

Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care

Specification

BTEC Specialist qualification

For first teaching September 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 1 Award in Preparing to Work in Adult Social Care (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
QCF references removed from unit titles and unit levels in all units	17-51
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care 600/2433/1

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being a vocational component of Foundation Learning.

Welcome to the Pearson BTEC level 1 Award in Preparing to Work in Adult Social Care

Focusing on the Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care

The qualification aims to develop learners' basic knowledge of the adult social care sector. It is aimed at learners who wish to explore job roles in adult social care before finding work in the sector.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Skills for Care and Development SSC.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 1 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 1 Award

The Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care

The Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- explore roles in the adult social care sector
- achieve a nationally recognised Level 1 vocationally-related qualification in adult social care
- progress to employment in the health and social care sector
- progress to related general and/or vocational qualifications in health and social care.

National Occupational Standards

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care relates to the following NOS:

Health and Social Care.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for Pearson BTEC Level 1 qualifications

When combining units for the Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care

- 1 Qualification credit value: a minimum of six credits.
- 2 Learners must take five mandatory units
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care

The Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care is a six-credit and 53-guided learning-hour (GLH) qualification that consists of five mandatory units.

The Total Qualification Time (TQT) for this qualification is 60.

Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care				
Unit	Unit reference	Mandatory units	Credit	Level
1	F/502/9579	Introduction to the Adult Social Care Sector	1	1
2	D/502/9590	Introduction to the Values and Principles of Adult Social Care	1	1
3	M/502/9660	Awareness of the Skills and Attitudes Needed to Work in Adult Social Care	1	1
4	A/502/9662	Awareness of Communication in Adult Social Care	2	1
5	F/502/9727	Awareness of the Role and Responsibilities of the Adult Social Care Worker	1	1

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC level 1 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC level 1 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional skills

Pearson Level 1 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care is accredited for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Introduction to the Adult Social Care Sector	17
Unit 2: Introduction to the Values and Principles of Adult Social Care	25
Unit 3: Awareness of the Skills and Attitudes Needed to Work in Adult Social Care	33
Unit 4: Awareness of Communication in Adult Social Care	39
Unit 5: Awareness of the Role and Responsibilities of the Adult Social Care Worker	45

Unit 1: Introduction to the Adult Social Care Sector

Unit reference number: F/502/9579

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to develop learners' awareness of the adult social care sector.

Unit introduction

This unit will introduce learners to the concept of adult social care in its various forms. Learners will investigate how individuals with different support and care needs may achieve an extended quality of life through enabling and empowering environments within a variety of settings. The role of informal carers and their contribution to the support of individuals is also investigated.

The unit will also introduce learners to the different roles and careers available within the sector, together with an understanding of the pathways needed to gain professional status.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about types of social care support available to adults	1.1	Define adult social care
		1.2	Outline the different types of adult social care support and their purpose
		1.3	Give examples of who would access different types of adult social care support
		1.4	Outline how informal care contributes to adult social care
2	Know the range of jobs available in adult social care	2.1	Identify a range of jobs available in adult social care
		2.2	Outline settings where adult social care support is provided
		2.3	Outline a range of ways to develop a role or career in adult social care

Unit content

1 Know about types of social care support available to adults

Definitions: providing care and/or support for individuals to achieve the quality of life they choose; providing practical support with personal and daily living tasks; providing emotional support; working in partnership with individuals; enabling; empowering; ensuring safe and supportive environments; meeting diverse needs; meeting needs and rights of individuals

Types of support: day services; residential support including respite support; domiciliary support; community support and support purchased using personal budgets such as personal assistants

Users of services groups: older people; individuals with physical disabilities, complex needs, individuals with learning disabilities; individuals with mental health needs; dementia

Role of informal care: provided by eg friends, family, neighbours, community groups; links with statutory organisations; providing relevant information to professionals; partnership approach; supporting individuals

2 Know the range of jobs available in adult social care

Jobs: residential care and support worker; day care officer; community care worker; personal assistant; Admiral Nurse, registered nurse; occupational therapist; physiotherapist; clinical psychologist; psychiatrist; managers; clerical staff; housekeeping staff; trainers

Settings: residences for older adults; group settings for adults with learning disabilities; community placements for adults with learning disabilities; residential dementia care; day care for older adults; life skills training centres for younger adults with learning disabilities

Career pathways: qualifications eg apprenticeships, competency qualifications, general qualifications, vocationally-related qualifications, higher qualifications; career progression routes within different sectors eg NHS nursing (nursing assistant, trainee nurse, nurse, ward manager), teaching (work experience, trainee teacher, qualified teacher, head of department, senior manager)

Essential guidance for tutors

Delivery

This unit should be delivered by qualified tutors who have experience of working in the adult social care sector. It is suggested that delivery takes a variety of formats, for example brief lectures, case studies, talks from relevant professionals and visits to appropriate settings. Examples drawn from cases in the media, or popular 'soaps', would give learners 'realistic settings' and place the topics in context. Learners who are already working in adult social care could be encouraged to draw on their own professional experience, with permission from the setting. However, care must be taken to maintain complete confidentiality.

