

Pearson BTEC Level 2 Certificate in Induction into Adult Social Care in Northern Ireland

Specification

BTEC Specialist qualification

First teaching August 2014

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:

Pearson BTEC Level 2 Certificate in Induction into Adult Social Care in Northern Ireland (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 2 Certificate in Induction into Adult Social Care in Northern Ireland specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC 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).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Certificate in Induction into Adult Social Care in Northern Ireland
Qualification Number (QN)	601/0114/3
Regulation start date	03/07/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	23
Assessment	Centre-devised assessment (internal assessment) and Pearson-devised assessment (onscreen testing).
Total Qualification Time (TQT)	230
Guided learning hours	203
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 2 Certificate in Induction into Adult Social Care in Northern Ireland is for learners who work in, or want to work in, a social care setting.

It gives learners the opportunity to:

- develop knowledge related to adult social care in Northern Ireland
- learn about communication, equality, diversity and inclusion, personal development, the role of the social care worker, handling information, health and safety, safeguarding, duty of care and person-centred approaches
- achieve a nationally-recognised Level 2 qualification.

Apprenticeships

Skills for Care and Development, the SSC for people providing social work, social care and children's services to people of the UK, approves the Pearson BTEC Level 2 Certificate in Induction into Adult Social Care as a knowledge component for the Level 2 Apprenticeship in Health and Social Care.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Certificate in Induction into Adult Social Care in Northern Ireland.

Progression opportunities through Pearson qualifications

Learners who have achieved the Level 2 Certificate can progress to the Pearson BTEC Level 3 Certificate in Induction into Adult Social Care in Northern Ireland.

Industry support and recognition

This qualification is supported by Skills for Care and Development, the SSC for people providing social work, social care and children's services to people of the UK.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Health and Social Care. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Certificate in Induction into Adult Social Care in Northern Ireland

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	23
Number of mandatory credits that must be achieved	20
Number of optional credits that must be achieved	3

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/602/2905	Principles of communication in adult social care settings	2	2	17
2	L/602/3035	Principles of personal development in adult social care settings	2	2	17
3	H/602/3039	Principles of diversity, equality and inclusion in adult social care settings	2	2	18
4	A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26
5	H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	1	9
6	A/602/3113	Understand the role of the social care worker	2	1	9
7	J/602/3180	Understand person-centred approaches in adult social care settings	2	4	34
8	R/602/3179	Understand health and safety in social care settings	2	4	40
9	Y/602/3118	Understand how to handle information in social care settings	2	1	9

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
10	J/601/4527	Understand how to safeguard the welfare of children and young people	2	3	25
11	R/602/2954	Understand employment responsibilities and rights in health, social care or children and young people's settings	2	3	24

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
Units 1, 3, 4, 5, 6, 7, 8, 9	Pearson-devised assessment: onscreen test
Units 2, 10, 11	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

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 in and outside the workplace, 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. If 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.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have 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

When a learner achieves a unit, they gain the specified number of credits.

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

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Principles of communication in adult social care settings

Unit reference number: L/602/2905

Level: 2

Credit value: 2

Guided learning hours: 17

Unit aim

This unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why communication is important in adult social care settings.	1.1	Identify different reasons why people communicate.	<ul style="list-style-type: none"> □ Express needs; share ideas and information; reassure; express feelings; build relationships; socialise; ask questions; share experiences
		1.2	Explain how effective communication affects all aspects of working in adult social care settings.	<ul style="list-style-type: none"> □ Supports the development of effective relationships; helps to build trust; aids understanding of individuals' needs/choices/preferences/abilities; prevents misunderstandings; supports the development of own knowledge and skills
		1.3	Explain why it is important to observe an individual's reactions when communicating with them.	<ul style="list-style-type: none"> □ To understand non-verbal communication, facial expressions, eye contact, gestures; to know if information has been understood; to understand when and how to adjust communication method; to recognise barriers to communication
2	Understand how to meet the communication and language needs, wishes and preferences of an individual.	2.1	Explain why it is important to find out an individual's communication and language needs, wishes and preferences.	<ul style="list-style-type: none"> □ To enable expression of needs, wishes and preferences; to empower individuals; to support independence; to establish trust between individuals and care professionals; to reduce the occurrence of mistakes in care; to reduce the occurrence of mistakes in the delivery of treatment
		2.2	Describe a range of communication methods.	<ul style="list-style-type: none"> □ Verbal; non-verbal; written; British sign language; Makaton; Braille; finger spelling; pictures and symbols; technological aids, minicom, telephone relay systems; human aids, interpreters, translators, advocates

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to reduce barriers to communication.	3.1	Identify barriers to communication.	<ul style="list-style-type: none"> □ Sensory impairment; dialect; use of jargon; environmental factors, noise, poor lighting; attitudes of service users, attitudes of care workers, effects of alcohol or drugs; aggression; mental health problems; learning disabilities; health conditions; lack of confidence
		3.2	Describe ways to reduce barriers to communication.	<ul style="list-style-type: none"> □ Use of technological aids; use of human aids; using clear speech and appropriate vocabulary; staff training; improving environment through the use of sound proofing, closing doors to reduce external noise, adapting lighting to enable lip reading, rearranging seating to support conversations; reducing distractions; checking understanding
		3.3	Describe ways to check that communication has been understood.	<ul style="list-style-type: none"> □ Use of paraphrasing; use of reflective listening, active listening; observation of body language
		3.4	Identify sources of information and support or services to enable more effective communication.	<ul style="list-style-type: none"> □ Interpreting service; speech and language services; advocacy services; third sector organisations, Stroke Association, Action on Hearing Loss, National Autistic Society; RNIB Northern Ireland; SENSE

Learning outcomes		Assessment criteria		Unit amplification
4	Understand confidentiality in adult social care settings.	4.1	Define the term 'confidentiality'.	<ul style="list-style-type: none"> Definition — not sharing information without permission; adherence to the principles of the Data Protection Act 1998, including subsequent amendments
		4.2	Describe ways to maintain confidentiality in day to day communication.	<ul style="list-style-type: none"> Maintaining confidentiality through paper-based activities, electronically and ensuring verbal confidentiality; paper-based activities — use of secure storage facilities, use of locked cabinets, shredding papers no longer required, disposing of sensitive waste securely; electronic — secure electronic storage of documents by using secure passwords, not leaving computer screens unattended; verbal confidentiality — not repeating information without permission
		4.3	Describe situations where information normally considered to be confidential might need to be shared with agreed others.	<ul style="list-style-type: none"> When individuals are at risk of harm from others, from themselves; suspected abuse; malpractice
		4.4	Explain how and when to seek advice about confidentiality.	<ul style="list-style-type: none"> How: by referring to the manager or the 'named person' within a setting', by referring to the confidentiality policies and procedures of a setting, by consulting the Office of the Information Commissioner When: to work within boundaries of own role; when uncertain of boundaries; to gain consent for procedures, care, treatment; when asked to reveal personal or sensitive information

Information for tutors

Delivery

This unit should be delivered by a well-qualified and suitably experienced tutor. Learners will require some taught input, particularly with regard to methods of communication and the communication cycle. However, opportunities should be provided for the examination of issues of confidentiality through discussions in order for learners to gain an understanding of the factors that may have an effect on this. The use of case studies obtained from professional magazines and input from visiting speakers will enable learners to gain a fuller understanding of potential barriers to communication and the effects on the wellbeing of users of services. Ethical issues such as the enabling of individuals to use their preferred method of communication will need to be discussed in detail to provide learners with an understanding of the importance of this. Class time could also include simulations of interactions to provide learners with opportunities to observe the reactions of colleagues to their own communication. Videoing of these sessions will allow learners to understand where they may need to modify their paralanguage, verbal and non-verbal communication.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to the unit.
Learning outcome 1: Understand why communication is important in adult social care settings
Use of buzz groups focusing on reasons why we communicate. Groups to give feedback on their findings. Tutor-led class discussion with learners taking notes.
Tutor-led class discussion on effects of communication on working in adult social care; learners to work in groups with case studies. Groups to provide feedback to the whole class. Taught input on the importance of observing others' reactions.
Observation of training video on recognising barriers to communication, learners to take notes. Role-play session, practising communication skills.
Learning outcome 2: Understand how to meet the communication and language needs, wishes and preferences of an individual
Taught session, learners to take notes on the importance of finding out the communication and language needs, wishes and preferences of individuals; groups working with case studies to identify the communication and language needs, wishes and preferences of particular individuals and the importance of finding these out.
Guest speaker on the use of communication methods. Question and answer session.
Guest speaker on the use of technological aids to communication.

Topic and suggested assignments/activities
Group internet research session on methods of communication. Groups give feedback.
Taught session on when and how to seek advice; the role of other professionals. Class discussion on reasons for seeking advice.
Learning outcome 3: Understand how to reduce barriers to communication
Taught session; learners to take notes on barriers to communication; learners to work in groups with case studies to identify barriers.
Taught session; learners to take notes/class discussion on ways of reducing barriers.
Taught session with demonstration on ways of checking understanding, learners to work in pairs to practice methods of checking understanding.
Guest speaker on sources of support. Question and answer session.
Learning outcome 4: Understand confidentiality in adult social care settings
Taught session on the principles of the Data Protection Act 1998, including subsequent amendments.
Taught session followed by class discussion on confidentiality in day-to-day communication.
Guest speaker on when information may need to be passed on. Question and answer session.
Taught session on seeking advice. Class discussion.
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resources

Textbooks

Borg J – *Body Language: 7 Easy Lessons to Master the Silent Language* (Prentice Hall Life, 2008) ISBN 9780273717348

Moss B – *Communication Skills for Health and Social Care* (Sage Publications Limited, 2007) ISBN 9781412922852

Magazines

Community Care Magazine

Websites

www.communicationmatters.org.uk

Communication Matters

www.makaton.org

The Makaton Charity

Unit 2: Principles of personal development in adult social care settings

Unit reference number: L/602/3035

Level: 2

Credit value: 2

Guided learning hours: 17

Unit aim

The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand what is required for good practice in adult social care roles.	1.1	Identify standards that influence the way adult social care job roles are carried out.	<ul style="list-style-type: none"> □ Codes of practice including subsequent amendments —Northern Ireland Social Care Council Codes of Practice; Health and Social Care (Reform) Act (Northern-Ireland) 2009; Human Rights Act 1998; National Occupational Standards for Adult Social Care; standards specific to organisations
		1.2	Explain why reflecting on work activities is an important way to develop own knowledge and skills.	<ul style="list-style-type: none"> □ Identification of strengths and weaknesses; identification of training needs; recognition of gaps in knowledge; currency of knowledge and practice
		1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work	<ul style="list-style-type: none"> □ Reflect on background and experiences; understand effects of beliefs and attitudes on practice; seek ways to gain feedback on practice; seek professional development opportunities; challenge personally held prejudice; develop knowledge and understanding of needs, culture and background of individuals using services

