

# Specification

## BTEC Specialist qualifications

Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)

Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

Supplementary information  
For first teaching December 2011

Issue 2

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas. Edexcel and BTEC qualifications are administered by Pearson Education Ltd. Through initiatives such as onscreen marking and administration, Edexcel is leading the way in using technology to modernise educational assessment and support teachers and learners.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website:  
[www.edexcel.com](http://www.edexcel.com)

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# BTEC Specialist qualification titles covered by this specification

**Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care**

**Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk/](http://www.education.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

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

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care 501/1586/8

Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care 501/1813/4

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

These qualifications are accredited by Ofqual as being part of Apprenticeships.



# Welcome to BTEC Level 2 and 3 Preparing to Work in Adult Social Care qualifications

We are delighted to introduce our new qualifications, which will be available for teaching from January 2011. These qualifications have been revised and conform to the requirements of the new QCF (Qualifications and Credit Framework).

## Focusing on the BTEC Level 2 and 3 Certificate in Preparing to Work in Adult Social Care qualification

These qualifications are aimed at learners interested in, or new to, working in adult social care in England. Their aim is to introduce knowledge around the following areas relating to working in adult social care:

- communication
- equality, diversity and inclusion
- personal development
- role of the social care worker
- handling information
- health and safety
- safeguarding
- duty of care
- person-centred approaches

They do not confirm competence but relate to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at Level 2 and Level 3. Learners progressing to the Health and Social Care Diploma at Level 2 and Level 3 will therefore be able to have achievement of the knowledge recognised in these units via RPL.

## Straightforward to implement, teach and assess

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

## Engaging for everyone

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

## **Recognition**

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case Skills for Care and Development. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

## **All you need to get started**

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

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

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

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# What are BTEC Level 2 and 3 Specialist qualifications?

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BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Care needs to be exercised when registering learners due to changes to the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals.

The QCF is a framework that awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## **Edexcel BTEC Level 2 and 3 Certificates**

The Edexcel BTEC Level 2 and 3 Certificates offer an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners, the Edexcel BTEC Level 2 and 3 Certificates can extend their knowledge and understanding of work in a particular sector. They are suitable qualifications for those wishing to change career or move into a particular area of employment following a career break.

## **Key features of the Edexcel BTEC Levels 2 and 3 in Preparing to Work in Adult Social Care qualifications**

The Edexcel BTEC Levels 2 and 3 in Preparing to Work in Adult Social Care qualifications have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 or 3 vocationally related qualification
- progress to employment in the Health and Social Care sector
- progress to related general and/or vocational qualifications, eg the Edexcel BTEC Level 3 Diploma in Health and Social Care (QCF) or the Edexcel BTEC Level 3 Extended Diploma in Health and Social Care (QCF).

## **National Occupational Standards**

Where relevant, Edexcel BTEC Level 2 and 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOSs). They also develop practical skills in preparation for work and possible achievement of NVQs in due course. NOSs form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 and 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

# Rules of combination

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

## **Rules of combination for the Edexcel BTEC Level 2 and 3 qualifications**

When combining units for an Edexcel BTEC Levels 2 and 3 in preparing to work in Adult Social Care (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care qualification**

- 1 Qualification credit value: a minimum of 20 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 20 credits.
- 3 All credits must be achieved from the units listed in this specification.

### **Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care qualification**

- 1 Qualification credit value: a minimum of 21 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 21 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care

The Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care is a 20-credit and 179-guided-learning-hour (GLH) qualification that consists of 9 mandatory units.

Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care				
Unit	Unit Reference Number	Mandatory units	Credit	Level
1	L/602/2905	Principles of Communication in Adult Social Care Settings	2	2
2	L/602/3035	Principles of Personal Development in Adult Social Care Settings	2	2
3	H/602/3039	Principles of Diversity, Equality and Inclusion in Adult Social Care Settings	2	2
4	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	3	2
5	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children and Young People's Settings	1	2
6	A/602/3113	Understand the Role of the social care worker	1	2
7	J/602/3180	Understand Person-centred Approaches in Adult Social Care Settings	4	2
8	R/602/3179	Understand Health and Safety in Social Care Settings	4	2
9	Y/602/3118	Understand How to Handle Information in Social Care Settings	1	2

## Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care

The Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care is a 21-credit and 194-guided-learning-hour (GLH) qualification that consists of 9 mandatory units.

Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care				
Unit	Unit Reference Number	Mandatory units	Credit	Level
4	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	3	2
6	A/602/3113	Understand the Role of the social care worker	1	2
10	R/602/2906	Principles of Communication in Adult Social Care Settings	2	3
11	R/602/3036	Principles of Personal Development in Adult Social Care Settings	2	3
12	M/602/3044	Principles of Diversity, Equality and Inclusion in Adult Social Care settings	2	3
13	R/601/1436	Principles for Implementing Duty of Care in Health, social care or Children's and Young People's Settings	1	3
14	R/602/3182	Understand Person-centred Approaches in Adult Social Care Settings	4	3
15	L/602/3178	Understand Health and Safety in Social Care Settings	5	3
16	D/602/3119	Understand how to handle Information in Social Care Settings	1	3

# Assessment

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

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

## Guidance

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

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

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

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

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

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

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

## Qualification grade

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

In the Edexcel BTEC Level 2 and 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

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

# Quality assurance of centres

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Edexcel BTEC Level 2 and 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 and 3 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as centres for BTEC qualifications
- approval for the Edexcel BTEC Level 2 and 3 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors, leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

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

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

## Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 and 3 qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

# Programme design and delivery

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## Mode of delivery

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

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

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

## Resources

Edexcel BTEC Level 2 and 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

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

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 and 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14–19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14–19 Diploma course of study.

ASL qualifications are listed on the 14–19 Diploma Catalogue which is available on the Register of Regulated Qualifications ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14–19 Diploma Catalogue for the latest information.

## Access and recruitment

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

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

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

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

### Restrictions on learner entry

The Edexcel **Level 2** in Preparing to Work in Adult Social Care qualification is accredited on the QCF for learners **aged 14** and above.

The Edexcel **Level 3** in Preparing to Work in Adult Social Care qualification is accredited on the QCF for learners **aged 16** and above.

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

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

## Recognition of Prior Learning

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

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

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

# Unit format

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All units in the Edexcel BTEC Level 2 and 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

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

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## Unit aim

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

## Unit introduction

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

## Learning outcomes

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

## Assessment criteria

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

## Unit content

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

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

### **Relationship between content and assessment criteria**

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

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

### **Content structure and terminology**

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

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

### Essential guidance for tutors

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

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



## **Level 2 units**



# Unit 1: Principles of communication in adult social care settings

**Unit code:** L/602/2905  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 2  
**Guided learning hours:** 17

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## Unit aim

The 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.

## Unit introduction

This unit will provide learners with an understanding of the effects of communication on all aspects of adult social care. The unit examines the importance of understanding an individual's preferred method of communication, when working with users of social care services and the need to observe reactions in order to support the communication cycle. The unit also investigates barriers to communication and ways in which these can be minimised or removed. Issues of confidentiality are considered with regard to maintenance and also the notion of agreed times when information must be shared. The unit will prepare individuals for working with users of services with a variety of communication and language needs.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand why communication is important in adult social care settings</p>	<p>1.1 Identify different reasons why people communicate</p> <p>1.2 Explain how effective communication affects all aspects of working in adult social care settings</p> <p>1.3 Explain why it is important to observe an individual's reactions when communicating with them</p>
<p>2 Understand how to meet the communication and language needs, wishes and preferences of an individual</p>	<p>2.1 Explain why it is important to find out an <b>individual's</b> communication and language needs, wishes and <b>preferences</b></p> <p>2.2 Describe a range of <b>communication methods</b></p>
<p>3 Understand how to reduce barriers to communication</p>	<p>3.1 Identify barriers to communication</p> <p>3.2 Describe ways to reduce barriers to communication</p> <p>3.3 Describe ways to check that communication has been understood</p> <p>3.4 Identify sources of information and support or <b>services</b> to enable more effective communication</p>
<p>4 Understand confidentiality in adult social care settings</p>	<p>4.1 Define the term 'confidentiality'</p> <p>4.2 Describe ways to maintain confidentiality in day-to-day communication</p> <p>4.3 Describe situations where information normally considered to be confidential might need to be shared with <b>agreed others</b></p> <p>4.4 Explain how and when to seek advice about confidentiality</p>

## Unit content

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### 1 Understand why communication is important in adult social care settings

*Reasons why people communicate:* express needs; share ideas and information; reassure; express feelings; build relationships; socialise; ask questions, share experiences