For learning outcome 1, supported discussion on the contribution of informal care to adult social care would stimulate learner consideration of the topic. Reference to current 'soaps' and the issues they raise would be particularly pertinent. The use of case studies from, for example professional magazines such as *Community Care* will provide learners with a relevant context. Learners might also research local provision and information about adult social care settings can be found on the internet and also through local community centres.

For learning outcome 2, group sessions where learners explore the jobs sections of local newspapers and professional magazines such as *Community Care* will provide learners with useful information about the jobs available in the sector. A visit from a care employment agency representative would enable learners to find out more about job roles and careers, providing a useful introduction to the world of work. A talk from a learner or learners undertaking a higher-level course in health and social care will inform learners about the next steps in developing their career pathway.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know about types of social care support available to adults
Tutor input – definitions of adult social care; PowerPoint presentation on the different types of provision; plenary to draw together knowledge of the topic.
Assessment for 1.1 – a poster which contains definitions of adult social care.
Tutor input – introduce group work to research types of adult social care provision using professional magazines/internet sites. Plenary on findings, learners to make notes. Learners to watch video clip/recording of an adult social care setting. Plenary with tutor input, 'fitting the need to the setting'.
Assessment for 1.2 and 1.3 – a booklet outlining the different types of adult social care and their purpose with examples of who would access the different types.
Guest speaker – 'Delivering adult social care', followed by a question and answer session.
Tutor input – taught session – defining informal care and its contribution to adult social care. Thoughtshower – learners to work in groups to identify examples of informal care in their own family unit/extended family. Groups to feedback the results of thoughtshower.
Assessment for 1.4 – a newspaper article on the contribution of informal care to adult social care.
Learning outcome 2: Know the range of jobs available in adult social care
Supported research session – learners to work in groups, researching jobs in adult social care, using the internet and professional magazines. Learners to share their findings with the whole class/class discussion.
Assessment for 2.1 – a poster which identifies job roles in adult social care.
Group work – learners matching descriptions of adult social care settings with descriptions/mini case studies of individuals with varying social care needs. Class plenary on the activity with learners making notes.
Assessment for 2.2 – an email outlining the different settings which provide adult social care.
Guest speaker – 'roles in adult social care', followed by a question and answer session.
Supported research in groups – ways of developing a role/career in adult social care. Class discussion with learners making notes.

Topic and suggested activities and assessment
Talk from learner or learners undertaking a level 2 qualification – class discussion and notes.
Assessment for 2.3 – an information pack which outlines a range of ways to develop a role or career in adult social care.

Assessment

Evidence for this unit can be generated in a variety of ways. For 1.1, learners could produce a poster which defines adult social care. For 1.2 and 1.3, learners could go on to produce a booklet which outlines the different types of adult social care and their purpose and who would access the different types, all of which may found in the unit content. Tutors should ensure that the evidence does not contain pictures or photographs of vulnerable adults for safeguarding and confidentiality reasons. For 1.4, learners could be guided in the production of a newspaper article which outlines how informal care contributes to adult social care. Learners could include personal experience of, for example, helping to take care of older relatives. Learners will benefit from examples of articles from relevant newspapers to understand the required format.

For 2.1, learners could produce a poster which identifies the different job roles in adult social care. Learners should identify at least 10 different roles. For 2.2, learners could design an email to a friend, outlining the different settings in adult social care. These emails could then be sent to either the tutor or peers within the class group and printed off for assessment. For 2.3, learners could produce an information pack which outlines three ways in which to develop a role or career in adult social care. Evidence may be drawn from professional magazines such as *Community Care* or *The Nursing Times* and should include career pathways and qualifications required.

Essential resources

Learners will need library access including textbooks, professional magazines and journals, ICT and CD ROMs.

Indicative resource materials

Textbooks

Pritchard J – *Training Manual for Working with Older People in Residential and Day Care Settings* (Jessica Kingsley Publishers, 2003) ISBN: 9781843101239

Roots J, Tann L and Winter L – *BTEC Entry 3/Level1 Health and Social Care Teaching Book and Resource Disk* (Pearson Publishing, 2010)
ISBN: 9781846909368

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

The Community Care Magazine (Reed Business Information)

The Nursing Times (Emap)

Websites

www.communitycare.com

Community Care Magazine online

www.nursingtimes.net

The Nursing Times online

www.dh.gov.uk

The Department of Health

Unit 2: Introduction to the Values and Principles of Adult Social Care

Unit reference number: D/502/9590

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to develop learner's awareness of the values and principles of adult social care.

Unit introduction

This unit will give learners an understanding of the key principles and values that are an essential part of adult social care in a multicultural society.