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how learning activities can develop knowledge, skills and understanding.	2.1	Describe how a learning activity has improved own knowledge, skills and understanding.	<ul style="list-style-type: none"> □ Developing new concepts and ideas through discussion, working with colleagues, asking questions, training; best practice; safe practice; benchmarking
		2.2	Describe how reflecting on a situation has improved own knowledge, skills and understanding.	<ul style="list-style-type: none"> □ Increased knowledge; recognition of training needs; increased understanding of situations; recognition of effects of performance on situations
		2.3	Describe how feedback from others has developed own knowledge, skills and understanding.	<ul style="list-style-type: none"> □ Gaining of insights into performance; adaptation of skills to match situations, meet needs of others; identification of training needs; increased knowledge; ways in which feedback has developed knowledge, skills and understanding, (highlighting of gaps in knowledge and understanding); provision of additional knowledge and understanding from mentors, line managers; highlighting of skills gaps; gaining of further skills based on explanations included in feedback; observation of skilled practitioners as part of feedback

Learning outcomes		Assessment criteria		Unit amplification
3	Know how a personal development plan can contribute to own learning and development.	3.1	Define the term 'personal development plan'.	<ul style="list-style-type: none"> □ A structured and supported process to enable reflection upon learning and performance, plan for future progression; a set of goals, aims and objectives to enable personal and professional development
		3.2	Identify who could be involved in the personal development plan process.	<ul style="list-style-type: none"> □ Learners; line managers; mentors; tutors; other professionals within the setting
		3.3	Identify sources of support for own learning and development	<ul style="list-style-type: none"> □ Line manager, supervisor; mentoring schemes; tutor; colleagues; accessing specialist information through external organisations; online professional magazines and journals; accessing funding
		3.4	List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding.	<ul style="list-style-type: none"> □ Targeting areas for development; production of SMART targets for progression; identification of sources of support; involvement of relevant individuals; identification of training needs; achievement of personal and professional goals and targets

Information for tutors

Delivery

This unit should be delivered by an appropriately qualified member of staff, preferably with experience of the adult social care sector. Input from visiting speakers who are currently involved in this sector would enhance learner experience. Learners will also benefit from visits to centres aimed at cultures different from their own, for example advice centres for particular ethnic groups. Some taught input will be required, but learners should be provided with opportunities for discussion and reflection in order to examine currently held views and values within a safe environment.

The use of case studies obtained from professional journals and magazines will be of benefit and learners could be encouraged to use these resources as part of personal study. Tutors could also utilise video clips from the internet, for example the BBC Learning Zone class clips on relevant topics. Training material, electronic and paper-based, from reliable organisations will also be of use.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand what is required for good practice in adult social care roles
Tutor-led discussion on duties and responsibilities/organisational roles and practices; learners to take notes; groups to work with job descriptions to discuss what would be good practice when carrying out the roles.
Guest speaker on reflective practice in adult social care. Question and answer session; learners to take notes.
Taught session on Codes of Practice, Minimum Standards and Occupational Standards.
Tutor-led discussion on beliefs and values and effects on quality of own work; use of training DVD on working with cultures other than own. Buzz groups working to apply session to case studies; groups give feedback.
Learning outcome 2: Understand how learning activities can develop knowledge, skills and understanding
Tutor explanation of the links between learning activities and the development of knowledge, skills and understanding. Learners to work in buzz groups, using personal examples of learning activities and the development of existing knowledge, skills and understanding.
Taught session on defining reflection and its uses in personal and professional development; learners to work individually, reflecting upon a situation or experience which has improved their knowledge and skills in any area. Class plenary to apply examples to the topic.

Topic and suggested assignments/activities
Taught session on the benefits and uses of feedback in professional life.
Learning outcome 3: Know how a personal development plan can contribute to own learning and development
Taught session on the personal development plan/the planning process; learners working individually to identify areas of personal development.
Taught session on sources of support, learners to take notes. Class plenary to examine who could be involved in the process.
Internet/literature search with tutor support on sources of support from external agencies; group discussion on findings.
Group work session, listing the benefits of a personal development plan; taught session on SMART targets.
Review of unit.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Haworth E, Higgins H, Hoyle, Lavers S and Lewis C — *BTEC Level 2 First Health and Social Care Student Book* (Pearson Education Ltd, 2010) ISBN 9781846906817

Needham J F and Hegner B — *Nursing Assistant, A Nursing Process Approach* (Delmar Learning, 2008) ISBN 9781418066062

Nolan, Y et al- *Level 2 Health and Social Care Diploma: Candidate Book (Level 2 Work Based Learning Health and Social Care)* (Heinemann, 2011) ISBN-13: 978-0435031947

Magazines

Care Magazine-Skills for Care

Quality and Compliance

Social Work Today

Websites

www.communitycaremagazine.co.uk	Community Care magazine
www.delni.gov.uk	Department for Employment and Learning
www.niscc.info	Northern Ireland Social Care Council
www.scie.org.uk	Social Care Institute for Excellence
www.skillsforcare.org.uk	The Sector Skills Council for Adult Social Care
www.skillsforhealth.org.uk	Sector skills Council for Health

Unit 3: Principles of diversity, equality and inclusion in adult social care settings

Unit reference number: H/602/3039

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of diversity, equality and inclusion.	1.1	Define what is meant by: <ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Discrimination. 	<ul style="list-style-type: none"> □ Diversity: differences between individuals and groups due to, culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, gender reassignment, socio-economic status □ Equality: individual rights; giving choices; showing respect; services in response to individual need □ Inclusion: individuals at the centre of planning and support; valuing diversity □ Discrimination: the practice of treating one person or group of people less fairly or less well than other people
		1.2	Describe how direct or indirect discrimination may occur in the work setting.	<ul style="list-style-type: none"> □ Direct discrimination: treatment or consideration of, or making a distinction in favour of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit by bullying, delivering a different standard of care to an individual than that received by others in the setting □ Indirect discrimination: provision of services in ways which prevent some individuals from using the services — not meeting dietary requirements, not providing adapted facilities and equipment, not providing single gender staff for personal care

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination.	<ul style="list-style-type: none"> □ Increased participation; increased access to resources; increased access to facilities for people who use services; individuals receive their rights; individuals gain an awareness of their rights; individuals are enabled to use preferred methods of communication; individuals are enabled to make complaints, receive responses to complaints; care workers gain confidence in adhering to relevant legislation and codes of practice; discriminatory practices are challenged

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to work in an inclusive way.	2.1	List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.	<ul style="list-style-type: none"> □ Key legislation: Health and Social Care (Reform) Act (NI) 2009; Safeguarding Vulnerable Groups (Northern Ireland) Order 2007; Disability Discrimination Act 1995 (as amended); Disability Discrimination (Northern Ireland) Order 2006; The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006
		2.2	Describe how to interact with individuals in an inclusive way.	<ul style="list-style-type: none"> □ Individuals to include colleagues; adults using services; use of appropriate terms when discussing an individual's needs due to disability, ethnicity; use of age-appropriate language; use of individual's preferred method of communication; use of non-defensive body language; avoidance of jargon, slang; observing personal space; use of active listening skills; not using gestures and body language which is culturally offensive
		2.3	Describe ways in which discrimination may be challenged in adult social care settings.	<ul style="list-style-type: none"> □ Directly addressing discriminatory behaviour as it occurs by reporting incidents to line manager; by reporting incidents to the 'named person' within the setting; challenging self by reflecting on own beliefs and attitudes
3	Know how to access information, advice and support about diversity, equality, inclusion and discrimination.	3.1	Identify sources of information, advice and support about diversity, equality, inclusion and discrimination.	<ul style="list-style-type: none"> □ Line manager; colleagues; The Northern Ireland Social Care Council; Sector Skills Councils, Skills for Care and Development, Skills for Health; Equality Commission for Northern Ireland Professional organisations,; third sector organisations, Age NI, Dementia Society, Alzheimer's Society, Mencap Northern Ireland, National Autistic Society Northern Ireland; professional magazines
		3.2	Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination.	<ul style="list-style-type: none"> □ How: by consulting line manager, supervisor, colleagues; consult websites □ When: when unsure of how to challenge discrimination; to stay within boundaries of own role; when unsure of how to recognise discrimination; if accused of discrimination; when experiencing discrimination

Information for tutors

Delivery

Learners will require some taught input with regard to key terms, legislation and codes of practice. However, the use of training DVDs, case studies and input from professionals who have experience of working in a multicultural environment will enhance learning. Learners will also benefit from reflecting upon their own views in a safe environment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand the importance of diversity equality, and inclusion
Taught session on definition of terms; class discussion.
Taught session on definition of direct and indirect discrimination; buzz groups to discuss how this could occur in the workplace. Groups give feedback.
Guest speaker on the effects of discrimination. Question and answer session.
Taught session on reducing discrimination in adult social care; methods and practices.
Use of training DVD. Class plenary.
Learning outcome 2: Know how to work in an inclusive way
Taught session on legislation and codes of practice. Buzz groups applying these to case studies; group give feedback.
Taught session on inclusive interaction. Class discussion.
Taught session on challenging discrimination. Group work, applying learning to case studies and feed back to the class.
Learning outcome 3: Know how to access information, advice and support about diversity, equality, inclusion and discrimination
Internet research session; sources of information and support; learners discuss findings.
Taught session on when to access sources of information and support; group work applying the learning to case studies and giving feedback.
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resources

Textbooks

Nolan, Y et al – *Level 2 Health and Social Care Diploma: Candidate Book (Level 2 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN-13: 978-0435031947

Thompson N – *Promoting Equality, Valuing Diversity: A Learning and Development Manual* (Russell House Publishing, 2009) ISBN 9781905541492

Websites

www.equalityhumanrights.com

Equality and Human Rights
Commission

www.niscc.info

Northern Ireland Social Care
Council

Unit 4: Principles of safeguarding and protection in health and social care

Unit reference number: A/601/8574

Level: 2

Credit value: 3

Guided learning hours: 26

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to recognise signs of abuse.	1.1	Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 	<ul style="list-style-type: none"> □ Types of physical abuse: hitting, shaking, biting, throwing, burning or scalding, suffocating, force-feeding, causing physical harm to an individual □ Types of sexual abuse: forcing an individual to take part in unwanted sexual activities by using threats and coercion □ Types of emotional/psychological abuse: bullying, invoking threats and fear; devaluing individual self-esteem; verbal abuse and swearing; imposing inappropriate expectations; conveying feelings of worthlessness □ Types of financial abuse: theft of money and property; forging signatures; forcing someone to sign documents for financial gain; confidence crimes; using property without permission; denying individuals access to their own finances, particularly with the elderly and individuals with learning difficulties □ Types of institutional abuse: misuse of authority; information and power over vulnerable individuals by care workers; failure to maintain professional boundaries; inappropriate use of medication; physical restraint; verbal abuse; discrimination; humiliation; bullying; denying privacy; neglect □ Types of self-neglect: individuals engaging in neglectful and self-harming behaviours including refusing to eat and drink, neglecting personal hygiene, causing actual bodily harm to self including cutting; inappropriate clothing, unsanitary housing, lack of medical aids