*The effects of communication on own work:* communication with eg colleagues, people who use services, children; supports the development of effective relationships, helps to build trust; aids understanding of individuals' needs; prevents misunderstandings; supports the development of own knowledge and skills

*The importance of observing others' reactions:* verbal communication eg tone, pitch, silence; non-verbal communication eg body language, facial expressions, eye contact, gestures, touch; to understand emotional state; know if information has been understood; the role of the communication cycle; when and how to adjust communication method; recognising barriers to communication

### 2 Understand how to meet the communication and language needs, wishes and preferences of an individual

*Communication and language needs of individuals:* home language; preferred method; sensory difficulties; preferences based on eg beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities

*Communication methods:* verbal: non-verbal; written; British sign language; Makaton; Braille; finger spelling; pictures and symbols; technological aids eg minicom, telephone relay systems; human aids eg interpreters, translators

*When and how to seek advice:* awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager; SENCO; specialists eg speech and language therapists, sign language specialists

### 3 Understand how to reduce barriers to communication

*Barriers to communication:* sensory impairment; dialect; use of jargon; environmental factors eg, noise, poor lighting; attitudes; effects of alcohol or drugs; aggression; mental health problems; learning disabilities; health conditions; lack of confidence

*Ways to reduce barriers:* use of technological aids; human aids eg interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions; checking understanding

*Sources of information:* interpreting service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID)

#### 4 **Understand confidentiality in adult social care settings**

*Confidentiality:* personal information; sensitive information; principles of the Data Protection Act 1998

*Confidentiality in day-to-day communication:* types of information eg paper-based, electronic; policies and procedures in own workplace setting; confidentiality relating to the collection, recording and storage of information; following procedures for sharing information

*When confidential information might need to be passed on:* need to share information when individuals are at risk of harm or when abuse is suspected; concept of 'need to know'; role of the named person

*How and when to seek advice regarding confidentiality:* referring to line manager; seeking consent; importance of following procedures

## Essential guidance 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 which 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand why communication is important in adult care settings</b>
Buzz groups; reasons why we communicate, groups to feed back. Tutor-led class discussion with learners taking notes.
Tutor-led class discussion on effects of communication on working in social care; learners to work in groups with case studies. Groups feed back. Taught input on the communication cycle and recognising barriers to full communication.
Observation of training video on the use of verbal and non-verbal communication, learners to take notes. Role-play session, practising communication skills.
<b>Assignment 1: Why communicate?</b> Produce a poster identifying reasons why people communicate Produce a booklet for new staff at a residential setting for people learning difficulties explaining the positive effects that communication will have on their work as social care assistants and also the importance of observing the reactions of other staff and users of the service during communication.

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 2: Understand how to meet the communication and language needs, wishes and preferences of an individual</b>
Taught session, learners to take notes, communication and language needs of individuals; groups working with case studies to identify the communication and language needs of particular individuals.
Guest speaker on the use of communication methods. Question-and-answer session.
Guest speaker on the use of technological aids to communication.
Group internet research session on methods of communication. Groups feed back.
Taught session; when and how to seek advice, the role of other professionals. Class discussion on potential barriers to communication.
<b>Assignment 2: Positive communication/holistic Support</b> Write a letter to a friend who is applying for a post at a day centre for individuals from a variety of ethnic backgrounds; the individuals all have hearing impairments and learning disabilities. Your letter should explain why it is important to find out about each individual's communication and language needs, wishes and preferences in order to provide holistic care and support. You should include a fact sheet with the letter describing a range of communication methods suitable for use at the day centre and when and how to seek advice, for example if barriers arise.
<b>Learning Outcome 3: Understand how to reduce barriers to communication</b>
Taught session, learners to take notes on barriers to communication; learners working in groups with case studies to identify barriers.
Taught session, learners to take notes/class discussion on ways of reducing barriers.
Guest speaker on sources of support. Question-and-answer session.
<b>Assignment 3: Breaking down barriers</b> Produce a leaflet for learners from a local college who are going on work experience to an adult social care setting. The leaflet should identify barriers to communication in adult social care and describe ways of reducing those barriers. The leaflet should also contain information on sources of support available at local and national levels and a description of ways in which learners could check that users of the service had understood their communication.
<b>Learning outcome 4: Understand confidentiality in adult social care settings</b>
Taught session on the principles of the Data Protection Act 1998.
Taught session followed by class discussion on confidentiality in day-to-day communication.

Topic and suggested assignments/activities and/assessment
Guest speaker on 'When information may need to be passed on'. Question-and-answer session.
Taught session; seeking advice. Class discussion.
<p><b>Assignment 4: Confidentiality - can we always keep this?</b></p> <p>Write an article for a leading care magazine on confidentiality when working in adult social care. Your article should contain all of the following information:</p> <ol style="list-style-type: none"> <li>A definition of the term 'confidentiality'</li> <li>A description of ways in which workers can maintain confidentiality in day-to-day communication</li> <li>A description of situations where confidential information might have to be shared with agreed others</li> <li>An explanation of how and when staff should seek advice about confidentiality.</li> </ol>
Review of unit and programme of assignments.

### Assessment

This unit may be assessed in a variety of ways and the methods below are suggestions. Assessors should ensure that learners provide evidence that meets each assessment criterion completely and that the operative verb, for example "describe", or "explain", is included in assignment tasks. Learners should be encouraged to use ICT to present work, in order to support the achievement of Functional Skills at level 2. The production of assignments in a variety of formats will also contribute towards the achievement of Functional Skills English at level 2.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	Why communicate?	You are employed at a residential setting for adults who have learning disabilities and a variety of communication needs. Your manager has asked you to produce a poster for the staff room, identifying the reasons why we communicate in social care.	Poster
1.2, 1.3	Positive communication	The manager at the residence has asked you to produce a booklet for new staff to provide them with information on communication.	Booklet

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2	Holistic support	You have a friend who is applying for employment at a day centre for adults with communication difficulties. You have decided to write a letter to your friend, telling them of the importance of meeting each individual's communication needs, preferences and wishes.	Letter
3.1, 3.2, 3.3 and 3.4	Breaking down barriers	You have been appointed as a mentor to learners who will be coming on work experience to the setting. Your manager has asked you to produce a leaflet for the learners to inform them of barriers to communication which they may encounter, and ways to reduce those barriers.	Leaflet
4.1, 4.2, 4.3 and 4.4	Confidentiality - can we always keep this?	You have been asked by a leading care magazine to produce an article on issues affecting confidentiality in adult social care.	Magazine article

### Essential resources

Learners will require access to relevant library facilities including relevant texts, professional magazines and journals and CDROMs.

Resources for communication in social care (including DVDs and booklets) can be obtained from Mulberry House at [www.mulho.com](http://www.mulho.com).

Learners will benefit from visiting speakers who are experienced in working with adults who have communication difficulties or who have English as an additional language.

### Indicative resource materials

#### Textbooks

Borg, James — *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

#### Journals

*Community Care magazine*

*The Nursing Times*

**Websites**

[www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)      Communication Matters

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

[www.makaton.org](http://www.makaton.org)                      The Makaton Charity



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

**Unit code:** L/602/3035  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 2  
**Guided learning hours:** 17

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### **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.

### **Unit introduction**

This unit identifies those standards which influence the way in which adult social care is conducted. The unit will enable learners to consider the benefits of reflection with regard to both learning and work activities, and the connections with the development of knowledge and skills. Learners are invited to consider the benefits of feedback as part of the reflective process. Learners will also consider their own personal attitudes and beliefs and ways of ensuring that these do not obstruct the quality of their work.