Learners will examine the reasons for upholding these key principles at all times and the benefits to both staff and users of services. Learners will also examine the importance of using personal histories, together with knowledge of likes, dislikes, needs and wishes of individuals, to support choice and quality of experience within the setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the values and principles of adult social care	1.1	Identify key values and principles of adult social care
		1.2	Outline why adult social care workers need to promote these values at all times
		1.3	Identify areas where own values and principles may conflict with those of adult social care
2	Know the importance of diversity within adult social care	2.1	Outline why it is important to support and respect diversity and different cultures and values
		2.2	Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes

Unit content

1 **Know the values and principles of adult social care**

Key values and principles: individuality; choice; rights; dignity; respect for the individual; independence; partnership; confidentiality; empowerment

Reasons for upholding values and principles: quality of experience; promotion of overall wellbeing; meeting legal and organisational requirements; promotion of anti-discriminatory practice; promotion of human rights

Areas of potential conflict: tensions between rights and responsibilities; confidentiality versus 'the right to know'; own beliefs and values; management of resources; organisational policy; balancing the needs of the family and the needs of the individual

2 **Know the importance of diversity within adult social care**

Importance of respecting diversity: promotion of individual rights; empowerment of individuals; supporting choice; recognition of the individual; legal and organisational requirements; promotion of overall wellbeing; quality of experience; reducing the risk of discriminatory practice; development of tolerance

Importance of personal histories: enriched quality of support; holistic, person-centred approach; avoidance of negative experience; recognition of personhood; enabling development of the individual; promotion of choice

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could begin by delivering a short, taught session on values and principles in adult social care. Support may be needed to enable learners to grasp the concepts of 'values' and 'principles'. A taught session may also be considered for describing the reasons to observe and uphold values and principles when working in adult social care. Tutors may wish to introduce a thought shower to enable learners to consider their own principles and values and how they obtained these. A plenary approach could be used for learners to consider the potential conflict between rights and responsibilities, management of resources and compliance with organisational policy. A gapped handout would support the gathering of information in preparation for assessment.

For learning outcome 2, tutors may wish to begin with a group discussion on the reasons why diversity should be respected. Tutors may wish to follow this by a brief input on the reasons for respecting and supporting diversity, different cultures and values. Tutor input on the potential conflicts which may arise between rights and responsibilities, resource management and compliance with organisational policy would be useful. Learners could be given gapped handouts to capture useful information in preparation for assessment. A guest speaker talking about the use of personal histories would enhance learning. Learners would benefit from the opportunity to ask questions.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the values and principles of adult social care
Tutor input – identifies the relevant key principles and values. Learners to take notes. Thoughtshower 'What are your values'?
Tutor input – key values and principles in adult social care. Learners to gather relevant information using a gapped handout. Class discussion, summarising values and principles discussed by the tutor.
Tutor to introduce the session; learners working in groups to explore issues in case studies. Groups feed back/plenary to discuss the issues.
Assessment for 1.1 – a poster which identifies key principles and values in adult social care.
Tutor input – PowerPoint presentation to illustrate the main reasons for observing key principles and values/use of training DVD followed by class discussion.
Assessment for 1.2 – a leaflet which outlines the reasons why adult social care workers need to promote these values at all times.
Tutor to introduce the session – conflicts between rights and responsibilities, resource management, compliance with organisational policy. Use of gapped handouts. Groups to explore areas of potential conflict using case studies. Class discussion to clarify issues. Thought shower to identify and consider own personal values.
Assessment for 1.3 – a poster on the potential conflict between personal values and principles and those of adult social care.
Learning Outcome 2: Know the importance of diversity within adult social care
Tutor-led discussion – why promote diversity? Learners to work in groups, making their own notes from the discussion, raising any points of confusion.
Tutor input – brief lecture using a gapped handout; respecting the culture and values of others. Learners work with case studies to identify issues. Plenary.
Use of training DVD followed by class discussion. Learners to work with scenarios to identify pertinent issues.
Assessment for 2.1 – a handout on the importance of supporting and respecting diversity, different cultures and values.
Tutor to introduce the session – individual learners to note down points which they would wish to have considered as users of adult social care services. Group discussion. Brief lecture on the reasons, linking this with previous learner input.

Topic and suggested activities and assessment
Guest speaker – using personal histories. Question and answer session.
Tutor input – recap on the previous session; class discussion on the importance of using personal histories and the benefits to individuals.
Assessment for 2.2 – a leaflet which outlines the importance of finding out personal histories, needs, wishes likes and dislikes.
Review of unit and programme of assignments.

Assessment

Evidence for this unit may be generated in a variety of ways. For 1.1, learners could produce a poster, which identifies the key principles and values in adult social care.

For 1.2, learners could produce a leaflet which extends the work on the poster and outlines why workers in adult social care need to promote the stated values at all times.

For 1.3, learners could produce a poster which identifies areas in adult social care where own values and principles may conflict with those of the adult social care setting. Learners may need support in dealing with what could be sensitive issues. One-to-one discussions with individual learners could be a way of supporting them in developing a reflective approach to the assessment.

For 2.1, learners are required to produce a more extended piece of writing. This could be in the form of a handout outlining why it is important to support and respect the diversity, different cultures and values of individuals who use adult social care.

For 2.2, learners could produce a leaflet which outlines the importance of finding out and using an individual's personal history, needs, wishes, likes and dislikes in order to provide quality support and care. It is important that learners show their understanding of the reasons for using personal histories and how this technique promotes good practice.

Essential resources

Learners will require access to library resources, including textbooks, professional magazines and journals and CD ROMs. Learners will also require access to ICT.