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> □ Types of neglect by others: not caring for the basic needs of others including neglectful practice in feeding and not meeting individual personal needs
	<p>1.2 Identify the signs and/or symptoms associated with each type of abuse.</p>	<ul style="list-style-type: none"> □ Signs and symptoms of physical abuse: bruises, black eyes, welts, cuts, broken bones, open wounds, puncture marks, untreated injuries, broken eyeglasses/frames; sudden change in behaviour; overdose and under dose of medication; individuals report being hit, slapped, kicked, mistreated; caregiver's refusal to allow visitors to see a vulnerable adult alone □ Signs and symptoms of sexual abuse: disturbed behaviour including self-harm, inappropriate sexualised behaviour; repeated urinary infections; depression; loss of self-esteem; impaired ability to form relationships □ Signs and symptoms of emotional/psychological abuse: being upset; agitated; withdrawn; non-communicative; lack of self- esteem and self-confidence; nervousness around certain people □ Signs and symptoms of financial abuse: loss of trust; insecurity; fearful; withdrawn; conforming or submissive behaviour; disappearance of possessions; unable to pay bills; not enough food in the house □ Signs and symptoms of institutional abuse: loss of self-esteem and confidence; submissive behaviour; loss of control □ Signs and symptoms of self-neglect or neglect by others: unusual weight loss; dehydration; signs of actual self-harm including cuts, withdrawn or submissive behaviour; unsafe living conditions; dirty clothes; unsuitable clothes; unwashed

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Describe factors that may contribute to an individual being more vulnerable to abuse.	<ul style="list-style-type: none"> □ Old age; physical ability, (frailness, physical disability, sensory impairment); cognitive ability, (maturity, level of education and intellectual understanding, learning difficulties, memory issues, difficulties with problem solving and decision making); emotional resilience, (mental health difficulties, depression); stress, (unexpected life changes, bereavement, divorce, illness or injury); prejudice, discrimination, socio-economic factors

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to respond to suspected or alleged abuse.	2.1	Explain the actions to take if there are suspicions that an individual is being abused.	<ul style="list-style-type: none"> Importance of following relevant legislative requirements, policies, procedures and agreed ways of working; finding out basic information including who the alleged victim is, who the alleged abuser is and categories of abuse that could be happening; reporting suspicions and allegations to an appropriate/named person; importance of treating all allegations and suspicions seriously; having knowledge of lines of communication and reporting
		2.2	Explain the actions to take if an individual alleges that they are being abused.	<ul style="list-style-type: none"> Understanding boundaries of own role and responsibilities; reporting suspicions and allegations to appropriate/named person; importance of clear verbal and accurate written reports; importance of not asking leading questions with individuals concerned; importance of respectful listening; confidentiality and agreed procedures for sharing information on disclosure; importance of actual evidence and avoiding hearsay
		2.3	Identify ways to ensure that evidence of abuse is preserved.	<ul style="list-style-type: none"> Use of written reports, including details of alleged/suspected abuse, signed, dated and witnessed; use of signed and dated witness statements; photographic evidence of physical injuries; agreed procedures for using electronic records; confidential systems for manual records; importance of timescales to ensure reliability and validity of evidence; secure storage of evidence

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the national and local context of safeguarding and protection from abuse.	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse.	<ul style="list-style-type: none"> Relevant up-to-date government policies; 'No Secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse, (2000)', national framework and codes of practice for health and social care; 'local systems, the scope of responsibility of Local Adult Safeguarding Partnerships; and protection committees; Regulation and Quality Improvement Authority Minimum Standards
		3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse.	<ul style="list-style-type: none"> Importance of multi-agency and inter-agency working; social services; health services; voluntary services; the police; responsibilities for allocating a named person usually from statutory agencies in health or social care; responsibilities for overseeing the safeguarding assessment and its outcome; Disclosure and Barring Service; Access NI Checks
		3.3	Identify reports into serious failures to protect individuals from abuse.	<ul style="list-style-type: none"> Regulation and Quality Improvement Authority (RQIA) reports; RQIA Independent Review of Safeguarding Arrangements for Ralphps Close Residential Care Home; RQIA's Regulation of Independent Health Care Services; RQIA Overview of Safeguarding Arrangements for Children and Vulnerable Adults in Mental Health and Learning Disability Hospitals, February 2013 (Updated 14 February 2013)
		3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.	<ul style="list-style-type: none"> Policies, procedures and agreed ways of working within the workplace setting; current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups; government departments; voluntary organisations; publications; information from the Disclosure and Barring Service; Social Care Institute for Excellence

Learning outcomes		Assessment criteria		Unit amplification
4	Understand ways to reduce the likelihood of abuse.	4.1	<p>Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> • Working with person centred values • Encouraging active participation • Promoting choice and rights. 	<ul style="list-style-type: none"> □ Working with person-centred values: decreasing the likelihood of abuse by working in a person-centred way; implementing the key values of privacy, dignity, independence, choice, rights and fulfilment; decreasing vulnerability by increasing confidence; promoting empowerment, independence and autonomy; involving individuals in making their own decisions and choices; respectful communication; active listening; main principles that all adults have the right to live their lives free from violence, fear and abuse, the right to be protected from harm and exploitation, the right to independence and the right to justice □ Encouraging active participation: decreasing the likelihood of abuse by encouraging active participation; decreasing vulnerability by improving self-confidence and self-esteem; encouraging involvement and self-awareness □ Promoting choices and rights: decreasing the likelihood of abuse through promoting individual choices and decision-making; decreasing vulnerability by promoting empowerment and independence; importance of informed consent
		4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.	<ul style="list-style-type: none"> □ To ensure an accessible complaints procedure for reducing the likelihood of abuse; transparent policies, procedures and agreed ways of working; importance of accountability; clear systems for reporting and recording complaints; robust procedures for following up on any complaints; legal requirement to have a complaints procedure in place; ways of ensuring the procedure is accessible (by published policy, high visibility, widespread distribution)

Learning outcomes		Assessment criteria		Unit amplification
5	Know how to recognise and report unsafe practices.	5.1	Describe unsafe practices that may affect the well-being of individuals.	<ul style="list-style-type: none"> □ Neglect in duty of personal care in relation to inappropriate feeding, washing, bathing, dressing, toileting; inappropriate physical contact in relation to moving and handling; unsafe administration of medication; unreliable systems for dealing with individuals' money or personal property; failure to maintain professional boundaries; failure to ensure supervision; inappropriate communication or sharing of information; failure to update knowledge on safeguarding issues; unsafe recruitment practices
		5.2	Explain the actions to take if unsafe practices have been identified.	<ul style="list-style-type: none"> □ Reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistleblowing'
		5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.	<ul style="list-style-type: none"> □ Workers have the right to report concerns directly to social services, the Regulation and Quality Improvement Authority or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and not following the correct procedures; importance of raising genuine concerns and acting on them; reassurance of protection from possible reprisals and victimisation following reporting

Information for tutors

Delivery

Learners will require some taught input with regard to unfamiliar topics, and sensitivity will be required when delivering the unit. Learners may find some content distressing and will benefit from discussion to enable a full consideration of the issues. Reference to high-profile cases is included in the unit content and this could be delivered in the context of class discussion rather than active teaching. Learners will benefit from input from guest speakers from both statutory and voluntary organisations who have expertise in dealing with the subject.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Know how to recognise signs of abuse
Taught session on signs and symptoms of abuse with reference to serious cases. Class discussion.
Taught session on signs and symptoms of abuse with reference to serious cases. Class discussion (second session in the topic).
Taught session on factors that contribute to vulnerability; buzz groups working with case studies to identify issues. Feedback from groups.
Guest speaker on supporting vulnerable individuals. Question and answer session.
Discussion of serious incidents, tutor-led with reference to case studies.
Learning outcome 2: Know how to respond to suspected or alleged abuse
Taught session on actions to take regarding suspicions or allegations of abuse. Class discussion.
Taught session on preserving evidence. Class working in groups with case studies and giving feedback.
Learning outcome 3: Understand the national and local context of safeguarding and protection from abuse
Guest speaker on national policies and local systems. Question and answer session.
Taught session on the role of different agencies. Learners working with case studies to demonstrate understanding, and give feedback to the class.
Class consideration of serious cases; discussion about possible solutions.
Taught session on sources of information and advice about own role. Class discussion.

Topic and suggested assignments/activities
Learning outcome 4: Understand ways to reduce the likelihood of abuse
Taught session on working with person-centred values. Class discussion.
Taught session on encouraging active participation. Class discussion.
Guest speaker on promoting choices and rights. Question and answer session.
Taught session on accessible complaints procedures; groups working with case studies to match procedures. Groups give feedback.
Learning outcome 5: Know how to recognise and report unsafe practices
Taught session on unsafe practices/actions to take (session 1).
Taught session on unsafe practices/actions to take (session 2).
Taught session on actions to take if unsafe practices or suspected or alleged abuse has been reported but no action has been taken.
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated Unit amplification.

Suggested resources

Textbooks

Hart D — *Safeguarding Vulnerable Adults* (Russell House Publishing Ltd, 2009) ISBN 9781905541379

Morris C — *Knowledge Set for Safeguarding Vulnerable People* (Heinemann, 2008) ISBN 9780435402372

Websites

www.elderabuse.org.uk	Action on Elder Abuse
www.nidirect.gov.uk	Access NI
www.nidirect.gov.uk/accessni	AccessNI: Criminal record checks

Unit 5: Introduction to duty of care in health, social care or children's and young people's settings

Unit reference number: H/601/5474

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the implications of duty of care.	1.1	Define the term 'duty of care'.	<ul style="list-style-type: none"> Legal obligation; duty of care towards adults using services, colleagues and own self; requirement to work in best interest of the adult using the service; care practice which is not detrimental to the health, well-being and safety of the adult; only carrying out care practice within own level of competence, role and responsibility
		1.2	Describe how the duty of care affects own work role.	<ul style="list-style-type: none"> Carrying out only duties for which you are competent and in own job description and declining care work which is not; being accountable for own decisions and actions; follow standard procedures in all aspects of work including use of resources and equipment; providing standards of care in line with the codes of practice of setting/service; providing standards of care in line with the underpinning values of adult social care – respect for the individual, preservation of the dignity of the individual, safeguarding; the need to observe confidentiality; the need to be observant; the importance of induction and regular updating of knowledge and skills; duty to report concerns by completing incident and accident records, informing the line manager or 'named person' in the setting, use of 'whistleblowing' where appropriate

Learning outcomes		Assessment criteria		Unit amplification
2	Understand support available for addressing dilemmas that may arise about duty of care.	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights.	<ul style="list-style-type: none"> Balance between health and safety and an individual's human rights and freedoms; concept of 'mental capacity'; rights of the adult to make decisions about own care; tensions between individual choice and keeping safe from harm; conflict between confidentiality and need to share information in the interest of the individual or public safety
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas.	<ul style="list-style-type: none"> Mentor; tutor; line manager; Regulation and Quality Improvement Authority ; professional bodies; Sector Skills Councils, Skills for Care; Skills for Health NI ; Northern Ireland Social Care Council
3	Know how to respond to complaints.	3.1	Describe how to respond to complaints.	<ul style="list-style-type: none"> Following policy and procedures of service/setting; listening carefully to what is said; recognising adult's feelings; clarifying problems; giving advice on procedures for complaining; focusing on the problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect, and if necessary change own practice/undergo training
		3.2	Identify the main points of agreed procedures for handling complaints.	<ul style="list-style-type: none"> Inform line manager, supervisor; record complaint in line with policies and procedures of setting; line manager to speak with complainant; line manager to take appropriate action

Information for tutors

Delivery

The unit should be delivered by a well-qualified tutor, preferably with experience of working in the relevant sector. Learners will require some taught input and will also benefit from the use of case studies together with the observation of training DVDs. Opportunities for discussion will enhance learning by clarifying understanding.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand the meaning of duty of care
Taught session on definition of the phrase 'duty of care'; class discussion on the effects of this on own role.
Observation of relevant DVD; class discussion.
Guest speaker on implementing the duty of care in a setting. Question and answer session.
Learning outcome 2: Understand support available for addressing dilemmas that may arise about duty of care
Taught session on potential dilemmas; class discussion.
Taught session on where to obtain additional advice and support in resolving dilemmas.
Learning outcome 3: Know how to respond to complaints
Taught session on why individuals should know how to complain. Class discussion.
Taught session on the main points of agreed procedures for handling complaints; class working in groups with case studies to apply procedures. Groups to give feedback.
Taught session on own role in responding to complaints as part of a duty of care. Class discussion.
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated Unit amplification.