The unit enables learners to consider the benefits of a personal development plan with regard to the development of knowledge and understanding. The unit provides information with regard to sources of support.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand what is required for good practice in adult social care roles</p>	<p>1.1 Identify <b>standards</b> that influence the way adult social care job roles are carried out</p> <p>1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills</p> <p>1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work</p>
<p>2 Understand how learning activities can develop knowledge, skills and understanding</p>	<p>2.1 Describe how a learning activity has improved own knowledge, skills and understanding</p> <p>2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding</p> <p>2.3 Describe how feedback from others has developed own knowledge, skills and understanding</p>
<p>3 Know how a <b>personal development plan</b> can contribute to own learning and development</p>	<p>3.1 Define the term 'personal development plan'</p> <p>3.2 Identify <b>who could be involved</b> in the personal development plan process</p> <p>3.3 Identify <b>sources of support</b> for own learning and development</p> <p>3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding</p>

## Unit content

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### 1 Understand what is required for good practice in adult social care roles

*Duties and responsibilities:* job description for own role; organisational goals and practices; inter-agency working; multidisciplinary working; definition of a duty of care

*Standards that influence role:* codes of practice; regulations; minimum standards; national occupational standards

*Ways to prevent personal attitudes and beliefs obstructing quality of work:* reflect on own background and experiences; understand effects of own beliefs and attitudes on practice; seek ways to gain feedback on own practice; seek professional development opportunities; develop knowledge and understanding of needs, culture and background of individuals using services

### 2 Understand how learning activities can develop knowledge, skills and understanding

*Developing knowledge, skills and understanding through a learning activity:* developing new concepts and ideas through eg discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding about individuals' needs and preferences

*Role of reflection to improve own knowledge skills and understanding:* situations in a work context eg supporting an individual using health or care services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to team work; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues

*Feedback from others:* feedback from colleagues eg line manager, tutor; feedback from people using services eg adults, children and young people, families; ways that feedback has been used to make changes in own practice

*Ways to record evidence of personal progress:* importance of regular review; use of diary or journal; personal development plans and reviews; witness testimonies

### 3 Know how a personal development plan can contribute to own learning and development

*Sources of support for own learning and development:* informal; formal; internal eg line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; on-line professional discussion groups, on-line professional magazines and journals

*Planning process:* cyclical nature of planning and review; understand own role: identify own strengths and weaknesses; identify gaps in knowledge; using feedback from others; appraisal process; understand development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress; identifying potential career pathways

*Individuals involved:* eg the individual, people using services, supervisor or line manager, other professionals, tutors, mentors

*Personal development plan:* understand needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support

## Essential guidance 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 an international community centre or 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand what is required for good practice in adult social care roles</b>
Tutor-led discussion on duties and responsibilities/organisational roles and practices; learners to take notes; buzz groups to define a duty of care with regard to adult social care. Groups feed back.
Guest speaker; inter-agency/multidisciplinary working. 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 feed back.
<b>Assignment 1: Standards/reflective Practice</b>
a) Produce an information sheet to be displayed in the staffroom of a residential setting for older people identifying the standards which must be adhered to when delivering support and care (1.1).

<b>Topic and suggested assignments/activities and/assessment</b>
b) Write a short essay explaining why reflecting upon your work experiences over the working week will help to develop your knowledge and skills in the sector, and which describes ways you could prevent your own beliefs and attitudes from obstructing the quality of your work (1.2 and 1.3).
<b>Learning outcome 2: Understand how learning activities can develop knowledge, skills and understanding</b>
Tutor explanation of the links between learning activities and the development of knowledge, skills and understanding. Learners to work in buzz groups, to use personal examples of learning activities and the development of existing knowledge, skills and understanding.
Taught session, 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.
Taught session; the benefits and uses of feedback in professional life.
<b>Assignment 2: The working week</b> For a period of three weeks, keep a reflective log of the following items: a) Explanations of the links between learning activities you have undertaken and the development of your knowledge, skills and understanding b) Descriptions of how reflecting upon past situations, improved your knowledge and skills
<b>Learning outcome 3: Know how a personal development plan can contribute to own learning and development</b>
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, 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.
<b>Assignment 3: Personal development</b> Produce a booklet that could support your own personal development and which contains all the following information: a) A definition of the term 'personal development plan' b) A list of those individuals whom you have identified as potentially being involved in your own personal development plan c) A list of sources of support which you have identified as being relevant to your own learning and development d) A list of the benefits to yourself of using a personal development plan to identify ongoing improvements in your own knowledge and understanding
Review of unit and programme of assignments.

## Assessment

This unit may be assessed in a variety of ways and the programme of assignments are suggestions that may be adapted in order to meet local needs or the needs of particular groups of learners. Tutors should ensure that all assignments include the use of the correct operative verbs, for example "identify", "describe" and "explain", in order to meet Edexcel requirements. Learners should demonstrate an appropriate level of understanding with regard to the relevance and importance of codes of practice, standards and the requirements of inter-agency/multidisciplinary working within the adult social care sector. Learners may need support in demonstrating their understanding of the links between personal reflection and the development of knowledge and skills. The use of theoretical models such as Gibbs's Reflective Cycle, may be of use in enabling learners to understand the links. Learners should be encouraged to link the information regarding personal development to their own needs and experience in order to fully meet the assessment criteria.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Standards/ Reflective practice	You have been asked by your manager to produce a set of information sheets for new staff on the standards which must be adhered to in the setting.  As part of the preparation for your annual appraisal, you have been asked to write a short essay on reflective practice.	Information sheets  Essay
2.1, 2.2, 2.3	The working week	Following your appraisal, you have decided to keep a reflective log in order to make the links between learning activities you have undertaken and your own knowledge and development.	Reflective log
3.1,3.2, 3.3, 3.4	Personal development	Create a personal development plan that reflects issues identified in your appraisal.	Report

### Essential resources

Learners will require access to full library facilities including relevant text, professional magazines and journals, ICT and CDRoms.

Input from guest speakers who have expertise in the field of personal and professional development will be of benefit to learners.

### Indicative resource materials

#### 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

#### Journals

*Community Care* magazine

*The Nursing Times*

#### Websites

[www.communitycaremagazine.co.uk](http://www.communitycaremagazine.co.uk) *Community Care* magazine

[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) Children's Workforce Development Council

[www.nursingtimes.net](http://www.nursingtimes.net) *The Nursing Times* magazine

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

**Unit code:** H/602/3039  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 2  
**Guided learning hours:** 18

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### **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.

### **Unit introduction**

This unit will provide learners with an understanding of inclusion within the adult social care sector. Learners will investigate practices which support equality, diversity and rights, and gain an understanding of how discrimination may occur within the work place. Key legislation and codes of practice which relate to equality, diversity and inclusion in adult social care are examined, together with ways of challenging discrimination. Learners are also provided with knowledge regarding sources of support and information on the subjects.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the importance of diversity, equality and inclusion</p>	<p>1.1 Define what is meant by:</p> <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul> <p>1.2 Describe how direct or indirect discrimination may occur in the work setting</p> <p>1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination</p>
<p>2 Know how to work in an inclusive way</p>	<p>2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</p> <p>2.2 Describe how to interact with individuals in an inclusive way</p> <p>2.3 Describe ways in which discrimination may be challenged in adult social care settings</p>
<p>3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination</p>	<p>3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination</p> <p>3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination</p>

## Unit content

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### 1 Understand the importance of diversity, equality and inclusion

*Diversity*: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation; social class

*Equality*: individual rights; giving choices; respect; services in response to individual need

*Inclusion*: individuals at the centre of planning and support; valuing diversity

*Discrimination*: direct discrimination; indirect discrimination; treating individuals less favourably than others; effects of discrimination

*Deliberate and inadvertent discrimination*: institutional discrimination; discrimination by individuals; the effects of lack of knowledge and understanding; prejudice; labelling; lack of opportunity; stereotyping; harassment; bullying; use of inappropriate language

*Work settings*: health settings; care settings; child care setting

*Support for equality and inclusion*: policies and procedures in workplace setting; challenging discrimination; promoting rights; empowering; removing barriers eg physical access, communication; improving participation; promoting dignity; individuals at the centre of planning and delivery of services

### 2 Know how to work in an inclusive way

*Legislation and codes of practice*: codes of practice of sector; policies of workplace setting; Human Rights Act 1998; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010

*Interactions*: individuals to include colleagues; adults using services; children and young people in child care settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality; appropriate use of language

*Challenging discrimination*: challenging discriminatory behaviour; challenging own beliefs and attitudes; disciplinary procedures; complaints procedures; staff training; reviewing and developing policy and procedures

### 3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination

*Sources of information and advice*: skills councils eg Skills for Health, Skills for Care, Children's Workforce and Development Council, Professional organisations eg Nursing and Midwifery Council, Training and Development Agency for Schools; third sector organisations; government websites for current legislation and guidelines; books; journals

*Accessing information and advice*: colleagues; feedback on own practice; inter-agency working; liaison with community leaders or organisations; professional development opportunities

## Essential guidance 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand the importance of diversity equality, and inclusion</b>
Taught session; definition of terms; class discussion.
Taught session; definition of direct and indirect discrimination; buzz groups to discuss how this could occur in the workplace. Groups feed-back.
Guest speaker; institutional discrimination. Question-and-answer session.
Taught session; reducing discrimination in adult social care/methods and practices.
Use of training DVD. Class plenary.
<b>Assignment 1: Key terms and practices</b> Produce a PowerPoint presentation defining the key terms, describing how discrimination can occur in the workplace, and explaining the practices which may be used to reduce the likelihood of this occurring.
<b>Learning outcome 2: Know how to work in an inclusive way</b>
Taught session; legislation and codes of practice. Buzz groups applying these to case studies; group feedback.
Taught session; inclusive interaction. Class discussion.
Taught session; challenging discrimination. Group work, applying learning to case studies and feed-back to the class.
<b>Assignment 2: Key legislation/inclusive interaction/challenging discrimination</b> a) Produce a list of the key legislation and codes of practice (2.1) b) Produce a leaflet which describes how to interact in an inclusive way with users of the service (2.2)

Topic and suggested assignments/activities and/assessment
c) Produce an information sheet which describes ways in which to challenge discrimination in adult social care (2.3).
<b>Learning outcome 3: Know how to access information, advice and support about diversity, equality, inclusion and discrimination</b>
Internet research session; sources of information and support; learners discuss findings.
Taught session; when to access sources of information and support; group work applying the learning to case studies and feeding back.
<b>Assignment 3: Who will help?</b> Produce a poster identifying sources of information and support regarding diversity, equality, inclusion and discrimination and describing how and when to access them.
Review of unit and programme of assignments.