Indicative resource materials

Textbooks

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN: 9781846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Thompson N – *Promoting Equality, Valuing Diversity* (Russell House Publishing, 2009) ISBN: 97819055414192

Journals

Community Care Magazine (Reed Business Information)

The Nursing Times (Emap)

Websites

www.communitycare.com

Community Care Magazine

www.cqc.org.uk/

The Care Quality Commission

www.equalityhumanrights.com

The Equality and Human rights
Commission

www.nursingtimes.net

The Nursing Times Magazine

Unit 3: Awareness of the Skills and Attitudes Needed to Work in Adult Social Care

Unit reference number: M/502/9660

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to develop learner awareness of the skills and attitudes needed to work in adult social care.

Unit introduction

Working in adult social care requires more than the ability to deliver physical support. In this unit learners will investigate the wide range of skills required to enable individuals to achieve the quality of life they choose. Learners will also investigate the attitudes required and can reflect on their own attitudes and skills, identifying those areas which would benefit from development.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the range of skills and attitudes essential to work in adult social care	1.1	List skills and attitudes essential to work in adult social care
		1.2	Identify own skills and attitudes essential to work in adult social care
		1.3	Identify own skills and attitudes that require further development

Unit content

1 **Know the range of skills and attitudes essential to work in adult social care**

Adult social care: provision of care and/or support for individuals to achieve the quality of life they choose

Essential skills: good communication skills (writing, speaking, reading, listening); ability to understand information presented in a variety of formats, including written and spoken English; listening skills; questioning techniques; assessment of situations; identifying problems; producing solutions; supporting and helping users of services; team working skills; use of essential technology (ICT); use of simple mathematical techniques; recording and interpreting data

Essential attitudes: reliability; dependability; being non-judgemental; not discriminating or stereotyping; understanding what is meant by 'to act responsibly within the setting'; being accountable for own actions; ability to cope with change; reasons for showing interest and effort; use of initiative

Developing skills and attitudes: reflecting on own practice; reflecting on the need to adapt/develop own attitudes; supporting others

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could begin with taught input which gives learners the knowledge required to meet assessment criteria 1.1 and 1.2. The tutor could provide a gapped handout which includes information on verbal and non-verbal communication skills and leaves spaces for learners to add further notes. Learners would benefit from practising skills in pairs with peer observers to give feedback.

Tutors also need to provide input on the importance of clear and appropriate writing skills and the problems which can arise through poor handwriting. Learners will benefit from practising completing relevant forms and documents obtainable online or designed by the tutor.

A thought shower to address relevant attitudes could lead to discussion in relation to where attitudes may need to be adapted and why. Teamwork skills could first be addressed as taught input, followed by simulation activities where learners work in teams to solve tasks set by tutors. These tasks could include the manufacture of artefacts such as children's games, building towers from newspapers or solving problems such as division of budgets. Peer evaluation will give learners valuable insights into the need for development.

For 1.3, learners will require an initial explanation of reflective practice, but group discussion relating to events which learners have enjoyed/not enjoyed and why this was so, could support learner development. A guest speaker, who could be another member of staff, on the use of technology in adult social care will enhance the learner experience.

With regard to mathematical techniques, tutors may prefer to engage the support of colleagues within the centre, if they do not feel competent to deliver these.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the range of skills and attitudes essential to work in adult social care
Tutor input – introduction to the unit. Lecture on communication skills, verbal/non-verbal, listening and questioning. Learners to work in groups to role play and present to the class, followed by peer assessment and feedback.
Tutor input – writing skills; learners complete exemplar pro forma, eg record sheets. Class discussion on the importance of good writing skills in adult social care.
Thoughtshower – defining dependability, accountability, reliability and initiative. Learners work in groups with case studies to identify issues and give feedback.
Assessment for 1.1 – a list of skills and attitudes essential for work in adult social care.
Learners work in groups using scenarios prepared by the tutor to identify problems and produce solutions. Plenary.
Tutor input – team working skills; learners work in groups on a practical activity. Group and self-evaluation of co-operation.
Assessment for 1.2 – a poster which identifies own skills and attitudes which are essential to work in adult social care.
Guest speaker – using technology in adult social care, followed by a question and answer session.
Workshop session – learners work on simple mathematical techniques and discuss any areas of concern.
Tutor input – reflective practice, an explanation. Individual learners to reflect on attitudes, beliefs and values. Class discussion, the need for change.
Assessment for 1.3 – a diary identifying the learner’s skills and attitudes which may need further development.

Assessment

Evidence for this unit may be generated in a variety of forms, however it is essential that learners are not over assessed as learners are asked to list and identify rather than provide extended pieces of writing. Tutors are advised that the command verbs from the assessment criteria must be included in assessments and that learners are given clear guidance as to the meaning of 'identify' and 'list'.

For 1.1, learners are required to list the skills and attitudes essential for working in adult social care. A list is all that is required and should include eight skills and eight attitudes.

For 1.2, learners must identify their own skills and attitudes which are essential for working in adult social care. Learners could produce a poster of their own skills and attitudes, drawn from their original list, which they consider to be essential. Although not required for assessment, tutors may wish to take the opportunity to discuss with learners their reasons for their choices following assessment.

For 1.3, learners are required to identify their own skills and attitudes which they feel would benefit from development. This could take the form of a diary. Learners may need some support to reflect on their own skills and attitudes, recognising where development may be indicated. Encouragement and support to maintain a diary/notebook of suggested changes and personal progress, following official assessment, could enable learners to develop at their own pace.