Suggested resources

Textbooks

Carter P — *Lippincott's Textbook for Nursing Assistants: A Humanistic Approach to Caregiving Second Edition* (Wolters, Kluwer, 2008) ISBN 9780781766852

Nolan, Y et al- *Level 2 Health and Social Care Diploma: Candidate Book (Level 2 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN-13: 978-0435031947

Websites

www.niscc.info

Northern Ireland Social Care Council

Unit 6: Understand the role of the social care worker

Unit reference number: A/602/3113

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand working relationships in social care settings.	1.1	Explain how a working relationship is different from a personal relationship.	<ul style="list-style-type: none"> □ Working relationships: a relationship with a work colleague; the nature of a professional relationship; concept of teamworking; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship □ Personal relationships: a relationship with a friend, family member or within a social group; interpersonal relationship; romantic relationship; based on love, liking, family bond or social commitment
		1.2	Describe different working relationships in social care settings.	<ul style="list-style-type: none"> □ Relationships between co-workers; between worker and manager; relationships within teams; between different health and social care workers; relationships between different professionals; professional relationships with others, including users of the service and their families

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the importance of working in ways that are agreed with the employer.	2.1	Describe why it is important to adhere to the agreed scope of the job role.	<ul style="list-style-type: none"> □ Fulfilling defined roles and responsibilities within job description as part of a contract of employment; meeting legal responsibilities; professional commitment; meeting requirements of the job; applying professional boundaries and working within professional limitations; accountability; to meet required performance within the job
		2.2	Outline what is meant by agreed ways of working.	<ul style="list-style-type: none"> □ Knowledge of relevant current legislation, access to full and up-to-date policies and procedures that relate to the responsibilities of the specific job role; health and safety, safeguarding, equal opportunities and inclusive working; infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling
		2.3	Explain the importance of full and up-to-date details of agreed ways of working.	<ul style="list-style-type: none"> □ To ensure legislation is being complied with; to ensure organisational policies and procedures are being followed; to ensure that current health and safety procedures are being followed; have relevant information on service users; work as a team; offer a personalised service; effective multi-disciplinary working; to ensure agreed ways of working are followed to prevent spread of disease, maintain infection control, maintain health and safety; deal effectively with emergencies; maintain duty of care

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of working in partnership with others.	3.1	Explain why it is important to work in partnership with others.	<ul style="list-style-type: none"> □ Form professional relationships with team members, colleagues, other professionals, individuals and their families; effective communication; effective ways of sharing accurate information; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; meet different professional expectations; multi-agency and integrated working
		3.2	Identify ways of working that can help improve partnership working.	<ul style="list-style-type: none"> □ Improving partnership working through effective communication and information sharing; collaboration and teamworking; multi-agency team meetings and conferences; main principles of 'No secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse' (2000), Safeguarding Adults, the Role of Health Services (2011); including subsequent amendments
		3.3	Identify skills and approaches needed for resolving conflicts.	<ul style="list-style-type: none"> □ Managing stressful situations — remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour to avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others; being aware of and respectful of differences; developing a readiness to forgive and forget; having the ability to seek compromise; seeking resolution; being specific with communication; trying not to exaggerate or over-generalise; avoiding accusations; importance of active listening
		3.4	Explain how and when to access support and advice about: <ul style="list-style-type: none"> • Partnership working • Resolving conflicts 	<ul style="list-style-type: none"> □ Access support and advice about partnership working: knowing how and when to access support and advice about partnership working in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries □ Knowing how to access support and advice for resolving conflicts: through manager or supervisor, professional organisation, independent advisory organisations; for resolving conflicts; employment counselling, independent advisory organisations, trade unions; arbitration and mediation agencies through mentoring support, employment counselling

Information for tutors

Delivery

The unit should be delivered by a suitably qualified and experienced tutor who has an understanding of partnership working within the sector and resolving conflicts between working partners. Learners will require some taught input but opportunities for role play, simulated activities and discussion will enhance learning and provide opportunities to examine issues in detail.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand working relationships in social care settings
Taught session on differences between working and personal relationships. Class discussion.
Taught session on different working relationships in health and social care. Class discussion.
Learning outcome 2: Understand the importance of working in ways that are agreed with the employer
Taught session on adhering to the scope of the job role; groups discussing various job role descriptions and feeding back conclusions.
Taught session on agreed ways of working with learners making notes.
Taught session on implementing ways of working. Class discussion.
Learning outcome 3: Understand the importance of working in partnership with others
Taught session on partnership working. Class discussion, (session 1).
Taught session on partnership working. Class discussion, (session 2).

Topic and suggested assignments/activities and/assessment
Taught session on conflicts that may arise. Class discussion.
Taught session on resolving conflicts; learners working with case studies to demonstrate understanding and giving feedback.
Simulated activities/role play to apply the skills and approaches learned previously. Class plenary.
Guest speaker on accessing support and advice. Question and answer session.
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resources

Textbooks

Nolan, Y et al- *Level 2 Health and Social Care Diploma: Candidate Book (Level 2 Work Based Learning Health and Social Care* (Heinemann, 2011)
ISBN-13: 978-0435031947

Websites

www.niscc.info

Northern Ireland Social Care Council

www.puttingpeoplefirst.org.uk

Putting People First

Unit 7: Understand person-centred approaches in adult social care settings

Unit reference number: J/602/3180

Level: 2

Credit value: 4

Guided learning hours: 34

Unit aim

This unit introduces the concept of person centred support as a fundamental principle of social care. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand person-centred approaches for care and support.	1.1	Define person-centred values.	<ul style="list-style-type: none"> □ Ensuring individuals are at the centre of planning and support; individuality; rights; choice; privacy; independence; dignity; respect; partnership
		1.2	Explain why it is important to work in a way that embeds person-centred values.	<ul style="list-style-type: none"> □ To promote individuality; appreciation of rights within the care value base; enabling individuals to make decisions and choices; the right to privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respect individuals' diversity, culture and values; awareness of risk taking in person-centred approaches, enabling individuals to make informed decisions and understand the consequences of these decisions in relation to the health and well-being of the individual

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to implement a person-centred approach in an adult social care setting.	2.1	Describe how to find out the history, preferences, wishes and needs of an individual.	<ul style="list-style-type: none"> Work in a way that puts the individual at the centre of planning and support by communicating with individuals to find out their history, preferences and wishes; importance of working in a non-judgemental way, not discriminating against any individual; ensure equality and inclusive practice; promote the independence and autonomy of individuals; empower individuals to use their strengths and potential; effective communication; assurance of confidentiality
		2.2	Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support.	<ul style="list-style-type: none"> Document day-to-day requirements and preferences for care and support; addressing needs and preferences within the care plan, support plan, individual plan; holistic approach to meeting the needs and preferences of individuals
		2.3	Explain how using an individual's care plan contributes to working in a person-centred way.	<ul style="list-style-type: none"> To document individual needs; attend to the detail of treatment and individualised provision; apply a person-centred approach; implement non-discriminatory practice; consult the service user; ensure need is met; maintain empowerment

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of establishing consent when providing care or support.	3.1	Define the term 'consent'.	<ul style="list-style-type: none"> The informed agreement to an action or decision; establishing consent varies according to the individual's assessed capacity to consent
		3.2	Explain the importance of gaining consent when providing care or support.	<ul style="list-style-type: none"> To uphold individual rights to be fully involved in their own care; uphold individual right to refuse care or treatment; to ensure individuals are informed to comply with legal requirements
		3.3	Describe how to establish consent for an activity or action.	<ul style="list-style-type: none"> Appropriate information; communication skills; verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individuals' choices; listen and respond to individuals' questions and concerns; respond appropriately to any questions and concerns, gaining written or legal consent
		3.4	Explain what steps to take if consent cannot be readily established.	<ul style="list-style-type: none"> Act in the best interests of the individual; work to resolve conflicts; abide by relevant legislation, seek extra support and advice where necessary, use of an advocate, contact the person who is legally responsible, recording information
4	Understand how to encourage active participation.	4.1	Define what is meant by active participation.	<ul style="list-style-type: none"> Empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support rather than a passive recipient
		4.2	Describe how active participation benefits an individual.	<ul style="list-style-type: none"> Empowering individuals to participate in their own care; physical benefits, increased independence, autonomy and wellbeing, sense of purpose
		4.3	Describe ways of reducing barriers to active participation.	<ul style="list-style-type: none"> Promoting active participation, being creative about how outcomes can be achieved, promoting opportunities, increasing staff training and awareness, promoting confidence in individuals, promoting inclusion
		4.4	Describe ways of encouraging active participation.	<ul style="list-style-type: none"> Engaging the individual; use of physical, communication and visual aids; design suitable events; accessing community facilities and resources, involving friends and family

Learning outcomes		Assessment criteria		Unit amplification
5	Understand how to support an individual's right to make choices.	5.1	Identify ways of supporting an individual to make informed choices.	<ul style="list-style-type: none"> □ Developing respectful relationships; the importance of non-judgemental communication and inclusive information; empowering individuals to make informed choices; respect individual's choices; empowering and supporting individuals to question or challenge decisions concerning them that are made by others
		5.2	Explain why risk-taking can be part of an individual's choices.	<ul style="list-style-type: none"> □ Ensure individuals are aware of risk, aware of hazards, provide information, discussion; use risk assessment processes to make choices
		5.3	Explain how agreed risk assessment processes are used to support the right to make choices.	<ul style="list-style-type: none"> □ Risk assessment processes, (identification, decision, evaluation, recording, reviewing); health and lifestyle choices, decisions about treatment or care; create awareness of actual and likely danger and harm arising from choices made; increased vulnerability, impact on treatment and recovery
		5.4	Explain why a worker's personal views should not influence an individual's choices.	<ul style="list-style-type: none"> □ Opinion not fact, can be discriminatory, prevents empowerment
		5.5	Describe how to support an individual to question or challenge decisions concerning them that are made by others.	<ul style="list-style-type: none"> □ Encourage questions, discussion; awareness of policies and procedures, complaints procedures; awareness of rights; be prepared to listen; advocacy; request second opinions

Learning outcomes		Assessment criteria		Unit amplification
6	Understand how to promote an individual's well-being.	6.1	Explain how individual identity and self-esteem are linked with well-being.	<ul style="list-style-type: none"> □ Self-identity: the recognition of one's potential and qualities as an individual □ Self-esteem: how people value themselves □ Well-being: physical and mental health, individual needs being met (physical, intellectual, emotional, social) □ Links: fragmented personal identity including effects of abuse, discrimination, lack of access to services; reducing levels of self-esteem affecting emotional health
		6.2	Describe attitudes and approaches that are likely to promote an individual's well-being.	<ul style="list-style-type: none"> □ Being treated as an individual; awareness of an individual's feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals; working in partnership to set realistic and achievable goals; empowering individuals to develop confidence, feel good about themselves and raise their self-esteem; through positive encouragement, active listening and developing independence and assertiveness
		6.3	Identify ways to contribute to an environment that promotes well-being.	<ul style="list-style-type: none"> □ Social environment to promote the well-being of individuals, (attitudes, activities); surroundings, own possessions, personal space

Information for tutors

Delivery

The unit should be delivered by a well-qualified and experienced tutor who has a thorough understanding of person-centred values and planning in the context of social care. Learners will benefit from opportunities to discuss issues within a safe environment.