### Assessment

Assessments may be in a variety of formats for this unit and the suggested programme may be adapted to meet local needs or the needs of particular learners. Tutors should ensure that learners demonstrate a clear understanding of how and when to access relevant sources of support and the reasons for doing so. Tutors should ensure that the relevant operative verbs are included in assessments, for example “identify”, “describe”.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Key terms and practices	Your manager at the residence for older adults has asked you to produce a PowerPoint presentation for work experience learners, informing them about key terms, how discrimination may occur in the workplace and practices which may reduce the likelihood of this happening.	PowerPoint presentation
2.1	Key legislation	As part of a package, the work experience tutor at the local college has asked your manager if you could produce a list of key legislation and codes of practice that apply to your setting. This will be explained to learners before they begin.	List
2.2	Inclusive interaction	As part of the package for younger learners, you have been asked to produce a leaflet on inclusive interaction with users of the service.	Leaflet
2.3	Challenging discrimination	Included as part of the package is an information sheet that describes ways in which discrimination may be challenged.	Information sheet
3.1 3.2	Who will help?	The final part of the package will be a poster which the college can display in the social care classroom. This poster will contain information about sources and information of support.	Poster

### **Essential resources**

Training DVDs from Mulberry house available at [www.mulho.com](http://www.mulho.com)

Learners will require full access to library facilities including relevant text, professional magazines and journals, ICT and CDROM.

### **Indicative resource materials**

#### **Textbooks**

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

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

#### **Journals**

*Community Care* magazine

*The Nursing Times* magazine

#### **Websites**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com) Equality and Human Rights Commission

[www.scie-socialcareonline.org.uk](http://www.scie-socialcareonline.org.uk) Social Care Institute for Excellence Home Page



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

**Unit code:** A/601/8574  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 3  
**Guided learning hours:** 26

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### **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.

### **Unit introduction**

This unit will enable learners to recognise the importance of safeguarding when working in health and social care. Learners will investigate types of abuse and the signs and symptoms which may indicate these. Learners will also examine the factors that may contribute to vulnerability in individuals. The unit examines actions to take in cases of suspected and alleged abuse and the national policies and local systems which are part of the safeguarding framework. The roles of various relevant agencies are considered, together with sources of information and advice about the learner's own role. Serious incidents and high profile cases are considered as examples of failure to protect individuals from abuse, together with unsafe practices which may affect the wellbeing of individuals who use the services. Learners will also consider those practices which may reduce the likelihood of abuse occurring.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Know how to recognise signs of abuse</p>	<p>1.1 Define the following types of abuse:</p> <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul> <p>1.2 Identify the signs and/or symptoms associated with each type of abuse</p> <p>1.3 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse</p>
<p>2 Know how to respond to suspected or alleged abuse</p>	<p>2.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused</p> <p>2.2 Explain the actions to take if an individual alleges that they are being abused</p> <p>2.3 Identify ways to ensure that evidence of abuse is preserved</p>
<p>3 Understand the national and local context of safeguarding and protection from abuse</p>	<p>3.1 Identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse</p> <p>3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>3.3 Identify reports into serious failures to protect individuals from abuse</p> <p>3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse</p>

Learning outcomes	Assessment criteria
<p>4 Understand ways to reduce the likelihood of abuse</p>	<p>4.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> </ul> <p>4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p>
<p>5 Know how to recognise and report unsafe practices</p>	<p>5.1 Describe <b>unsafe practices</b> that may affect the wellbeing of individuals</p> <p>5.2 Explain the actions to take if unsafe practices have been identified</p> <p>5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>

## Unit content

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### 1 Know how to recognise signs of abuse

*Types of abuse:* physical abuse (eg hitting, shaking, biting, throwing, burning or scalding, suffocating, force-feeding) or otherwise causing physical harm to an individual; sexual abuse (eg forcing an individual to take part in sexual activities or behave in sexually inappropriate ways, penetrative acts including rape or buggery and non-penetrative acts, watching sexual activities, including viewing inappropriate sexual activity on the internet); emotional abuse (eg bullying, invoking threats or fear, devaluing individual self-esteem, verbal abuse and swearing, imposing inappropriate expectations, conveying feelings of worthlessness, exploitation); financial abuse (eg theft of money or property, misappropriation or mismanagement of individuals' finances, denying individuals access to their own finances, particularly with the elderly or individuals with learning difficulties); institutional abuse (eg misuse of authority, information or power over vulnerable individuals by staff in health and social care settings, failure to maintain professional boundaries, inappropriate use of medication, physical restraint, humiliation or bullying, denying privacy); self-neglect (eg individuals engaging in neglectful or self-harming behaviours including refusing to eat or drink, neglecting personal hygiene or toilet needs, causing actual bodily harm to self including cutting); neglect by others (eg not caring for the basic needs of individuals including neglectful practice in washing, toileting, feeding or personal care)

*Signs and symptoms of abuse:* physical abuse (eg bruising, bite marks, burn marks, changes in behaviour, can lead to death in extreme cases); sexual abuse (eg disturbed behaviour including self-harm, inappropriate sexualised behaviour, repeated urinary infections, depression, loss of self-esteem, impaired ability to form relationships); emotional abuse (eg loss of self-esteem and self-confidence, withdrawn); financial abuse (eg loss of trust, insecurity, fearful, withdrawn, conforming or submissive behaviour, disappearance of possessions, power of attorney obtained when individual is unable to comprehend); institutional abuse (eg loss of self-esteem and confidence, submissive behaviour, loss of control); self-neglect or neglect by others (eg unkempt appearance, weight loss, dehydration, signs of actual self-harm including cuts, withdrawn or submissive behaviour)

*Factors contributing to vulnerability:* age (eg elderly, young children); physical ability (eg frail, immature development, physical disability or sensory impairment); cognitive ability (eg maturity, level of education and intellectual understanding, learning difficulties); emotional resilience (eg mental health difficulties, depression); stress (eg impact of stressful life events including bereavement, divorce, illness or injury); culture or religion (eg as a result of prejudice or discrimination, refugees and asylum seekers); socio-economic factors (eg financial situation)

### 2 Know how to respond to suspected or alleged abuse

*Actions to take regarding suspicions or allegations of abuse:* including actions to take if the allegation or suspicion implicates any individual, a colleague, self or others; understanding roles and responsibilities; importance of following legislation, policies, procedures and agreed ways of working; basic information includes who the alleged victim is, who the alleged abuser is, categories of

abuse that could be happening, when abuse has happened, where abuse has happened; importance of treating all allegations or suspicions seriously; lines of communication and reporting; reporting suspicions or 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

*Ensure evidence is preserved:* use of written reports (including details of alleged/suspected abuse, signed, dated and witnessed); use of witness statements (signed and dated); photographic evidence (eg of physical injuries); agreed procedures for using electronic records (eg password-protected systems); confidential systems for manual records (eg security systems, access to evidence records); importance of timescales to ensure reliability and validity of evidence; secure storage of any actual evidence (eg financial records)

### **3 Understand the national and local context of safeguarding and protection from abuse**

*National policies and local systems:* national policies including the scope of responsibility of the Independent Safeguarding Authority (ISA); the national Vetting and Barring Scheme (VBS); Criminal Records Bureau (CRB) checks; 'No Secrets' national framework and codes of practice for health and social care (2000); 'Safeguarding Adults' national policy review (2009); work of the Care Quality Commission; 'Working Together to Safeguard Children' (2006); 'Every Child Matters' (2003); Common Assessment Framework (CAF); local systems including the scope of responsibility of Local Safeguarding Children's Boards (LSCBs), Local Safeguarding Adults Boards (LSABs) and protection committees; Local Area Agreements (LAAs)