Essential resources

Learners will require access to library facilities, including textbooks, professional magazines and journals, CD ROMs and ICT.

Indicative resource materials

Textbooks

Jasper M – *Foundations in Nursing and Health and Social Care, Beginning Reflective Practice* (Nelson Thorne, 2003) ISBN: 978-0748771172

Roots J, Tann L, and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN: 9781846909368

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

The Community Care Magazine (Reed Business Information)

Learning Disability Today (Emap)

Websites

www.communitycare.com	Community Care Magazine online
www.learningdisabilitycoalition.org.uk	Supports individuals with learning disabilities
www.nursingtimes.net	The Nursing Times Magazine online
www.scie_socialcareonline.org.uk/	Social Care Institute for Excellence

Unit 4: Awareness of Communication in Adult Social Care

Unit reference number: A/502/9662

Level: 1

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to develop learners' awareness of communication in adult social care and the different skills which are essential in this sector.

Unit introduction

In this unit learners will gain a fuller understanding of the issues concerning communication in adult social care. Learners will consider essential skills and areas where their own skills may require development. They will investigate barriers to communication, together with the measures which may be used to overcome them. Learners will also consider the range of records which must be completed when working in adult social care, together with the skills required to complete them correctly. Communication skills are amongst the most essential skills for those who aspire to work in adult social care. This unit provides a foundation on which learners can develop their own skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the communication skills needed in adult social care	1.1	Identify the range of communication skills needed in adult social care
2	Know how adult social care workers can meet the communication and language needs of individuals	2.1	Identify barriers to effective communication
		2.2	List ways of overcoming barriers to effective communication
3	Know the importance of record keeping in adult social care settings	3.1	List the different purposes for which record keeping might be used
		3.2	Give examples of different types of record keeping used in adult social care settings
		3.3	Outline the skills needed to maintain clear, accurate and up-to-date records

Unit content

1 Know the communication skills needed in adult social care

Skills: formal and informal; communication; verbal skills – clear speech, not using slang or jargon, use of appropriate questions; listening skills; visual skills; non-verbal skills – body language eg facial expression, posture, eye contact, use of gestures; proximity; appropriate use of touch; writing in appropriate formats, reading

2 Know how adult social care workers can meet the communication and language needs of individuals

Barriers: sensory impairment; English as an additional language; use of jargon or slang; cultural differences eg related to gender, inappropriate hand gestures; distress/emotional issues; health issues; environmental problems eg noise, lighting, seating, situation of the setting

Overcoming barriers: use of human aids – interpreters, translators, advocates; use of technological aids – hearing devices, Braille, computer software; reorganisation of environments; use of appropriate spaces

3 Know the importance of record keeping in adult social care settings

Purposes of record keeping: maintenance of service user information eg emergency contact, medication, health/dietary issues; recording of incidents and accidents; monitoring of care plans; management of resources; essential staff details; recording of visitors

Types of records: electronic records; use of secure password; incident and accident books; medication records; report forms; resource records; visitor attendance books

Skills required: accurate completion of records; knowledge of required information for each record; understanding of purposes for each record; maintenance of confidentiality; adherence to security protocols

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could begin by showing learners a clip from any suitable television programme, for example *Holby City*. Learners could observe and comment on the quality of communication skills, and record these on a checklist provided by the tutor. Learners will require some taught input so they have a basic knowledge of verbal and non-verbal communication skills. This could include the use of a training DVD which demonstrates good practice through role play. Learners will also benefit from practising skills using role play and simulation activities. Recording role play will allow learners to review and reflect on their own use of communication skills. Learners will also benefit from seeing examples of good practice in written communication.

For learning outcome 2, tutor input on barriers to communication will be essential. Tutor input using PowerPoint presentations and a gapped handout, for example, will enable learners to understand how barriers may be overcome. In group work, through the use of case studies, learners will be able to identify barriers to communication and match them to good working practices that can alleviate barriers. Tutors could lead a class discussion on the use of skills and also the need to understand cultural issues in order to avoid causing offence. A guest speaker talking about the use of technological aids which support communication or a visit to a relevant centre will give learners an opportunity to ask questions and see examples of relevant up-to-date technology.