The use of person-centred tools as a method of self-reflection should be encouraged with the learner group in order to establish a full understanding of the principles.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand person-centred approaches for care and support
Taught session on person-centred values; Carl Rogers and the core conditions. Class discussion.
Taught session on person-centred approaches (session 1). Class discussion.
Taught session on person-centred approaches (session 2). Application of learning to case studies followed by plenary.
Taught session on the four key principles of rights. Class discussion.
Guest speaker on delivering person-centred support and care with a vulnerable group. Question and answer session.
Learning outcome 2: Understand how to implement a person-centred approach in an adult social care setting
Taught session on working towards person-centred outcomes; application of learning to case studies and feeding back to the group.
Taught session on communicating with individuals to empower them; learners to take notes and discuss to clarify understanding.
Taught session on taking personal histories to support a person-centred approach to planning care, methods and uses.
Class plenary on promoting independence, what this means in adult social care with vulnerable groups.

Topic and suggested assignments/activities

Taught session on using care plans to work in person-centred ways with individuals. Learners working in groups to implement person-centred approaches when using care plans.

Learning outcome 3: Understand the importance of establishing consent when providing care or support

Taught session on defining consent. Learners to discuss their understanding of the word.

Taught session on establishing consent, explaining the process and providing information. Class plenary.

Taught session on resolving conflicts where consent cannot be established/seeking advice and support.

Learning outcome 4: Understand how to encourage active participation

Taught session on empowering individuals to participate in daily life. Class discussion.

Taught session on the importance of individuals as active partners/involved in personal care. Class discussion.

Internet research session; potential barriers to active participation.

Tutor-led class discussion about ways of reducing barriers to active participation and how to encourage active participation.

Learning outcome 5: Understand how to support an individual's right to make choices

Taught session on an individual's right to make choices; learners to take notes. Class discussion.

Buzz groups working on ways of supporting the individual to make choices in adult social care; tutor-led discussion. Groups give feedback.

Taught session on use of risk assessment choices to support an individual and the ethics of allowing risk taking to allow individual choice and empowerment.

Learning outcome 6: Understand how to promote an individual's well-being

Taught session on well-being definitions. Class plenary.

Taught session on promoting well-being. Groups working with case studies to apply learning and feeding back to the class.

Taught session on raising self-esteem through positive encouragement and empowerment; linking self-esteem and well-being with individual identity. Class discussion about attitudes and approaches.

Taught session on providing positive environments to promote well-being.

Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated Unit amplification.

Suggested resources

Textbooks

Morris C – *Knowledge Set for Safeguarding Vulnerable People* (Heinemann, 2008)
ISBN 9780435402372

Nolan, Y et al – *Level 2 Health and Social Care Diploma: Candidate Book (Level 2 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN-13: 978-0435031947

Magazine

Care Magazine - Skills for Care

Community Care - The Social Care Institute for Excellence April 2010 publication

Personalisation: a rough guide

Quality and Compliance

Social Work Today

Websites

www.communitycare.co.uk

Community Care online magazine

www.cpa.org.uk

Centre for Policy on Ageing

www.scie.org.uk

Social Care Institute for Excellence

Unit 8: Understand health and safety in social care settings

Unit reference number: R/602/3179

Level: 2

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It introduces knowledge and understanding of areas of health and safety required to working in a social care setting.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the different responsibilities relating to health and safety in social care settings.	1.1	List legislation relating to general health and safety in a social care setting.	<ul style="list-style-type: none"> □ Relevant, up-to-date legislation from the Health and Safety Executive for Northern Ireland The Health and Safety at Work (Northern Ireland) Order 1978; Management of Health and Safety at Work Regulations (NI) 2000; Manual Handling Operations Regulations (NI) 1992; Health and Safety (First-Aid) Regulations 1982; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997, Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003 (COSHH(NI))including subsequent amendments
		1.2	Describe the main points of health and safety policies and procedures.	<ul style="list-style-type: none"> □ Agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; dealing with accidents, injuries and emergency situations; operating, reporting and recording procedures; first-aid situations; hygiene procedures, administering basic first aid if trained to do so, reporting and recording procedures; working conditions and the working environment; moving and handling procedures; use of equipment; regulations for using mechanical or electrical equipment; health care procedures; procedures for administering personal care; food handling and preparation; food hygiene regulations; infection control and dealing with hazardous substances; procedures for disposing of clinical waste; security and personal safety; procedures for personal security and safeguarding personal property

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • The social care worker • The employer or manager • Individuals. 	<ul style="list-style-type: none"> □ Health and safety responsibilities of the social care worker: the individual duty to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; importance of the correct use of anything provided for individual health, safety and welfare; protective clothing, specialised equipment; understanding that certain tasks should not be carried out without special training, use of equipment, first aid, administering medication, health care procedures, food handling and preparation □ Health and safety responsibilities of employers and managers: the duty of employers to provide information, (risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency); the duty of employers to provide training to do the job safely, protection, (special clothing, gloves and masks, health checks); the duty of employers to provide Health and Safety Executive of Northern Ireland information (health and safety law – workplace risks, display health and safety law posters or provide leaflets with contact details of people who can help or provide further information) □ Responsibility of the individual: to take care of own health, safety and welfare; to protect the safety of others through own actions
	1.4 Identify tasks relating to health and safety that should only be carried out with special training.	<ul style="list-style-type: none"> □ First aid, administering medication, health and safety procedures, food handling and preparation

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Describe how to access additional support and information relating to health and safety.	<ul style="list-style-type: none"> □ Work-based training, HSENI, British Safety Council, European Commission, The Department of Health, Social Services and Public Safety, the Regulation and Quality Improvement Authority, Skills for Care and Development

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the use of risk assessments in relation to health and safety.	2.1	Define what is meant by 'hazard' and 'risk'.	<ul style="list-style-type: none"> □ A possibility that something dangerous or harmful might happen
		2.2	Describe how to use a health and safety risk assessment.	<ul style="list-style-type: none"> □ Understanding health, safety and risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries and ill health; reducing the risk of individuals being injured at work; reducing the risk of liability; reducing costs to the organisation
		2.3	Explain how and when to report potential health and safety risks that have been identified.	<ul style="list-style-type: none"> □ Importance of continuous assessment of risks and regular checking; reporting identified risks immediately; importance of reporting any changes; examine examples of risk assessment reports, accident report forms and other relevant documentation; importance of written records being clear and accurate, detailing dates, times, simple description of hazard identified and action taken; agreed reporting procedures and lines of communication
		2.4	Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.	<ul style="list-style-type: none"> □ Using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions; wearing seat belts in a car to minimise injury, not using a mobile telephone whilst driving, wearing a motor cycle helmet for protection, handwashing and wearing latex gloves to minimise the spread of infection; understanding that the use of risk assessment can help to address dilemmas between an individual's rights and health and safety concerns; acceptable and unacceptable risk

Learning outcomes		Assessment criteria		Unit amplification
3	Understand procedures for responding to accidents and sudden illness.	3.1	Describe different types of accidents and sudden illness that may occur in a social care setting.	<ul style="list-style-type: none"> □ Accidents, (slips and trips, falls, needle-stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning); sudden illness, (heart attack, diabetic coma, epileptic seizure)
		3.2	Outline the procedures to be followed if an accident or sudden illness should occur.	<ul style="list-style-type: none"> □ Clearing the area; remaining calm; sending for help; assessing the individual for injuries; administer basic first aid if necessary and if trained to do so stay with the injured/sick individual until help arrives; observe and note any changes in condition; provide a full verbal report to relevant medical staff or others; complete a full written report and relevant documentation; implementing the policies, procedures and agreed ways of working to help
		3.3	Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.	<ul style="list-style-type: none"> □ Qualified first aiders have necessary skills and training, know procedures, know when to get specialist help; unqualified first aiders can endanger life, cause further injuries

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to reduce the spread of infection.	4.1	List routes by which an infection can get into the body.	<ul style="list-style-type: none"> □ Airborne, direct contact, indirect contact, respiratory tract, digestive tract, open wounds, urinary and reproductive system
		4.2	Describe ways in which own health or hygiene might pose a risk to an individual or to others at work.	<ul style="list-style-type: none"> □ Health and hygiene, importance of basic personal hygiene measures in reducing the spread of infection; handwashing after using the toilet or before preparing food; covering the mouth when sneezing or coughing; using disposable tissues; covering any cuts or abrasions with plasters or suitable dressings; importance of staying away from work when affected by illness or infection; getting prompt treatment for illness or infections; the safe storage, preparation and cooking of food to reduce the risk of diarrhoea and sickness; procedure if pricked by a needle or syringe

Learning outcomes	Assessment criteria	Unit amplification
	<p>4.3 Explain the most thorough method for hand washing.</p>	<p>Hand hygiene technique with soap and water:</p> <ul style="list-style-type: none"> 0 – Wet hands with water 1 – Apply enough soap to cover all hand surfaces 2 – Rub hands palm to palm 3 – Right palm over left dorsum with interlaced fingers and vice versa 4 – Palm to palm with fingers interlaced 5 – Backs of fingers to opposing palms with fingers interlocked 6 – Rotational rubbing of left thumb clasped in right palm and vice versa 7 – Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa 8 – Rinse hands with water 9 – Dry hands thoroughly with a single use towel 10 – Use towel to turn off tap 11 – Your hands are now safe <p>Hand hygiene technique with alcohol-based formulation:</p> <ul style="list-style-type: none"> 1 – Apply a palmful of the product in a cupped hand, covering all surfaces 2 – Rub hands palm to palm 3 – Right palm over left dorsum with interlaced fingers and vice versa 4 – Palm to palm with fingers interlaced 5 – Backs of fingers to opposing palms with fingers interlocked 6 – Rotational rubbing of left thumb clasped in right palm and vice versa 7 – Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa 8 – Once dry, your hands are safe

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Describe when to use different types of personal protective equipment.	<ul style="list-style-type: none"> □ Protection from respiratory impact, sharps, dangerous body fluids, chemicals and splashing liquids