*Role of different agencies:* importance of multi-agency and inter-agency working; social services (eg social workers, care assistants, residential children's home workers); health services (eg GPs, nurses, occupational therapists, health visitors); voluntary services (eg MIND, NSPCC, Age UK); 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; consulting the police regarding all safeguarding incidents; convening or chairing strategy meetings, including the agreement of responsibilities, (lead professional); actions and timescales; coordinating and monitoring investigations; overseeing the convening of safeguarding case conferences; providing information about activities and outcomes to the Safeguarding Coordinator

*Reports on serious failures:* serious case reviews on the abuse of children, young people and vulnerable adults, including eg the Laming report into the death of Victoria Climbié (2000); Haringey Council report on the death of Baby Peter (2007); Bedfordshire Council report into the torture and death of Michael Gilbert (Blue Lagoon murder, 2009); Birmingham social services review into the starvation and death of Khyra Ishaq (2010)

*Sources of information and advice about own role:* current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups including government sources (eg DfE, DoH); voluntary organisations (eg NSPCC, Barnard's, the Ann Craft Trust); publications eg 'Working Together to Safeguard Children' (2006), 'What to do if you suspect a child is being abused' (2003); National Council for Voluntary Youth Services 'Keeping it Safe: a young-person-centred approach to safety and child protection'; information from the

Independent Safeguarding Authority (ISA); Social Care Institute for Excellence; policies, procedures and agreed ways of working within the workplace setting

#### 4 **Understand ways to reduce the likelihood of abuse**

*Working with person-centred values:* decreasing the likelihood of abuse by working in a person-centred way; the key values of privacy, dignity, independence, choice, rights and fulfilment; decreasing vulnerability by increasing confidence; importance of 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 (eg in activities and personal care); 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

*Accessible complaints procedure:* importance of 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 (eg published policy, high visibility, widespread distribution)

#### 5 **Know how to recognise and report unsafe practices**

*Unsafe practices:* neglect in duty of personal care (eg in relation to inappropriate feeding, washing, bathing, dressing, toileting); inappropriate physical contact (eg in relation to moving and handling); unsafe administration of medication (eg failure to check dosage); unreliable systems for dealing with individuals' money or personal property (eg failure to witness or record accurately); misuse of authority (eg using physical restraint); failure to maintain professional boundaries (eg in relationships); failure to ensure supervision (eg for lone-working situations); inappropriate communication or sharing of information (eg breaching confidentiality); failure to update knowledge on safeguarding issues (eg through ongoing training); unsafe recruitment practices (eg failure to CRB-check workers)

*Actions to take:* importance of reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistleblowing'; if suspected abuse or unsafe practices have been reported but no action has been taken, workers have the right to report concerns directly to social services or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse or not following the correct procedures; importance of raising genuine concerns and questioning these; reassurance of protection from possible reprisals or victimisation following reporting

## Essential guidance 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Know how to recognise signs of abuse</b>
Taught session; signs and symptoms of abuse with reference to serious cases. Class discussion.
Taught session; signs and symptoms of abuse with reference to serious cases. Class discussion (second session in the topic).
Taught session; factors that contribute to vulnerability; buzz-groups working with case studies to identify issues. Feedback from groups.
Guest speaker; supporting vulnerable individuals; question-and-answer session
Discussion of serious incidents, tutor-led with reference to case studies.
<b>Assignment 1: Recognition of abuse</b> Produce a set of information sheets which define, describe and explain: <ul style="list-style-type: none"> <li>• types of abuse</li> <li>• signs and/or symptoms of each type of abuse identified</li> <li>• factors which may lead to vulnerability in individuals.</li> </ul>
<b>Learning outcome 2: Know how to respond to suspected or alleged abuse</b>
Taught session; actions to take regarding suspicions or allegations of abuse. Class discussion.
Taught session; preserving evidence. Class working in groups with case studies and feeding back.
<b>Assignment 2: Responding to abuse</b> Produce a PowerPoint presentation which: <ol style="list-style-type: none"> <li>a) explains actions to take when abuse is suspected or alleged</li> <li>b) identifies ways of ensuring that evidence is preserved.</li> </ol>

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 3: Understand the national and local context of safeguarding and protection from abuse</b>
Guest speaker: national policies and local systems. Question-and-answer session.
Taught session; the role of different agencies. Learners working with case studies to demonstrate understanding, and feeding back to the class.
Class consideration of serious cases. Class discussion about possible solutions.
Taught session; sources of information and advice about own role. Class discussion.
<b>Assignment 3: Roles and systems</b> Produce a report which: a) Identifies national policies and local systems b) Explains the roles of different agencies c) Identifies reports into serious failures d) Identifies sources of advice and support about your own role
<b>Learning outcome 4: Understand ways to reduce the likelihood of abuse</b>
Taught session; working with person-centred values. Class discussion.
Taught session; encouraging active participation. Class discussion.
Guest speaker; promoting choices and rights. Question-and-answer session.
Taught session; accessible complaints procedures; groups working with case studies to match procedures. Groups feed-back.
<b>Assignment 4: Reducing abuse</b> Write a letter to the opinions column of a care magazine which explains how the likelihood of abuse may be reduced and state the importance of having accessible complaints procedures.
<b>Learning outcome 5: Know how to recognise and report unsafe practices</b>
Taught session; unsafe practices/actions to take (session 1).
Taught session; unsafe practices/actions to take (session 2).
Taught session; actions to take if unsafe practices or suspected or alleged abuse has been reported but no action has been taken.
<b>Assignment 5: Recognising unsafe practices</b> Produce a booklet which: a) Describes unsafe practices which could affect wellbeing and explains the actions to take if unsafe practices have been identified b) Explains the actions to take when unsafe practices/suspected abuse has been reported and there has been no response.
Review of unit and programme of assignments.

## **Assessment**

Assessment for this unit may be in a variety of formats and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners link the type of abuse with the accurate signs and/or symptoms in order to demonstrate understanding of the topic. Learners should take an objective view when reviewing reports of serious failures to safeguard and protect, showing a recognition of all aspects of the cases. Learners must demonstrate their understanding of what constitutes an unsafe practice and appreciation of the importance of accessible complaints procedures in order to reduce the likelihood of abuse. Learners should demonstrate their understanding of the principles of safeguarding and protection and the role of different agencies in this area. Tutors should ensure the inclusion of the relevant operative verbs in all assessments, for example "identify", "describe" and "explain".

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Recognition of abuse	You have been asked by your manager to produce a set of information sheets to be included in the induction pack for new staff on the recognition of abuse and reasons which may contribute to vulnerability.	Information sheets
2.1, 2.2, 2.3	Responding to abuse	You are a member of the staff induction team and you have been asked to produce a PowerPoint presentation on responding to suspected or alleged abuse and preserving evidence.	PowerPoint presentation
3.1, 3.2, 3.3	Roles and systems	As part of the induction process you have been asked to produce a report which will be given to candidates to read before they attend an induction session on the roles and systems involved in safeguarding and protection.	Report
4.1, 4.2	Reducing abuse	You have decided to write a letter to the opinion column of a national care magazine on reducing the likelihood of abuse in health and social care and the importance of having accessible complaints procedures.	Letter
5.1, 5.2, 5.3	Recognising unsafe practices	As part of the induction process you will be presenting each person with a booklet which gives them information on unsafe practices and the actions to take if there has been no response to reports of these or suspected abuse.	Booklet

### Essential resources

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM.

Guest speakers from statutory and voluntary organisations will provide learners with a valuable insight.

### Indicative resource materials

#### Textbooks

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

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

#### Magazines

*Community Care* magazine

*The Nursing Times* magazine

#### Websites

[www.elderabuse.org.uk](http://www.elderabuse.org.uk)      Action on Elder Abuse

[www.isa-gov.org.uk](http://www.isa-gov.org.uk)      Independent Safeguarding Authority



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

**Unit code:** H/601/5474  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 1  
**Guided learning hours:** 9

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### **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.