For learning outcome 3, thoughtshovers could be used as an introduction. Learners could identify types of records, followed by tutor input on the types of recording and their purposes in adult social care. Tutors should include methods of electronic storage and the need for safety protocols, for example secure passwords. Learners will benefit from access to blank forms and records to practise completing them. Examples include accident and incident books, and individual care sheets for users of relevant services.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the communication skills needed in adult social care
Tutor input – introduction to the unit; video clip from television recording; learners to comment on level of communication skills.
Tutor input – brief lecture on verbal communication skills, formal and informal; use of training DVD, section on use of verbal skills, learners to complete a gapped handout.
Tutor input – discussion of non-verbal communication; importance of cultural differences. Learners to work in groups to practise using these skills
Tutor input – written skills; learners to work in groups to examine pieces of writing and discuss issues.
Assessment for 1.1 – a checklist identifying communication skills needed for working in adult social care.
Learning outcome 2: Know how adult social care workers, can meet the communication and language needs of individuals
Tutor input – barriers to communication; brief lecture; learners to work in groups with case studies to identify barriers to communication.
Tutor input – PowerPoint presentation to show the methods by which barriers to communication may be overcome. Learners to work in groups matching barriers to methods of removal.
Guest speaker – the use of technological aids to communication followed by a question and answer session.
Assessment for 2.1 and 2.2 – a handout identifying barriers to communication and listing ways of overcoming them.
Learning outcome 3: Know the importance of record keeping in adult social care settings
Thought shower – types of records known to learners. Brief lecture; recording for adult social care, purposes and types.
Practical session; learners completing pro forma; discussing issues with tutor.
Tutor input – skills required for accurate record keeping; safe and secure storage including electronic storage.
Assessment for 3.1 3.2 and 3.3 – a leaflet on record keeping in adult social care listing the different purposes for which record keeping might be used, giving examples of different types of record keeping and outlining the skills needed to maintain clear, accurate and up-to-date records.
Review of unit and programme of assignments.

Assessment

Evidence for this unit may be generated in a variety of forms. For 1.1, learners could produce a checklist, which identifies a range of communication skills required for working in adult social care. The checklist must include examples from verbal, non-verbal communication and written communication.

For 2.1 and 2.2, learners could provide a handout which must identify five barriers to communication, including one cultural difference and one environmental barrier. Methods of overcoming each of the five barriers must be identified. (It is essential that learners match the methods of overcoming the barriers to the barriers which have been identified.)

For 3.1 3.2 and 3.3, learners could produce a leaflet which must list five purposes of record keeping in adult social care, giving an example of a record to match each of the five purposes, (examples may overlap). The five skills shown in the unit content required for maintaining clear, accurate and up-to-date records in adult social care must also be outlined in the leaflet.

It is essential that learners are supported in balancing presentation with content. Whilst presentation is important, the content is to be matched against the relevant assessment criteria and must, therefore, take precedence.

Essential resources

Learners will require access to library resources including textbooks, journals and professional magazines, CD ROMs and ICT. Visiting speakers who are either experts in the field or who work in adult social care will enhance learners' experience.

Indicative resource materials

Textbooks

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book*, (Pearson, 2010) ISBN: 9781846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

Community Care Magazine (Reed Business Information)

The Nursing Times (Emap)

Websites

www.communitycare.com

Community Care Magazine online

www.mentalhelp.net/

Communication tips for dementia workers

www.mulho.com

Mulberry House, suppliers of relevant training videos

www.nursingtimes.net

The Nursing Times Magazine online

www.scie.org.uk

Social Care Institute for Excellence

Unit 5: Awareness of the Role and Responsibilities of the Adult Social Care Worker

Unit reference number: F/502/9727

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to develop learners' awareness of the roles and responsibilities of the adult social care worker.

Unit introduction

This unit is designed to develop an understanding of the role and responsibilities of an adult social care worker. Learners will examine the range of daily tasks which may be undertaken and the need for a professional approach.

Issues regarding the duty of care, which is integral to the role, are explored, and learners will consider the implications of these. Partnership working is investigated, together with the benefits of this for the adult social care worker. Learners will also investigate and examine the reasons for reporting suspected abuse and neglect within a setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about the responsibilities of the adult social care worker	1.1	Identify main responsibilities of an adult social care worker
		1.2	Outline the responsibilities and limits of the relationship between care workers and the individual
		1.3	Identify others that adult social care workers may work in partnership with
		1.4	Outline the need to report any suspicions about abuse or neglect
2	Know about the role of the adult social care worker	2.1	Identify daily tasks in a range of adult social care roles
		2.2	Outline how duty of care might apply to the adult social care worker's daily role
		2.3	Give examples of how to provide person-centred support when supporting individuals in day-to-day activities

Unit content

1 Know about the responsibilities of the adult social care worker

Responsibilities: supporting personal care; performing personal care; adherence to legal and organisational policies; contributing to the health and safety of individuals within the setting; taking reasonable care of own safety; contributing to the quality of experience for individuals; supporting members of the staff team; timely completion of allocated tasks; timely completion of records; seeking support when necessary

The professional relationship: limits; maintenance of professionalism; confidentiality; 'need to know'; separation of private and professional life; when to step away; dangers of over involvement

Partnerships: principles of partnership eg sharing information, regular communication, recognising self as a member of team; respect for the skills of others eg family, friends, informal carers, managers, health professionals, doctors, nurses, dentists, physiotherapists, social care professionals, social workers, housing officers, care assistants, advocates, members of community groups, housekeeping staff; shared responsibilities; organisations providing home services eg meals on wheels; managing conflict and resolving issues; multi-agency; multi-disciplinary teams

Reporting: reasons for reporting – suspected malpractice, abuse or maltreatment of an individual; suspected neglect of an individual; adherence to legal requirements and organisational policies; right of individuals to be safe; following procedures

2 Know about the role of the adult social care worker

Daily tasks: helping with personal care; supporting individuals in maintaining personal hygiene; feeding; serving meals; managing linen; dealing with spillages; interacting with individuals; participating in activities with individuals; initiating activities with individuals; interacting with family, friends, other professionals within the setting; visiting professionals; completion and maintenance of accurate and timely records