Learning outcomes		Assessment criteria		Unit amplification
5	Know how to move and handle equipment and other objects safely.	5.1	Identify legislation that relates to moving and handling.	<ul style="list-style-type: none"> Health and Safety at Work (NI) Order 1978; The Manual Handling Operations Regulations (NI) 1992; The Management of Health and Safety at Work Regulations (Northern Ireland) 2000; HSENI Manual handling assessment charts; including subsequent amendments to legislation
		5.2	List principles for safe moving and handling.	<ul style="list-style-type: none"> The key principles, (avoid the need for hazardous manual handling, assess the risk of injury from any hazardous manual handling, reduce the risk of injury from hazardous manual handling); the importance of assessment of the task, load, working environment and individual's capability; reducing the risk of injury; the importance of correct posture and technique; working in teams, the importance of a coordinated approach and good communication; using mechanical aids where necessary; changing the task and approach where necessary
		5.3	Explain why it is important for moving and handling tasks to be carried out following specialist training.	<ul style="list-style-type: none"> Making proper use of equipment provided for safe practice; ensuring that activities do not put others at risk; know how and when to report any potentially hazardous handling activities; comply with health and safety legislation

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the principles of assisting and moving an individual.	6.1	Explain why it is important to have specialist training before assisting and moving an individual.	<ul style="list-style-type: none"> □ Knowledge of correct procedures, know how to assess mobility; follow agreed practices within the setting; follow written policies; promote confidence; ensure safety, dignity and privacy; promote independence; assess risk; record incidents and accidents
		6.2	Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving.	<ul style="list-style-type: none"> □ Fully engaging with the individuals; showing respect for individual's needs and preferences; promote basic rights from care value base; supports recovery
7	Know how to handle hazardous substances.	7.1	Identify hazardous substances that may be found in the social care setting.	<ul style="list-style-type: none"> □ Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003) (include substances that are corrosive, irritant, toxic, highly flammable, dangerous to the environment); clinical waste, germs that cause diseases; materials that are harmful, potentially infectious; body fluids
		7.2	Describe safe practices for: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances. 	<ul style="list-style-type: none"> □ Storing: always follow agreed ways of working, policies and procedures; safe storage of hazardous substances and materials, stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately □ Usage: always follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances, (inhaling, contact with the skin or eyes, swallowing or skin punctures); use of control measures; use protective clothing where necessary; importance of checking with colleagues and completing appropriate records and documentation □ Disposal: always follow agreed ways of working, policies and procedures; importance of protecting others, protecting the environment; minimising the spread of infection

Learning outcomes		Assessment criteria		Unit amplification
8	Know environmental safety procedures in the social care setting.	8.1	Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach. 	<ul style="list-style-type: none"> □ Fire prevention: follow procedures, maintain fire extinguishers; regular fire alarm tests; unblocked escape routes, use of smoke alarms; use of flame retardant materials for furniture; kitchen safety procedures □ Gas leak prevention: turning off gas appliances when not in use; regular maintenance of systems and boilers; reporting of suspicious odours □ Floods prevention: turning off taps before leaving the bathroom, kitchen; regular maintenance of appliances, drains, maintenance of buildings; location of main water supply □ Intruder prevention: use of security codes to enter buildings; use of identification badges; use of signing in and out books; checking inhabitants/residents; safety locks on doors and windows; security personnel on site; maintenance of alarms □ Security breach prevention: presence of security personnel; regular checking of occupants of a facility; use of staff identification; use of security codes to enter facilities

Learning outcomes	Assessment criteria	Unit amplification
	<p>8.2 Outline procedures to be followed in the social care setting in the event of:</p> <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach. 	<ul style="list-style-type: none"> □ In the event of fire: knowledge of fire procedures; appropriate use of fire extinguishers and fire blankets; calling for emergency help; safe evacuation of individuals □ In the event of a gas leak: safe evacuation of the building; contacting emergency services; not returning to the building until it is safe to do so □ In the event of a flood: turning off main water supply; safe evacuation of the building, contacting emergency services; use of warning notices to prevent accidents, turn off electricity and gas supplies □ In the event of intrusion: ensuring the safety of residents/users of the service; ensuring safety of staff; room checks; contacting emergency services; checking identification of all present □ In the event of a security breach: ascertaining the nature of the breach, contacting security personnel; checking safety of individuals; safety of staff; routinely changing security codes to access facilities, contacting emergency services if required

Learning outcomes		Assessment criteria		Unit amplification
9	Know how to manage stress.	9.1	Identify common signs and indicators of stress.	<ul style="list-style-type: none"> Physical signs and symptoms, (aches and pains, nausea, dizziness chest pain, rapid heartbeat); emotional signs and symptoms, (moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness); cognitive signs and symptoms, (memory problems, inability to concentrate, poor judgement, constant worrying); behavioural signs and symptoms, (eating more or less, sleep problems, neglecting responsibilities, using alcohol, cigarettes and drugs to relax, nervous habits like nail biting)
		9.2	Identify circumstances that tend to trigger own stress.	<ul style="list-style-type: none"> Work factors; changes in routine, dealing with difficult situations, pressure to meet targets, pressure to meet deadlines; interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; lack of support; personal factors; financial problems, relationship and family problems, major life changes, bereavement, injury and illness
		9.3	Describe ways to manage stress.	<ul style="list-style-type: none"> Understanding own coping strategies; relaxation techniques, (massage, yoga, aromatherapy, listening to music); physical activity and exercise, (going for a run, joining a gym); social strategies, (meeting up with friends and family, volunteering and helping with community work); logical strategies, (making lists, prioritising, creative strategies); music, painting and other artistic pursuits; faith strategies; the importance of emotional well-being and resilience; understanding and recognising individual stressors; taking time out

Learning outcomes		Assessment criteria		Unit amplification
10	Understand procedures regarding handling medication.	10.1	Describe the main points of agreed procedures about handling medication.	<ul style="list-style-type: none"> Following national guidelines; The Handling of Medicines in Social Care Settings Guidance 2007, Royal Pharmaceutical Society; adherence to setting policies; accurate use of medication; administration records for ordering and storing; understand where instructions for dispensing are on the package; need to check dosage; checking identity of the individual; checking expiry dates; identification of person with overall responsibility; use of personal protective equipment (PPE) where necessary
		10.2	Identify who is responsible for medication in a social care setting.	<ul style="list-style-type: none"> Registered manager, trained care worker, qualified nurse, senior member of staff on duty
		10.3	Explain why medication must only be handled following specialist training.	<ul style="list-style-type: none"> Reduction of errors; knowledge of effects and side effects; knowledge of administration procedures; maintaining responsibility of the role of the named person; meeting responsibilities of ownership of the role of the named person to protect the service user

Learning outcomes		Assessment criteria		Unit amplification
11	Understand how to handle and store food safely.	11.1	Identify food safety standards relevant to a social care setting.	<ul style="list-style-type: none"> □ Food Standards Act 1999; Food Safety (Northern Ireland) Order 1991; Food Hygiene Regulations (Northern Ireland) 2006; Food Safety (Temperature Control) 1995; the General Food Regulations (Northern Ireland) 2004;; Foods Standards Agency in Northern Ireland publications, policies, advice and updates; including subsequent amendments to legislation
		11.2	Explain how to: <ul style="list-style-type: none"> • Store food • Maximise hygiene when handling food • Dispose of food. 	<ul style="list-style-type: none"> □ Safe storage of food: use of covered containers; not storing cooked and uncooked meat together; separation of meat from fish and poultry; accurate temperature of refrigeration; checking expiry dates; checking refrigerators regularly; condition of rubber seals, maintaining accurate temperature, not overloading, regular defrosting □ Maximising hygiene when handling food: use of gloves, aprons; covering hair; disinfection of surfaces; sterilisation of utensils, cooking equipment, serving equipment; covering cuts, use of blue plasters; reporting and recording accidents; use of separate utensils, chopping boards for meat and vegetables; keeping food away from pets; not allowing pets to sit on surfaces used for food preparation □ Safe disposal of food: use of closed bags, disinfection of bins; separation of dry from wet waste; emptying and washing rubbish bins regularly
		11.3	Identify common hazards when handling and storing food.	<ul style="list-style-type: none"> □ Cross infection; injuries from unsafe use of utensils; triggering of allergies; exposure of food to contaminants

Information for tutors

Delivery

The unit should be delivered by a well-qualified and experienced tutor. However, the unit could be divided between subject specialists, for example infection prevention and control, environmental safety, management of stress etc. Learners will benefit from participation in role play and simulation activities, for example in dealing with emergencies such as fires, floods and gas leaks. Input from professionals would also enhance learner experience.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings
Taught session on relevant legislation; learners to take notes.
Taught session on policies and procedures; learners to take notes.
Class discussion on own responsibilities with regard to health and safety.
Guest speaker on the responsibilities of employers; question and answer session.
Learning outcome 2: Understand the use of risk assessments in relation to health and safety
Taught session on assessing health and safety hazards; health and safety quiz with learners participation.
Taught session on reporting health and safety risks; group work using scenarios to identify the correct response and giving feedback to the class.
Taught session on individual rights/health and safety concerns, the use of risk assessment. Class discussion.
Taught session/practical demonstration of handwashing techniques and the use of personal protective equipment (PPE).
Learning outcome 3: Understand procedures for responding to accidents and sudden illness
Taught session on types of accidents and procedures to be followed. Class discussion.
Demonstration of basic first-aid procedures, (this could be delivered by a registered first aider rather than the class tutor).
Taught session on recording incidents, sudden onset of illness, accidents, safe storage of records.

Topic and suggested assignments/activities
Learning outcome 4: Know how to reduce the spread of infection
Taught session on the chain of infection, entry routes for infection; learners taking notes.
Demonstration with explanation of hand washing procedures and the reasons for these; learners practise procedures.
Taught session on the importance of own health hygiene. Class discussion.
Demonstration of use of personal protective equipment (PPE).
Learning outcome 5: Know how to move and handle equipment and other objects safely
Taught session on relevant legislation, learners to take notes and ask questions to clarify understanding.
Taught session on the key principles of safe moving and handling; working in teams; avoidance of manual handling; learners to take notes.
Demonstration of the use of mechanical aids; this session could be delivered within a care setting. Question and answer session.
Learning outcome 6: Understand the principles of assisting and moving an individual
Taught session on principles of assisting and moving an individual. Class discussion.
Taught session on reasons for specialist training. Class discussion.
Learning outcome 7: Know how to handle hazardous substances
Taught session on identifying hazardous substances and materials; learners taking notes.
Taught session on safe handling of hazardous substances and materials; learners taking notes.
Taught session on safe usage of hazardous substances and materials; learners taking notes.
Taught session on safe disposal of hazardous substances and materials; learners taking notes.
Learning outcome 8: Know environmental safety procedures in the social care setting
Taught session; preventing environmental emergencies in social care settings.
Taught session; managing environmental emergencies in social care settings.
Learning outcome 9: Know how to manage stress
Taught session on common signs and indicators of stress. Class discussion.
Class plenary on identifying triggers of stress.
Taught session on managing stress; learners to take notes. Class discussion.

Topic and suggested assignments/activities
Learning outcome 10: Understand procedures regarding handling medication
Taught session on the main points of the agreed procedures to be followed when handling medication; learners to take notes.
Taught session on the named responsible person and the reasons for this. Class discussion.
Taught session with learner input on reasons for specialist training.
Learning outcome 11: Understand how to handle and store food safely
Taught session on key legislation, learners to take notes.
Taught session on correct storage of food and common hazards.
Taught session on maximising hygiene, including the use of personal protective equipment (PPE).
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated Unit amplification.