### **Unit introduction**

The unit will prepare individuals for working in the relevant sectors, providing them with an understanding of the duty of care which underpins their roles and responsibilities within their settings. Learners will examine the dilemmas which may arise between the duty of care and the rights of an individual to make choices and take acceptable risks. Learners will also examine why it is important that individuals know how to make complaints, the agreed procedures for making complaints and their own role in responding.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the meaning of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role
2 Be aware of dilemmas that may arise about duty of care and the support available for addressing them	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3 Know how to respond to complaints	3.1 Explain why it is important that individuals know how to make a complaint 3.2 Explain the main points of agreed procedures for handling complaints 3.3 Describe own role in responding to complaints as part of own duty of care

## Unit content

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### 1 Understand the meaning of duty of care

*Concept of 'duty of care':* legal obligation; duty of care towards children and adults using services, colleagues and own self; requirement to work in best interest of child or adult using the service; care practice which is not detrimental to the health, wellbeing and safety of the child or adult; only carrying out care practice within own level of competence, role and responsibility

*How the duty of care affects own work role:* only carrying out 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 principle and codes of practice of setting/service; need to observe confidentiality; need to be observant; importance of induction and regular updating of knowledge and skills; duty to report concerns (whistle-blowing)

### 2 Be aware of dilemmas that may arise about duty of care and the support available for addressing them

*Dilemmas that may arise between the duty of care and an individual's rights:* balance between health and safety and an individual's human rights and freedoms; concept of 'mental capacity'; rights of children to make choices 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

*Where to get additional support and advice about how to resolve such dilemmas:* mentor; tutor; line manager; Care Quality Commission; Ofsted; professional bodies eg The Association of Health Care Professionals (AHCP); unions eg Unison; Skills Councils eg Skills for Care; Skills for Health; Children's Workforce and Development Council

### 3 Know how to respond to complaints

*Why it is important that individuals know how to make a complaint:* protects legal rights of children and adults; to prevent bad practice; raise awareness with managers/regulatory bodies; to improve healthcare services for self and other users

*The main points of agreed procedures for handling complaints:* keeping records of complaint; identifying what went wrong; responding to complainant within agreed time; responding to the complaint eg apologising, putting things right (local resolution stage); informing complainant of rights/who to complain to when complaints are not resolved; role of local government ombudsman; reflecting on complaints to improve practice

*Own role in responding to complaints as part of own duty of care:* following policy and procedures of service/setting; listen carefully to what is said; acknowledge child's or adult's feelings; clarify problem; give advice on procedures for complaining; focusing on problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect and if necessary change practice/undergo training

## Essential guidance 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand the meaning of duty of care</b>
Taught session; 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; implementing the duty of care in a setting; question-and-answer session.
<b>Assignment 1: A duty of care</b>
Write an essay defining the term 'duty of care' and describing how this will affect your work role.
<b>Learning outcome 2: Be aware of dilemmas that may arise about duty of care and the support available for addressing them</b>
Taught session; potential dilemmas; class discussion.
Taught session; where to obtain additional advice and support in resolving dilemmas.
<b>Assignment 2: What could go wrong?</b>
Produce a leaflet which describes the potential dilemmas which may arise about a duty of care and explain where to obtain additional advice and support in reaching resolutions.
<b>Learning outcome 3: Know how to respond to complaints</b>
Taught session; why individuals should know how to complain; class discussion.
Taught session; the main points of agreed procedures for handling complaints; class working in groups with case studies to apply procedures; feeding back.
Taught session; own role in responding to complaints as part of a duty of care; class discussion.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 3: Complaints</b></p> <p>Produce an information sheet explaining the importance of individuals knowing how to complain, the main points of agreed procedures for handling complaints and your own role in responding as part of a duty of care.</p>

### Assessment

Assessment for this unit may be in a variety of formats and the suggested programme may be adapted to meet either local needs or the needs of particular groups of learners. Tutors should ensure that learners fully explain the importance of complaints procedures as part of a duty of care. It is also essential that learners present evidence of agreed procedures rather than opinions, and show recognition of their own role. Tutors should ensure that the correct operative verbs are used throughout assessments, for example "explain" and "describe".

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only, and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	A duty of care	You are applying for promotion and as part of the application process you are asked to write an essay on the duty of care and its effect on your role in delivering support and care.	Essay
2.1, 2.2	What could go wrong?	You have received your promotion and your manager has asked you to produce a leaflet for new staff on the potential dilemmas which could arise between a duty of care and the rights of individuals in the setting.	Leaflet
3.1, 3.2, 3.3	Complaints	As part of your new role you have been asked to produce an information sheet on aspects of making complaints.	Information sheet

### Essential resources

Learners will require full access to library facilities including relevant text, professional magazines and journals, ICT and CDROM. Access to examples of agreed procedures (non-confidential) would also be of support to learners.

### Indicative resource materials

#### Textbooks

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

Nolan Y — *NVQ/SNVQ Level 2, Health and Social Care Candidate Handbook* (Pearson Education, 2008) ISBN 9780435466985

*Common Induction Standards (Adult Social Care) Handbook for Employees* available at [www.reading.gov.uk/](http://www.reading.gov.uk/)

#### Journals

*Community Care* magazine

*The Nursing Times* magazine

#### Websites

[www.nursingtimes.net](http://www.nursingtimes.net)      The Nursing Times magazine

[www.scie.org.uk](http://www.scie.org.uk)      Social Care Institute for Excellence

## **Unit 6: Understand the role of the social care worker**

<b>Unit code:</b>	<b>A/602/3113</b>
<b>QCF Level 2:</b>	<b>BTEC Specialist</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>9</b>

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### **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.

### **Unit introduction**

This unit gives individuals an understanding of the role of a social care worker in a variety of settings. Learners will investigate the differences between a working relationship and a personal relationship and consider the different working relationships to be encountered in social care settings. The unit examines the importance of adhering to the agreed scope of the job role and provides an understanding of what is meant by agreed ways of working. The importance of full and up-to-date details of these is emphasised in the unit. Partnership working is examined in detail, together with the skills and approaches to support the learner in resolving conflicts. The unit also examines how and when to access advice and support about working in partnership and the resolution of conflicts.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in social care settings
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 2.2 Outline what is meant by <b>agreed ways of working</b> 2.3 Explain the importance of full and up-to-date details of agreed ways of working
3 Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b> 3.2 Identify ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

## Unit content

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### 1 Understand working relationships in social care settings

*Working relationship:* a relationship with a work colleague; the nature of a professional relationship; concept of team-working; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship

*Personal relationship:* 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

*Different working relationships in health and social care settings:* relationships between co-workers (eg colleagues); between worker and manager (eg supervisory); relationships within teams (eg care-planning team); between different health and social care workers (eg nurse and care assistant); relationships between different professionals (eg health and social care worker and legal advocate); professional relationships with others (eg families of individuals)

### 2 Understand the importance of working in ways that are agreed with the employer

*Adhere to the scope of the job role:* job description as part of a contract of employment; legal responsibility; defined roles and responsibilities; professional commitment; understanding expectations of the job; understanding professional boundaries and working within professional limitations; accountability; used as a means of assessing performance within the job (eg for appraisal purposes)

*Agreed ways of working:* access full and up-to-date policies and procedures that relate to the responsibilities of the specific job role eg health and safety, safeguarding, equal opportunities and inclusive working, security; implement agreed ways of working eg in relation to infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling

### 3 Understand the importance of working in partnership with others

*Partnership working:* importance of professional relationships with team members, colleagues, other professionals, individuals and their families; importance of communication; agreed ways of sharing information; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; different professional expectations; multi-agency and integrated working; improving partnership working through effective communication and information sharing; collaboration and team-working; multi-agency team meetings and conferences; main principles of 'No Secrets' (2000) for multi-agency working in health and social care

*Resolving conflicts:* skills and approaches needed for resolving conflicts eg managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, 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

*Access support and advice:* knowing how and when to access support and advice about partnership working eg in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries; understanding agreed ways of working for seeking out support; knowing how to access support eg through manager or supervisor, professional organisation, independent advisory organisations; knowing how and when to access support and advice about resolving conflicts eg in relation to professional disagreements, issues with individuals or their families, conflict with colleagues or managers; knowing how to access support eg through mentoring support, employment counselling, independent advisory organisations, trade unions

## Essential guidance 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand working relationships in social care settings</b>
Taught session; differences between working and personal relationships; class discussion.
Taught session; different working relationships in health and social care; class discussion.
<b>Assignment 1: Professional relationships</b> Produce a leaflet explaining the differences between working and personal relationships and describing the different types of working relationships in social care.
<b>Learning outcome 2: Understand the importance of working in ways that are agreed with the employer</b>
Taught session; adhering to the scope of the job role; groups discussing various job-role descriptions and feeding back conclusions.
Taught session; agreed ways of working with learners making notes.
Taught session; implementing ways of working. Class discussion.
<b>Assignment 2: The job role</b> Produce a set of information sheets that describe the importance of adhering to the scope of your agreed job role, outline what you understand by 'agreed ways of working' and explain the importance of having full and up-to-date details of these
<b>Learning outcome 3: Understand the importance of working in partnership with others</b>
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; conflicts that may arise. Class discussion.
Taught session; resolving conflicts; learners working with case studies to demonstrate understanding and feedback.
Simulated activities/role play to apply the skills and approaches learned previously. Class plenary.
Guest speaker; accessing support and advice; question-and-answer session.
<p><b>Assignment 3: Working partners</b></p> <p>Produce a report that includes all of the following:</p> <ol style="list-style-type: none"> <li>The importance of working in partnership with others (explanation).</li> <li>Ways of working that will help to improve partnership working (identification).</li> <li>Skills and approaches for resolving conflicts (identification).</li> <li>Sources of help and support in partnership working and resolving conflicts (explanation).</li> </ol>
Review of unit and programme of assignments.