The duty of care: acting in the best interest of individuals within the setting; acting within own sphere of competence; reporting accidents, incidents and concerns; seeking help for tasks and situations beyond own sphere of competence; awareness of health and safety

Person-centred support: supporting individuals in making choices; involvement of individual in decision making; use of an individual's preferred method of communication; acknowledging an individual's right to opt out/not cooperate; acknowledging an individual's right not to participate in activities; respecting wishes, likes and dislikes with regard to the timing of daily activities

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could begin with a plenary on the roles and responsibilities of the adult social care worker. This would enable tutors to gain an overview of the level of understanding which learners have. Case studies could then be introduced to enable learners to identify the roles and responsibilities of relevant personnel within the sector. A guest speaker who could deliver an input on the professional relationship, its boundaries and limits, would provide a realistic context for learners. It is essential that time is included for learners to ask questions.

The use of thoughtshowers and groups discussions is useful and will provide a forum for learners to develop their understanding of partnership working and its different forms. Learners could carry out further research in groups and present their findings to the class. They could refer to situations in the media where partnerships have not worked.

Learners will require taught input about reporting malpractice and abuse. A guest speaker from a Local Safeguarding Adults Board could provide useful information on the procedures and legal requirements for reporting when there are suspicions of abuse and malpractice.

For learning outcome 2, tutors could use a combination of taught input and group discussion/thoughtshowers to inform learners and enhance their understanding. For example, learners could make use of a thoughtshower to identify the tasks of an adult social care worker. Learners will also benefit from some taught input, for example with the use of PowerPoint presentations and gapped handouts, on the topic of 'duty of care' and its implications for the adult social care worker. The use of UK video clips from You Tube and the BBC Learning Zone will provide enhanced interest and realistic contexts for learners.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know about the responsibilities of the adult social care worker
Tutor input – plenary regarding the responsibilities of the role; learners working with case studies to identify responsibilities and the approach to them.
Assessment for 1.1 – a poster identifying the main responsibilities of the adult social care worker.
Guest speaker on the professional relationship followed by a question and answer session.
Thought shower on the definition of ‘partnerships’ in adult social care; group discussion on the benefits of partnership working. Groups work on presentations to bring to the class on multi-agency and multi-disciplinary partnerships in adult social care.
Guest speaker from a Local Safeguarding Adults Board, followed by a question and answer session on reporting suspicions and the legal requirements.
Assessment for 1.2, 1.3 and 1.4 – an information pack on relationships and partnerships in adult social care, identifying the main responsibilities of the adult social care worker, outlining responsibilities and limits of the relationship between care workers and the individual, identifying others that adult social care workers may work in partnership with and outlining the need to report any suspicions about abuse or neglect.
Learning outcome 2: Know about the role of the adult social care worker
Thought shower on the daily tasks undertaken by the adult social care worker; groups work with case studies to identify the tasks which would support the individuals who required support.
Tutor input – lecture using a PowerPoint presentation on ‘the duty of care’; plenary to discuss the implications.
Tutor input – definition of person-centred support; learners observe a video clip on the care of older people, and then work in groups to discuss how a person-centred approach could be applied to support the individuals.
Assessment for 2.1, 2.2 and 2.3 – a booklet on the role of the adult social care worker, identifying daily tasks in adult social care roles, outlining how duty of care applies to the adult social care worker’s daily role and giving examples of providing person-centred support when supporting individuals in day-to-day activities.
Review of unit and programme of assignments.

Assessment

Evidence for this unit can be generated in a variety of forms. For 1.1, learners could produce a poster identifying the main responsibilities of the adult social care worker. Please note that the assessment criterion asks learners to identify these and it is important not to over assess learners by requesting a description or notes.

For 1.2, 1.3 and 1.4, learners could produce an information pack which contains information on all the following: the responsibilities and limits of the relationship between the adult social care worker and the individual, others who may work in partnership with the adult social care workers, ie health professionals, social care professionals, family, friends and informal carers. Learners must also include the need to report any suspicions of malpractice or abuse. It is essential that assessments contain the correct command verbs from the assessment criteria so learners receive accurate guidance and focus for their work.

For 2.1, 2.2 and 2.3, learners could produce a booklet on the role of the adult care worker. The booklet must include four tasks carried out by adult social care workers, an outline of how a 'duty of care' might apply to one of the roles, and three examples of how to apply person-centred support when working with individuals in day-to-day activities. Again, it is essential that the correct command verbs, used in the assessment criteria, are included in assessments.

Essential resources

Learners will require access to library facilities including textbooks, professional magazines and journals, ICT and CD ROMs. Visiting speakers with relevant experience will enhance the learner experience.

