
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<tbody>
<tr>
<td>Tutors lead a discussion on the roles and responsibilities that learners can carry out while on a work placement. This should include health and safety, legislation and tasks that learners are unable to perform, e.g. moving and handling.</td>
</tr>
<tr>
<td>In groups, learners practise using their communication skills while dealing with different types of situations that they may encounter.</td>
</tr>
<tr>
<td>Individual learners make recommendations for improvements on the communication skills that were practised.</td>
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<tr>
<td><strong>Suggested time:</strong> about 14 hours.</td>
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<table>
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<tr>
<th>Activity: How to prepare for work placements</th>
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<tbody>
<tr>
<td>A visiting speaker would be useful to give the ‘expectation of a work placement’.</td>
</tr>
<tr>
<td>Learners complete an initial plan of the expectations for their work placement. This should be carried out individually and may vary according to the adult care setting that learners are going to carry out their work placement in.</td>
</tr>
<tr>
<td>Learners visit work placements and discuss the proposed plan with the work placement supervisor. The workbook should be discussed to ensure that the work placement provides different opportunities for learners.</td>
</tr>
<tr>
<td><strong>Suggested time:</strong> about 14 hours.</td>
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<table>
<thead>
<tr>
<th>Activity: How to plan for work placements</th>
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<tbody>
<tr>
<td>Learners develop ideas for their plans, considering any instructions from their work placement visit. They identify their strengths and areas for improvement and discuss these with the tutor on an individual basis.</td>
</tr>
<tr>
<td>Learners familiarise themselves with the workbook and plan a weekly programme of the skills and qualities they need to develop while on their work placement.</td>
</tr>
<tr>
<td>Tutors lead a session on some of the technical language that may be used on a work placement and in the workbook to ensure the requirements are understood.</td>
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<tr>
<td><strong>Suggested time:</strong> about 14 hours.</td>
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<thead>
<tr>
<th>Activity: How to review work placements and personal performance</th>
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<tbody>
<tr>
<td>Tutors lead a discussion on the review of work placements. Individual learners review their experiences, and the skills and behaviours that were encountered. They make recommendations for improvement in their own practice and discuss any areas for concern and clarification that they may have come across.</td>
</tr>
<tr>
<td><strong>Suggested time:</strong> about 8 hours.</td>
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</tbody>
</table>
Essential resources

For this unit, learners will need access to opportunities to carry out a minimum of 200 hours of work placement in one adult care setting.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: Principles and Practices of Working in Adult Care Settings
- Unit 2: Communicate and Handle Information in Adult Care Settings
- Unit 3: Contribute to Health, Safety and Safeguarding in Adult Care Settings.

Employer involvement

This unit would benefit from employer involvement in the form of:

- supporting learners while they carry out their work placement
- adult care experts to contribute to the development of the assessment for learners, planning and reviewing skills of providing adult care, and as witnesses when assessing adult care provision skills of learners
- careers activities run by I Care…Ambassadors (www.skillsforcare.org.uk/Recruitment-retention/I-Care…Ambassadors/I-Care…Ambassadors.aspx) within their workplace, such as guided visits and mentoring for new workers, to support learners’ understanding of the importance of effective communication and the ability to adapt techniques, using professional practice skills in adult care settings.

Please also refer to Work placement requirements in Section 2.
4 Planning your programme

Is there a learner entry requirement?
As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.
Learners are most likely to succeed if they have:

• three or four GCSEs at intermediate grades and/or
• BTEC qualification(s) achieved at least at Level 1
• at least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?
All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in Section 8 Administrative arrangements.

What level of sector knowledge is needed to deliver this qualification?
We set requirements that tutors and assessors must be occupationally competent and expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?
As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?
The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will draw in naturally the kind of broader attributes valued in the sector, for example care, compassion, courage, good communication skills, competence, commitment, personal hygiene, organisation of own work, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.
What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See Section 2 Structure and Section 9 Quality Assurance for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of high quality and that are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See Section 11 Resources and support for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see Section 11 Resources and support.

How will my learners become more employable through this qualification?

This qualification is aligned to the Apprenticeship Standard for Adult Care Worker.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamwork and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.
5 Assessment structure

The Pearson BTEC Level 2 Technical Certificate in Adult Care is assessed using a combination of 
*internal assessments*, which are set and marked by tutors, and an *external assessment*, which is 
set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the 
content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to 
consider the order in which you deliver units, whether delivery is over short or long periods and 
when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see Section 2 Structure). 
A synoptic assessment is one that a learner should take later in a programme and in which they 
will be expected to apply learning from a range of units. As such, you must plan the assignments 
so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and 
external units is reasonable so that there is sufficient time for teaching and learning, formative 
assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific 
procedures and policies that apply, for example to registration, entries and results. An overview 
with signposting to relevant documents is given in Section 8 Administration arrangements.
6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson Guide to Quality Assurance available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in Section 3 Units, and the requirements for delivering assessment given in Section 8 Administrative arrangements.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the Pearson Guide to Quality Assurance.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the Pearson Guide to Quality Assurance.
Effective organisation

Internal assessment needs to be well organised so that learners’ progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in Section 11 Resources and support and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre’s arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the Essential information for assessment decisions and the Assessment activity sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.
In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

**Forms of evidence**

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.
It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor’s decisions.

Centres need to take particular care in ensuring that learners produce independent work.