### Assessment

The assessments for this unit may take a variety of forms, and the suggested programme may be adapted to meet local needs or to meet the needs of particular groups of learners. Tutors should ensure that learners demonstrate a clear and objective understanding of the importance of partnership working with reference to the course content, rather than unjustified opinions. Learners may produce a list of the ways of working which will improve partnership working and also the skills and approaches required to resolve conflicts. A full explanation of the sources of help and support and how they are of assistance in supporting partnership working and resolving conflicts is required in order to meet the unit requirements. Tutors should ensure that the correct operative verbs are included in all assessments, for example outline, identify, explain and describe.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only, and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Professional relationships	Your manager has noticed your excellent presentation skills and has asked you to produce a leaflet on the differences between personal and working relationships for learners who are coming into social care for work experience.	Leaflet
2.1, 2.2, 2.3	The job role	As part of their qualification, learners on work experience are required to obtain information on aspects of the job role in adult social care.	Information sheets
3.1, 3.2, 3.3, 3.4	Working partners	As a senior care worker in a day centre for adults with learning disabilities, you have been asked by the city council to produce a report on partnership working and the resolving of conflicts in adult social care.	Report

### Essential resources

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM. Presentations from members of the social care profession dealing with conflict resolution would be of benefit to learners.

### Indicative resource materials

#### Textbooks

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

Glasby J and Dickinson H — *Partnership Working in Health and Social Care (Better Partnership Working)* (Policy Press, 2008) ISBN 9781847420169

#### Journals

*The Community Care* magazine

*The Nursing Times*

#### Websites

[www.puttingpeoplefirst.org.uk](http://www.puttingpeoplefirst.org.uk)

Putting People First

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

Sector Skills Council for Care and Development



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

**Unit code:** J/602/3180  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 4  
**Guided learning hours:** 34

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### **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.

### **Unit introduction**

This unit provides learners with an understanding of the role of person-centred care in underpinning the delivery of best practice in social care. The unit defines person-centred values and explains the importance of embedding these into the delivery of support and care. Learners will examine ways of finding out an individual's history, preferences, wishes and needs in order to plan care and support which has the individual at the centre. Learners will investigate the term 'consent' in a social care context and develop an understanding of its importance when initiating care practice, actions or activities. The unit also provides advice on dealing with situations where consent is not readily available. Learners will consider the concept of active participation, the benefits of this and also ways of reducing barriers to enable full participation by all users of the service. Issues concerning informed choices are considered, together with the balance of risk-taking and assessing when empowering individuals to exercise their rights to choice. The unit also examines the links between wellbeing self-esteem and individual identity and the connections between these and providing an appropriate environment.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand person-centred approaches for care and support	1.1 Define person-centred values 1.2 Explain why it is important to work in a way that embeds person-centred values
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 <b>individual</b> 2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support 2.3 Explain how using an individual's <b>care plan</b> contributes to working in a person-centred way
3 Understand the importance of establishing <b>consent</b> when providing care or support	3.1 Define the term 'consent' 3.2 Explain the importance of gaining consent when providing care or support 3.3 Describe how to establish consent for an activity or action 3.4 Explain what steps to take if consent cannot be readily established
4 Understand how to encourage <b>active participation</b>	4.1 Define what is meant by active participation 4.2 Describe how active participation benefits an individual 4.3 Describe ways of reducing barriers to active participation 4.4 Describe ways of encouraging active participation
5 Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices 5.2 Explain why risk taking can be part of an individual's choices 5.3 Explain how agreed risk assessment processes are used to support the right to make choices 5.4 Explain why a worker's personal views should not influence an individual's choices 5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by <b>others</b>

Learning outcomes	Assessment criteria
6 Understand how to promote an individual's wellbeing	6.1 Explain how individual identity and self-esteem are linked with wellbeing 6.2 Describe attitudes and approaches that are likely to promote an individual's wellbeing 6.3 Identify ways to contribute to an <b>environment</b> that promotes wellbeing

## Unit content

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### 1 Understand person-centred approaches for care and support

*Person-centred values:* individuality; rights; choice; privacy; independence; dignity; respect; partnership

*Person-centred approaches:* person-centred planning (PCP), particularly in relation to vulnerable individuals eg individuals with learning difficulties, physical disabilities, mental health issues and including person-centred thinking skills, total communication, essential lifestyle planning and person-centred reviews; Carl Rogers's theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; embedding person-centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of 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 eg the harmful effects of smoking, the benefits of taking prescribed medication, the advantages of immunisation

*Care and support:* document where day-to-day requirements and preferences for care and support are detailed eg care plan, support plan, individual plan; holistic approach to meeting the needs and preferences of individuals; using individual care plans to document individual needs; attention to the detail of treatment and individualised provision; importance of applying a person-centred approach when using care plans

### 2 Understand how to implement a person-centred approach in an adult social care setting

*Work in a person-centred way:* working towards person-centred outcomes eg satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; work in ways that recognise individual beliefs and preferences; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision making when implementing person-centred planning; the application of person-centred values; communicate 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

### 3 Understand the importance of establishing consent when providing care or support

*Consent:* the informed agreement to an action or decision; establishing consent varies according to individual's assessed capacity to consent

*Establish consent:* the process of establishing informed agreement to an action or decision with individuals; ensure individuals have access to the 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; work to resolve conflicts if consent cannot be established; seek extra support and advice where necessary

#### 4 **Understand how to encourage active participation**

*Active participation:* 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; empowering individuals to participate in their own care; the benefits for individuals of active participation eg physical benefits, increased independence, autonomy and wellbeing

*Barriers:* possible barriers to active participation eg learning difficulties, physical disability or language barriers; ways to reduce barriers to active participation eg use of physical, communication or visual aids

#### 5 **Understand how to support an individual's right to make choices**

*Right to make choices:* importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision making

*Support the individual:* 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

*Risk assessment:* the use of agreed risk assessment processes to support individuals in making choices eg health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made eg increased vulnerability, impact on treatment or recovery

#### 6 **Understand how to promote an individual's wellbeing**

*Wellbeing:* factors eg spiritual, emotional, cultural, religious, social, political

*Promoting wellbeing:* the importance of individual identity and self-esteem; the links between individual identity, self-esteem and wellbeing; understanding emotional literacy; awareness of 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 eg through positive encouragement, active listening and developing independence and assertiveness; creating and maintaining a positive environment to promote the wellbeing of individuals eg attitudes, activities, surroundings

## Essential guidance 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 and can be used in conjunction with the programme of suggested assignments.

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

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

Topic and suggested assignments/activities and/assessment
Taught session; using care plans to work in person-centred ways with individuals. Learners working in groups to implement person-centred approaches when using care plans.
<b>Assignment 2: My story/my care</b> Produce a magazine article describing how to obtain and use an individual's history, preferences, wishes and needs to plan support. You should also include an explanation of how using an individual's care plan can help you to work in a person-centred way.
<b>Learning outcome 3: Understand the importance of establishing consent when providing care or support</b>
Taught session; defining consent. Learners to discuss their understanding of the word.
Taught session; establishing consent, explaining the process and providing information. Class plenary.
Taught session; resolving conflicts where consent cannot be established/seeking advice and support.
<b>Assignment 3: Gaining consent</b> Produce a guide for new adult social care workers that defines, explains and describes the establishing of consent and how to resolve issues of conflict relating to this.
<b>Learning outcome 4: Understand how to encourage active participation</b>
Taught session; empowering individuals to participate in daily life. Class discussion.
Taught session; 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.
<b>Assignment 4: Active participation/living your life</b> Produce an information pack that defines the term 'active participation' describes the barriers to this, describes how to reduce the barriers and identifies ways of encouraging active participation in individuals who use adult social care services.
<b>Learning outcome 5: Understand how to support an individual's right to make choices</b>
Taught session; 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. Groups feed-back; tutor-led discussion.
Taught session; use of risk assessment choices to support an individual/ethics of allowing risk-taking to allow individual choice and empowerment.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 5: Making choices</b> Write an essay on supporting an individual's right to make choices</p>
<p><b>Learning outcome 6: Understand how to promote an individual's wellbeing</b></p>
<p>Taught session; wellbeing definitions. Class plenary.</p>
<p>Taught session; promoting wellbeing. Groups working with case studies to apply learning and feeding back to the class.</p>
<p>Taught session; raising self-esteem through positive encouragement and empowerment/linking self-esteem and wellbeing with individual identity. Class discussion/attitudes and approaches.</p>
<p>Taught session; providing positive environments to promote wellbeing.</p>
<p><b>Assignment 6: Promoting individual wellbeing</b> Write an essay that explains, describes and identifies the links between individual identity, self-esteem and wellbeing, covering also the attitudes and approaches that are likely to promote wellbeing and ways in which you could contribute to an environment within adult social care that promotes the wellbeing of people who use the services.</p>
<p>Review of unit and programme of assignments.</p>