Indicative resource materials

Textbooks

Burgess C, Pritchatt and Shaw C – *Easy Steps S/NVQ Level 2 Health and Social Care*, (Heinemann, 2007) ISBN: 9780435465278

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN: 9781846909191 (This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

British Journal of Health Care Assistants – available at www.healthcareassistants.co.uk

The Community Care Magazine (Reed Business Information)

Websites

www.communitycare.co.uk

Community Care Magazine

www.bbc.co.uk/learningzone/clips

The BBC Learning Zone provides a variety of relevant video clips

www.healthcareassistants.co.uk

British Journal of Healthcare Assistants

www.nursingresidentialcare.com

Online journal for workers in residential settings

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the health and social care sector

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
5		BTEC Higher Nationals in Health and Social Care		<p>Pearson Level 5 Diploma in Leadership for Health and Social Care and Children's Services for England</p> <p>Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland</p> <p>Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland</p> <p>Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) Wales</p>

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
5				<p>Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland</p> <p>Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland</p> <p>Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) Wales</p>

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	<p>Pearson BTEC Level 3 Certificate in Preparing to Work in Adult Social Care</p> <p>Pearson BTEC Level 3 Award in Awareness of Dementia Care</p> <p>Pearson BTEC Level 3 Certificate in Dementia Care</p> <p>Pearson BTEC Level 3 Certificate in Activity Provision in Social Care</p> <p>Pearson BTEC Level 3 Award in Supporting Individuals with Learning Disabilities</p> <p>Pearson BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities</p> <p>Pearson BTEC Level 3 Certificate in Working with Individuals with Diabetes</p>	<p>Pearson Level 3 Diploma in Health and Social Care (Adults) for England</p> <p>Pearson Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland</p> <p>Pearson Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland</p>

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
2	<p>GCSE (Double and Single Award) in Health and Social Care</p> <p>Advanced Diploma in Society, Health and Development</p> <p>Foundation Diploma in Society, Health and Development</p>	<p>Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care</p> <p>Advanced Diploma in Society, Health and Development</p>	<p>Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care</p> <p>Pearson BTEC Level 2 Award in Awareness of Dementia</p> <p>Pearson BTEC Level 2 Certificate in Dementia Care</p> <p>Pearson BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities</p> <p>Pearson BTEC Level 2 Award in Supporting Activity Provision in Social Care</p> <p>Pearson BTEC Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings</p>	<p>Pearson Level 2 diploma in Health and Social Care (Adults) for England</p> <p>Pearson Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland</p>

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
1		<p>Pearson BTEC Level 1 Award/Certificate/Diploma in Health and Social Care (until December 2012)</p> <p>Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care</p> <p>Pearson BTEC Level 1 Award in Introduction to Health and Social Care and Children and Young People's Settings</p> <p>Pearson BTEC Level 1 Certificate in Introduction to Health and Social Care and Children and Young People's Settings</p> <p>Pearson BTEC Level 1 Award in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Child care (Wales and Northern Ireland)</p>		

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
Entry		Pearson BTEC Entry Level Award in Health and Social Care (Entry 3) (until December 2012)		

Annexe B

Wider curriculum mapping

Pearson BTEC level 1 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care, against the underpinning knowledge of the National Occupational Standards in Health and Social Care.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5
National Occupational Standards in Health and Social Care					
HSC 21: Communicate with and complete records for individuals			#	#	
HSC 0024: Ensure your own actions support the care, protection and wellbeing of individuals					#
HSC 240: Contribute to the identification of the risk of danger to individuals and others					#
HSC 234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals		#			
HSC 31 Promote effective communication with, for and about individuals			#	#	
HSC 32 Promote, monitor and maintain health, safety and security in the working environment	#		#		#
HSC 35: Promote choice, wellbeing and the protection of all individuals		#			
HSC 311: Promote the equality, diversity, rights and responsibilities of individuals		#			
HSC 430: Support the protection of individuals, key people and others					#

Annexe D

Mapping to Level 1 functional skills

Level 1	Unit number				
English – Speaking, Listening and Communication	1	2	3	4	5
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	3	3	3	3	3
English – Reading					
Read and understand a range of straightforward texts	3	3	3	3	3
English – Writing					
<ul style="list-style-type: none"> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience 				3	

Level 1	Unit number				
Mathematics – representing	1	2	3	4	5
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine			3		
Identify and obtain necessary information to tackle the problem			3		
Select mathematics in an organised way to find solutions			3		
Mathematics – analysing					
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes					
Use appropriate checking procedures at each stage					

Mathematics – interpreting					
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations					

Level 1	Unit number				
ICT – using ICT	1	2	3	4	5
Identify the ICT requirements of a straightforward task					
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context					
Manage information storage					
Follow and demonstrate understanding of the need for safety and security practices					
ICT – finding and selecting information					
Use search techniques to locate and select relevant information	3	3	3	3	3
Select information from a variety of ICT sources for a straightforward task	3	3	3	3	3
ICT – developing, presenting and communicating information					
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks					
Use appropriate software to meet requirements of straightforward data-handling task					
Use communications software to meet requirements of a straightforward task					
Combine information within a publication for a familiar audience and purpose					
Evaluate own use of ICT tools					

Annexe E

Unit mapping overview

BTEC Level 1 Award/Certificate/Diploma in Health and Social Care (specification end date 31/12/2012)/new versions of the BTEC Level 1 Award in Preparing to Work in Adult Social Care (specification start date 01/09/2011)

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24
Unit 1					P							P							P					
Unit 2																								
Unit 3																								
Unit 4																		P						
Unit 5							P						P				P							

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

October 2017

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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