**Making valid assessment decisions**

**Assessment decisions through applying unit-based criteria**

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner’s evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.
Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the Essential information for assessment decisions section in each unit
- your Lead IV and assessment team’s collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners’ own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner’s own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre’s policies for malpractice. Further information is given in Section 8 Administrative arrangements.
Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the BTEC Centre Guide to Assessment available on our website. We provide information on writing assignments for retakes on our website (please go to www.btec.co.uk/keydocuments).
7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. This external assessment assesses a unit that is 25% of the total qualification GLH and is weighted to contribute the same proportion of the overall qualification grade. See the units and sample assessment materials for more information.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Type</th>
<th>Availability</th>
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</thead>
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| Unit 1: Principles and Practices of Working in Adult Care Settings | • Onscreen test set and marked by Pearson.  
• 75 minutes.  
• 60 marks. | On demand  
First assessment March 2018 |

For Unit 1, onscreen tests are available on demand starting from March 2018. These tests use a range of question types, including examiner marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

We will provide annually, in our Information Manual, a detailed timetable for entries, assessment and results. Resits cannot be scheduled until a learner’s result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed unit has a specific format, which we explain in Section 3 Units. The content of the unit will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies the specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.
Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and that they are aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place.

We define degrees of control as follows.

**High control**

This is the completion of assessment in formal invigilated examination conditions. It applies to onscreen tests.
8 Administrative arrangements

Introduction
This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry
Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our Information Manual for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners’ intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment
Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications.
Administrative arrangements for internal assessment

Records
You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our Information Manual. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment
To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units.

Special consideration
Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment
Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy Enquiries and appeals about Pearson Vocational Qualifications.
Administrative arrangements for external assessment

Entries and resits
For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests
Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments
For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests
Special consideration is an adjustment made to a learner’s mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.
Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson’s Centre Guidance: Dealing with Malpractice, available on our website. The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre’s malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.
Teacher/centre malpractice

Heads of Centres are required to inform Pearson’s Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre’s quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.
Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our Information Manual. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete. Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our Information Manual gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- Pearson Quality Assurance Handbook: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- Information Manual: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- Lead Examiners’ Reports: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- Instructions for the Conduct of External Assessments: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.

Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:

- adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
- age of learners
- centre guidance for dealing with malpractice
- recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.
9 Quality assurance

Centre and qualification approval
As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification
On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.
The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:
- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre’s strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre’s strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.
10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See Section 2 Structure for full details.

To achieve the qualification grade, learners must:
- achieve and report a grade (D, M or P) for all units within a valid combination
- achieve the minimum number of points at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external unit or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner’s performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Available grade range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>P to D</td>
</tr>
</tbody>
</table>

The Calculation of qualification grade table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our Information Manual gives full details.
Points available for internal units
The table below shows the number of points available for internal units. For each internal unit, points are allocated depending on the grade awarded.

<table>
<thead>
<tr>
<th>Unit size</th>
<th>60 GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0</td>
</tr>
<tr>
<td>Pass</td>
<td>16</td>
</tr>
<tr>
<td>Merit</td>
<td>24</td>
</tr>
<tr>
<td>Distinction</td>
<td>32</td>
</tr>
</tbody>
</table>

Points available for the external unit
Raw marks from the external unit will be awarded points based on performance in the assessment. The points scores available for the external unit at grade boundaries are as follows.

<table>
<thead>
<tr>
<th>Unit size</th>
<th>60 GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0</td>
</tr>
<tr>
<td>Pass</td>
<td>16</td>
</tr>
<tr>
<td>Merit</td>
<td>24</td>
</tr>
<tr>
<td>Distinction</td>
<td>32</td>
</tr>
</tbody>
</table>

We will automatically calculate the points for the external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.
Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Grade</th>
<th>Points threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>112</td>
</tr>
</tbody>
</table>

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.
Examples of grade calculations based on table applicable to registrations from September 2017

**Example 1:** Achievement of a Certificate with a P grade

<table>
<thead>
<tr>
<th>Unit</th>
<th>GLH</th>
<th>Type</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>External</td>
<td>Pass</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>Internal</td>
<td>Pass</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>Internal</td>
<td>Pass</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>Internal</td>
<td>Pass</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>PP/P</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a P grade.

**Example 2:** Achievement of a Certificate with a D grade

<table>
<thead>
<tr>
<th>Unit</th>
<th>GLH</th>
<th>Type</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>External</td>
<td>Merit</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>Internal</td>
<td>Distinction</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>Internal</td>
<td>Distinction</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>Internal</td>
<td>Distinction</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>DD/D</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

The learner has sufficient points for a D grade.

**Example 3:** Achievement of a Certificate with an Unclassified result

<table>
<thead>
<tr>
<th>Unit</th>
<th>GLH</th>
<th>Type</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>External</td>
<td>Merit</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>Internal</td>
<td>Distinction</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>Internal</td>
<td>Unclassified</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>Internal</td>
<td>Distinction</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>U</td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>

The learner has a U in Unit 3.

The learner has sufficient points for an M but has not met the requirement for a Pass, or above, in all units.
11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning
Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner
High-level models showing how the course can be delivered over different timescales, for example six months, one year, two years.

myBTEC
myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:
- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit
Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson’s own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units
Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units
We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners’ preferences.

We provide assignment briefs approved by Pearson Standards Verifiers.
Sample marked learner work
To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to
There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

• Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.

• Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.

• Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.

• Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development
We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.
BTEC Level 2 Technical Certificate in
ADULT CARE

Like what you see?

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• Explore free course materials and training events.
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All this and more at: quals.pearson.com/btecL2techACare

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