Suggested resources

Textbooks

Ayling P — *Knowledge Set for Infection Prevention and Control* (Heinemann, 2007)
ISBN 9780435402327

Railton D — *Knowledge Set for Medication* (Harcourt Education Ltd, 2007)
ISBN 9780435402310

Websites

www.food.gov.uk	Food Standards Agency
www.food.gov.uk/northern-ireland	Food Standards Agency Northern Ireland
www.healthandsafetyworksni.gov.uk	Health and Safety Works NI
www.hseni.gov.uk	The Health and Safety Executive for Northern Ireland
www.who.int	World Health Organisation

Unit 9: Understand how to handle information in social care settings

Unit reference number: Y/602/3118

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the need for secure handling of information in social care settings.	1.1	Identify the legislation that relates to the recording, storage and sharing of information in social care.	<ul style="list-style-type: none"> Relevant up-to-date legislation relating to the recording, storage and sharing of information in social care, Health and Social Care (Reform) Act (Northern Ireland) 2009, Human Rights Act Section 6 (Article 8) 1998, Data Protection Act 1998; including subsequent amendments
		1.2	Explain why it is important to have secure systems for recording and storing information in a social care setting.	<ul style="list-style-type: none"> Necessary safeguards and appropriate uses of personal information; issues relating to human rights, the duty of confidentiality as part of the duty of care, accuracy, retention; availability and disposal of information issues relating to secure recording of information; systems of manual recording, security of electronic recording, confidentiality of information; issues relating to secure storage of information; security of stored electronic data, safety of stored manual information, access to secure information; issues relating to sharing information; freedom of information, principles of confidentiality

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to access support for handling information in social care settings.	2.1	Describe how to access guidance, information and advice about handling information.	<ul style="list-style-type: none"> □ Policies for agreed ways of inter-agency and multi-agency/integrated working, procedures and codes of practice for handling information; understanding roles and responsibilities in relation to handling information; seek permission from the appropriate people to access records where needed; importance of staff training for support on issues relating to the secure handling of information; Information Commissioner's Office; NHS Governance training
		2.2	Outline what actions to take when there are concerns over the recording, storing or sharing of information.	<ul style="list-style-type: none"> □ Individual measures, (staff training, Access NI Disclosure, checks and vetting procedures, staff supervision and management); system measures, (electronic audit trails, encrypted passwords, information checking systems, agreed ways of working with specific policies and procedures); physical measures, (secure storage, CCTV); ensure records are legible, accurate, complete and up-to-date; accurate recording and passing on information about individuals' needs and preferences; reporting accurate and sufficient information to the appropriate people; taking action to share relevant information relating to any signs and symptoms that indicate changes in individuals' condition or care needs; share information with individuals to enable understanding of why and what has been reported and recorded; ensure the security of access to records and reports according to legal and organisational procedures, follow ethical codes and professional standards

Information for tutors

Delivery

This unit should be delivered by a well-qualified and experienced tutor who has both knowledge and understanding of the issues involved. Emphasis should be placed on the essential nature of confidentiality and the adherence to agreed procedures and protocols.

Learners would benefit from witnessing examples of relevant storage and recording systems which may be accessible without breaching confidentiality or the security of settings. Examples of relevant documents and blank records would also be beneficial. Tutors should ensure that learners understand the agreed procedures for electronic storing of records, including the use of encrypted passwords and security codes for access, where relevant.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand the need for secure handling of information in social care settings
Taught session on relevant legislation, data protection and confidentiality, issues of safeguarding. Learners to take notes.
Taught session on inter-agency working, procedures for sharing information, safety of manually stored information. Learners in groups examining examples of recording documents and pro formas. Class discussion.
Taught session and demonstration of electronic storing of information, use of secure/encrypted passwords, protocols and procedures. Class discussion.
Learning outcome 2: Know how to access support for handling information in social care settings
Taught session on accessing support, policies and procedures, agreed ways of working, importance of staff training. Class discussion.
Taught session on actions to take when there are concerns; staff training, CRB checks and vetting procedures.
Guest speaker on ethical codes and professional standards.
Review of unit.

Assessment

This unit will be assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated Unit amplification.

Suggested resources

Textbook

Nolan, Y et al- *Level 2 Health and Social Care Diploma: Candidate Book (Level 2 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN-13: 978-0435031947

Websites

www.igte-learning.connectingforhealth.nhs.uk/igte/	Information Governance Training
www.ico.org.uk/about_us/our_organisation/northern_ireland	Information Commissioner's Office Northern Ireland

Unit 10: Understand how to safeguard the welfare of children and young people

Unit reference number: J/601/4527

Level: 2

Credit value: 3

Guided learning hours: 25

Unit aim

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.	<ul style="list-style-type: none"> Current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety; legislation applicable to the home nation; The Children (Northern Ireland) Order 1995, the Education (Northern Ireland) Order 2006; Children Act 2004; Safeguarding Vulnerable Groups (Northern Ireland) Order 2007; Safeguarding Board Act (Northern Ireland) 2011, Guidelines, e.g. Cooperating to safeguard Children (NI) 2003, Tanya Byron review; guidelines, policies and procedures of setting; safeguarding and protecting, whistleblowing, complaints, investigation procedure, recruitment, induction, staff development, performance management, disciplinary procedures, reporting and recording, e-safety, bullying and cyber-bullying
		1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the context of own work setting.	<ul style="list-style-type: none"> The roles of different agencies for safeguarding children and young people; children's social services; police child protection units; health professionals, general practitioners, doctors in emergency departments, health visitors; organisations in home country with responsibility for safeguarding Safeguarding Board for Northern Ireland (SBNI); The National Society for the Prevention of Cruelty to Children Northern Ireland Division (NSPCC); role of UK Council for Child internet Safety (UKCCIS); designated safeguarding officer within setting

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to safeguard children, young people and practitioners in a work setting.	2.1	Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting.	<ul style="list-style-type: none"> Practitioners can take steps to protect themselves from allegations and complaints within everyday practice by developing appropriate professional relationships; following guidelines, policies and procedures of setting; following rules about comforting/touching children, not being left alone with an individual child or young person; being sensitive to the culture and religion of individual children; undertaking training if there is a likelihood that physical restraint is required with children; undertaking training to carry out personal care; observing sensitivity and dignity when attending to a child's personal needs; being alert to and recording and reporting issues or concerns immediately; the right to protection of those subject to unproven allegations
		2.2	Identify ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.	<ul style="list-style-type: none"> Ways in which concerns about poor practice can be reported: understanding the principles of good practice; concept of institutional abuse; follow whistle-blowing procedures; report to line manager, or person with safeguarding responsibility, head teacher; role of inspectorate for home country; Department of Education (Northern Ireland); the Education and Training Inspectorate; right to protection for those making the allegations/whistleblowers
		2.3	Identify where to access sources of support where concerns have not been addressed.	<ul style="list-style-type: none"> Ways to access sources of support where concerns are not addressed; understanding how to share information about concerns; line-manager; reporting directly to services; children's social services, National Society for the Prevention of Cruelty to Children Northern Ireland Division (NSPCC)

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1	Identify the characteristics of different types of child abuse.	<ul style="list-style-type: none"> The characteristics of different types of child abuse: categories of abuse (physical, sexual, emotional, neglect); bullying; cyber-bullying; signs and symptoms; physical signs, unexplained injuries and those in unusual places; behavioural signs of abuse: withdrawal, poor concentration, attention seeking behaviour; signs of self harm: cuts and slashes; hair pulled out; eating disorder; burns; bruising
		3.2	Describe actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying.	<ul style="list-style-type: none"> Actions to take in response to evidence (including allegations) that a child has been abused, harmed or bullied or is at risk of being abused, harmed or bullied; role and responsibility to report concerns; how to follow procedures of setting or organisation for reporting and recording suspected abuse, harm or bullying; recording and reporting concerns to designated person; procedure for disclosure including requirement to take child or young person's allegations seriously; not promising to keep information secret
		3.3	Describe the principles and boundaries of confidentiality and when to share information.	<ul style="list-style-type: none"> 8 principles of the Data Protection Act 1998; knowing the circumstances when information may be passed on; concept of 'need to know'; personal information about child or young person: age, health details, special educational needs; procedures of the setting or organisations for sharing information about concerns; enabling early identification and action to be taken

Information for tutors

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Delivery

This unit should be delivered by an appropriately qualified member of staff, preferably with experience of the children and young people's sector. Input from visiting speakers who are currently involved in this sector would enhance learner experience.

Some taught input would be beneficial, but learners should be provided with opportunities for discussion and reflection in order to examine currently held views and values relating to safeguarding within a work safe environment. The use of case studies obtained from professional journals and magazines will be of benefit and learners could be encouraged to use these resources as part of personal study. Tutors could also utilise video clips from the internet, for example the BBC Learning Zone class clips on relevant topics. Training material, electronic and paper-based, from relevant organisations will also be of use.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
Tutor-led discussion on legislation, guidelines, policies and procedures and duties and responsibilities/organisational roles and practices. Learners to take notes; groups to work with case study/exemplar material to discuss what would be good practice when carrying out the roles to ensure safeguarding is effective.
Guest speaker on safeguarding in children and young people's settings. Question and answer session; learners to take notes.
Taught session on policies and procedures, Codes of Practice
Learning outcome 2: Understand how to safeguard children, young people and practitioners in a work setting
Tutor explanation of the importance of practitioners protecting themselves from allegations and how this can be carried out. Learners to work in buzz groups to generate examples of how this can be done.
Taught session on the process of whistleblowing and how whistleblowers can be protected. To include input on the reporting of poor practice and methods for this. Use of examples from the media to support input.

Topic and suggested assignments/activities

Taught session on where to access sources of support where concerns have not been addressed in the work setting. Use of examples from the previous session to demonstrate appropriate sources of support.

Learning outcome 3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Taught session on types of abuse, harm and bullying, to include cyber bullying.

Taught session on the actions to take regarding suspicions or allegations of abuse. Class discussion.

Group work session on confidentiality and when it must and must not be maintained.

Review of unit.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Dryden, L — *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Lindon, J - *Safeguarding and Child Protection: 0-8 Years: Linking Theory and Practice* (Hodder Education, 2012) ISBN -13: 978-1444145489

Minett, P — *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

Magazines

Childcare in Practice

Nursery World

Practical Pre-School

Websites

www.familysupportni.gov.uk

Family Support NI

www.nickey.org

The Northern Ireland Commissioner for Children and Young People

www.nspcc.org.uk/inform/policyandpublicaffairs/

Child protection guidance and legislation for Northern Ireland

northernireland/guidance/guidance_wda61700.html

www.safeguardingni.org

The Safeguarding Board for Northern Ireland (SBNI)

Unit 11: Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings

Unit reference number: R/602/2954

Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

It covers:

- statutory responsibilities and rights of employees and employers
- awareness of own occupational role and how it fits within the sector
- agreed ways of working with employer
- career pathways
- issues of public concern and how these may influence changes in the sector.

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the statutory responsibilities and rights of employees and employers within own area of work.	1.1	List the aspects of employment covered by law.	<ul style="list-style-type: none"> Roles in health, social care or children and young people's settings: rights and responsibilities; current employment legislation; current anti-discrimination legislation, gender, race, religion, disability, age; working hours and holiday entitlement; data protection; safeguarding, whistleblowing, Continuing Personal or Professional Development
		1.2	List the main features of current employment legislation.	<ul style="list-style-type: none"> Employment contracts, minimum wage, health and safety, anti-discrimination rules, pay, dismissal; redundancy, unfair working conditions, sick pay, holiday entitlements, training, disciplinary procedures
		1.3	Outline why legislation relating to employment exists.	<ul style="list-style-type: none"> Employer rights and responsibilities: duty of care to employees, safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract
		1.4	Identify sources and types of information and advice available in relation to employment responsibilities and rights.	<ul style="list-style-type: none"> Sources and types of information on employment issues: HR department; Line manager; Health and Safety Executive for Northern Ireland, Equality Commission for Northern Ireland, Trade Unions representative; Professional Body; Citizens Advice Bureau; the Northern Ireland Legal Services Commission; internet sites: Citizens Advice Bureau, NI Direct, Labour Relations Agency, Health and Safety Executive for Northern Ireland, Equality Commission for Northern Ireland, Line manager; Health and Safety Executive for Northern Ireland, Equality Commission for Northern Ireland; trade magazines and journals

Learning outcomes		Assessment criteria		Unit amplification
2	Understand agreed ways of working that protect own relationship with employer.	2.1	Describe the terms and conditions of own contract of employment.	<ul style="list-style-type: none"> Contract of employment: terms and conditions; hours; pay rate; holiday entitlement; format of contract
		2.2	Describe the information shown on own pay statement.	<ul style="list-style-type: none"> Interpret information on pay slip: gross wages; deductions; net pay; personal information: national insurance number, employee number
		2.3	Describe the procedures to follow in event of a grievance.	<ul style="list-style-type: none"> Grievance procedure: grounds for grievance; informal approach; formal procedure within the workplace; trade union support; management support
		2.4	Identify the personal information that must be kept up to date with own employer.	<ul style="list-style-type: none"> Types of information held on personnel records: personal data: name, address, telephone number(s), qualifications, National Insurance Number, tax code, bank details, disabilities, employment history, absence details, training Updating information held on personnel records: personal responsibility; Data Protection Act 1998 considerations
		2.5	Explain agreed ways of working with employer.	<ul style="list-style-type: none"> Ways of working with employer: work place procedures for leave entitlement (holiday, maternity, paternity, compassionate); procedures to deal with bullying or discrimination; procedures for self-certification

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how own role fits within the wider context of the sector.	3.1	Explain how own role fits within the delivery of the service provided.	<ul style="list-style-type: none"> □ Career pathways; Progression routes ; Importance of continuing professional development, □ Sources of Information: line manager, Sector Skills Councils, Job Centres, relevant websites
		3.2	Explain the effect of own role on service provision.	<ul style="list-style-type: none"> □ Role in the workplace: job description, organisation’s aim; contribution of objectives of job role to organisation’s key aims; role in relation to wider sector; relationship to National Occupational Standards □ Role of the sector: aims and objectives of the employment sector □ Effects of public concern: Introduction of legislation and good practice Risk Assessment; Health and Safety Legislation, Disabilities and effects on building regulations, safe working practices, roles and responsibilities, training, qualifications
		3.3	Describe how own role links to the wider sector.	<ul style="list-style-type: none"> □ Effect of role on service provision; contribution of objectives of job role to organisation’s key aims; role in relation to wider sector; relationship to National Occupational Standards Representative bodies: trade unions; professional organisations
		3.4	Describe the main roles and responsibilities of representative bodies that influence the wider sector.	<ul style="list-style-type: none"> □ Main roles and responsibilities of representative bodies: Trade Unions, Professional Bodies, Health and Safety Executive NI; third sector provision □ Roles and responsibilities: safeguarding, health and safety, advice and guidance, working practice, directives, rights and responsibilities

Learning outcomes		Assessment criteria		Unit amplification
4	Understand career pathways available within own and related sectors.	4.1	Explore different types of occupational opportunities.	<ul style="list-style-type: none"> □ Health: health care assistant, nurse, occupational therapist, physiotherapist, dietician, speech and language therapist, specialist screening practitioner, specialist advisor, health visitor □ Social care: support worker, domiciliary care worker, senior day care worker, family support worker, social work assistant, social worker, support worker day care worker □ Children and young people's settings: nursery nurse, room leader, family support worker, social worker, special educational needs coordinator, teacher, hospital play specialist, learning support assistant, youth worker, speech and language therapist, portage worker, community nursery nurse, play worker, child minder □ Roles in the health sector, social care roles; children and young people's sector; third sector roles; entry requirements, level of entry, experience; occupational opportunities; importance of continuing professional development: efficiency, customer satisfaction, retention of staff, motivation of staff; induction; training and development: internal training, external training, gaining qualifications, work experience, secondments, monitoring, shadowing, observations; career progression (opportunities, requirements); next steps

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Identify sources of information related to a chosen career pathway.	<ul style="list-style-type: none"> □ Health: The Department of Health, Social Services and Public Safety, Health & Social Care in Northern Ireland, HSC Recruitment.com □ Social care: The Department of Health, Social Services and Public Safety, NI Direct, Health & Social Care in Northern Ireland, HSC Recruitment.com, Northern Ireland Social Care Council □ Children and young people's settings: Northern Ireland Health and Social Care Fostering Service. Northern Ireland Social Care Council □ Generic sources: HR department; line manager; NI Jobs, Job Centres, Job Centre on line, ACAS; trade unions; Citizens Advice Bureau; the Northern Ireland Legal Services Commission; DEL NI, NI Direct; advice from trade unions and representative bodies
		4.3	Identify next steps in own career pathway.	<ul style="list-style-type: none"> □ Aspirations; development; roles and responsibilities; sector roles; opportunities; planning
5	Understand how issues of public concern may affect the image and delivery of services in the sector.	5.1	Identify occasions where the public have raised concerns regarding issues within the sector.	<ul style="list-style-type: none"> □ Child protection issues, starvation, abuse(physical); social issues, child poverty; poor practice, lack of communication, lack of coordination across services; high-profile cases: Baby 'P', Victoria Climbié, Mid Staffordshire Hospital enquiry, Winterbourne View care home enquiry, Jersey child abuse enquiry. Effect they have had on public view of the sector; confidence, closure of services, recent changes in service
		5.2	Outline different viewpoints around an issue of public concern relevant to the sector.	<ul style="list-style-type: none"> □ Concern; views in relation to staff practice; staff training; support available; rights; roles and responsibilities; withdrawal from service
		5.3	Describe how issues of public concern have altered public views of the sector.	<ul style="list-style-type: none"> □ Impact on policy/practice; transparency; monitoring, inspection; training; funding; review of service provision
		5.4	Describe recent changes in service delivery which have affected own area of work.	<ul style="list-style-type: none"> □ Training; updates; staffing ratios; monitoring; inspections; reporting; recording; recruitment

Information for tutors

Delivery

This unit includes topics which are applicable generally, and others which apply specifically to the workplace of the learner. Input should be as varied as possible, making good use of internet resources and online websites, mixed with group work, individual study and team activities, as well as more traditional tasks involving pen and paper. Learners should be encouraged to read around the subject to gain more understanding.

Visiting speakers who work in various organisations would greatly enliven the programme. All study should be related back to the workplace where possible.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Know the statutory responsibilities and rights of employees and employers within own area of work
Taught session on employment law. Class discussion.
Taught session on why legislation relating to employment exists. Application of learning to case studies followed by plenary.
Taught session on sources and types of information and advice available in relation to employment responsibilities and rights. Class discussion.
Guest speaker on information and advice available. Question and answer session.
Learning outcome 2: Understand agreed ways of working that protect own relationship with employer
Taught session on terms and conditions of employment contracts.
Taught session on the information shown on pay statements; learners to take notes and discuss to clarify understanding.
Taught session on the procedures to follow in event of a grievance.
Class plenary on the personal information that must be kept up to date with an employer.
Taught session on agreed ways of working with employer.
Learners working in groups to explore agreed ways of working and their impact on work roles.

Topic and suggested assignments/activities
Learning outcome 3: Understand how own role fits within the wider context of the sector
Taught session on how their own role fits within the delivery of the service provided.
Taught session on the effect of own role on service provision. Class plenary.
Taught session on how own role links to the wider sector.
Internet research on the main roles and responsibilities of representative bodies that influence the sector. Group presentations of findings.
Learning outcome 4: Understand career pathways available within own and related sectors
Taught session on different types of occupational opportunities
Taught session on sources of information related to a chosen career pathway. Class discussion.
Internet research session; next steps in own career pathway.
Learning outcome 5: Understand how issues of public concern may affect the image and delivery of services in the sector
Taught session on occasions where the public have raised concerns regarding issues within the sector. Class discussion.
Buzz groups working on different viewpoints around an issue of public concern relevant to the sector. Groups give feedback.
Taught session on how issues of public concern have altered public views of the sector.
Taught session about recent changes in service delivery which have affected own area of work.
Review of unit.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)
ISBN 978-0446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)
ISBN 978-0963630674

Parker L – *The Early Years Health and Safety Handbook* (Routledge, 2011)
ISBN 10: 0415675324

Rawlings A – *Studying Early Years: A Guide to Work-Based Learning* (Open University Press, 2008) ISBN-10: 0335219934

Journals

Child Education

Health Service Journal Care and Health

Nursery World

Websites

www.communitycare.co.uk

Community Care

www.delni.gov.uk

Department for Employment and Learning

www.hse.gov.uk

Health and Safety Executive

www.hseni.gov.uk

Health and Safety Executive Northern Ireland

www.niscc.info

Northern Ireland Social Care Council

www.skillsforhealth.org.uk

Sector skills Council for Health

13 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.

14 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

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualification in Induction into Adult Social Care in Northern Ireland against the underpinning knowledge of the National Occupational Standards in Health and Social Care and Children’s Care, Learning and Development. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

Pearson BTEC Specialist units		NOS										
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
HSC21	Communicate with, and complete records for individuals	#										
HSC23	Develop your knowledge and practice		#				#					
HSC234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals			#				#				
HSC24	Ensure your own actions support the care, protection and well-being of individuals				#	#						
CCLD 203	Support the development of children and young people					#						
HSC240	Contribute to the identification of the risk of danger to individuals and others				#							
HSC227	Contribute to working in collaboration with carers in the caring role						#					

Pearson BTEC Specialist units		Pearson BTEC Specialist units										
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
NOS												
HSC244	Manage and organise time and activities to support individuals in the community							#				
HSC246	Maintain a safe and clean environment								#			
HSC223	Contribute to moving and handling individuals								#			
HSC243	Monitor, handle and maintain materials and equipment								#			
HSC22	Support the health and safety of yourself and individuals								#			
HSC242	Receive and pass on messages and information									#		
CCLD202	Help to keep children safe										#	
HSC34	Promote the safeguarding of children and young people										#	

Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

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

4. Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

4.4 Qualified to make quality assurance decisions:

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

4.5 Expert witness:

An expert witness must:

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

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