### Assessment

Assessment for this unit may be presented in a variety of ways and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners demonstrate an understanding of the links between a person-centred approach to the planning and delivery of care and support to the wellbeing of individuals. Learners should also show recognition of their role in contributing to the provision of environments which provide opportunities for all individuals to reach their full potential. Tutors should ensure that the correct operative verbs are included in all assessments, for example "describe", "explain" and "define".

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	A person-centred approach	You are working in a residential setting for older individuals who have dementia. Your manager has asked you to produce an information sheet for new staff on person-centred values and the importance of embedding these into all aspects of work in the setting.	Information sheet
2.1, 2.2, 2.3	My story/my care	You have decided to submit an article to an online care magazine on the use of individual histories in meeting an individual's preferences, wishes and needs when planning support.	Magazine article
3.1, 3.2, 3.3, 3.4	Gaining consent	The magazine was impressed with your article and has requested that you provide a guide on gaining consent about adult social care.	Guide
4.1, 4.2, 4.3, 4.4	Active participation/living your life	Your manager is very impressed with your writing skills and has asked you to produce an information pack for the setting. Your pack should contain information about encouraging individuals to actively participate in daily life and the benefits of this.	Information pack
5.1, 5.2, 5.3, 5.4, 5.5	Making choices	You are applying to upgrade your qualifications and the tutor at the local college has asked you to write an essay in order for her to judge your ability to complete the course. You have been asked to write about the role of risk-taking and risk assessment in supporting an individual's right to make choices.	Essay
6.1, 6.2, 6.3	Promoting individual wellbeing	The tutor is impressed with your essay and has asked you to write a second one to be displayed as part of the college's marketing strategy. You should now write about the links between an individual's identity, self-esteem and wellbeing.	Essay

### Essential resources

Learners will require full access to library resources including relevant text, professional magazines and journals, ICT and CDROM. Input from experts in the field of person-centred care will be of benefit to learners.

### Indicative resource materials

#### Textbooks

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

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

#### Journals

*Community Care* magazine

*The Nursing Times* magazine

#### Websites

[www.cpa.org.uk](http://www.cpa.org.uk)

Centre for Policy on Ageing

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

Sector Skills Council for Care and Development

## **Unit 8: Understand health and safety in social care settings**

**Unit code:** R/602/3179  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 4  
**Guided learning hours:** 40

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### **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 for working in a social care setting.

### **Unit introduction**

This unit will equip learners with the knowledge and understanding of health and safety that is required in order to work in social care settings. The unit investigates key legislation which relates to general health and safety in social care settings and also the main points of health and safety policies. Learners will examine the roles of various professionals, including those roles which require special training. The unit defines hazards and risks in social care and discusses the use of risk assessment in helping to address dilemmas between an individual's rights and health and safety concerns. Learners will examine a variety of health and safety issues including infection prevention and control, safe moving and handling, environmental safety procedures, management of hazardous substances, managing stress, handling medication and food safety measures.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the different responsibilities relating to health and safety in social care settings</p>	<p>1.1 List legislation relating to general health and safety in a social care setting</p> <p>1.2 Describe the main points of health and safety <b>policies and procedures</b></p> <p>1.3 Outline the main health and safety responsibilities of:                      a) the social care worker                      b) the employer or manager                      c) <b>individuals</b></p> <p>1.4 Identify <b>tasks</b> relating to health and safety that should only be carried out with special training</p> <p>1.5 Describe how to access additional support and information relating to health and safety</p>
<p>2 Understand the use of risk assessments in relation to health and safety</p>	<p>2.1 Define what is meant by 'hazard' and 'risk'</p> <p>2.2 Describe how to use a health and safety risk assessment</p> <p>2.3 Explain how and when to report potential health and safety risks that have been identified</p> <p>2.4 Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns</p>
<p>3 Understand procedures for responding to accidents and sudden illness</p>	<p>3.1 Describe different types of accidents and sudden illness that may occur in a social care setting</p> <p>3.2 Outline the procedures to be followed if an accident or sudden illness should occur</p> <p>3.3 Explain why it is important for emergency first-aid tasks only to be carried out by qualified first-aiders</p>

Learning outcomes	Assessment criteria
<p>4 Know how to reduce the spread of infection</p>	<p>4.1 List routes by which an infection can get into the body</p> <p>4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work</p> <p>4.3 Explain the most thorough method for hand washing</p> <p>4.4 Describe when to use different types of personal protective equipment</p>
<p>5 Know how to move and handle equipment and other objects safely</p>	<p>5.1 Identify legislation that relates to moving and handling</p> <p>5.2 List principles for safe moving and handling</p> <p>5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training</p>
<p>6 Understand the principles of assisting and moving an individual</p>	<p>6.1 Explain why it is important to have specialist training before assisting and moving an individual</p> <p>6.2 Explain the importance of following an individual's <b>care plan</b> and fully engaging with them when assisting and moving</p>
<p>7 Know how to handle hazardous substances</p>	<p>7.1 Identify hazardous substances that may be found in the social care setting</p> <p>7.2 Describe safe practices for:</p> <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances</li> </ul>

Learning outcomes	Assessment criteria
<p>8 Know environmental safety procedures in the social care setting</p>	<p>8.1 Outline procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul> <p>8.2 Outline procedures to be followed in the social care setting in the event of:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul>
<p>9 Know how to manage <b>stress</b></p>	<p>9.1 Identify common signs and indicators of stress</p> <p>9.2 Identify circumstances that tend to trigger own stress</p> <p>9.3 Describe ways to manage stress</p>
<p>10 Understand procedures regarding <b>handling medication</b></p>	<p>10.1 Describe the main points of agreed procedures about handling medication</p> <p>10.2 Identify who is responsible for medication in a social care setting</p> <p>10.3 Explain why medication must only be handled following specialist training</p>
<p>11 Understand how to handle and store food safely</p>	<p>11.1 Identify food safety standards relevant to a social care setting</p> <p>11.2 Explain how to:</p> <ul style="list-style-type: none"> <li>• store food</li> <li>• maximise hygiene when handling food</li> <li>• dispose of food</li> </ul> <p>11.3 Identify common hazards when handling and storing food</p>

## Unit content

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### 1 Understand the different responsibilities relating to health and safety in social care settings

*Legislation relating to general health and safety:* relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E) including local, national and European requirements for health and safety in a health and social care work setting eg Health & Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Control of Substances Hazardous to Health (COSHH) Regulations 2002

*Health and safety policies and procedures:* 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 (eg operating, reporting and recording procedures); first-aid situations (eg hygiene procedures, administering basic first aid if trained to do so, reporting and recording procedures); working conditions and the working environment (eg moving and handling procedures); use of equipment (eg regulations for using mechanical or electrical equipment); health care procedures (eg procedures for administering personal care); food handling and preparation (eg food hygiene regulations); infection control and dealing with hazardous substances (eg procedures for disposing of clinical waste); security and personal safety (eg procedures for personal security and safeguarding personal property)

*Own responsibilities:* 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 co-operating with others on health and safety; importance of the correct use of anything provided for individual health, safety or welfare (eg protective clothing, specialised equipment); understanding that certain tasks should not be carried out without special training (eg use of equipment, first aid, administering medication, health care procedures, food handling and preparation)

*Responsibilities of employers and others:* the duty of employers to provide information (eg about 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 (such as special clothing, gloves or masks), health checks (such as vision testing); the duty of employers to provide HSC/E information 'Health and safety law: What you should know', with contact details of people who can help or provide further information

### 2 Understand the use of risk assessments in relation to health and safety

*Assess health and safety hazards:* 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

*Report potential health and safety risks:* 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

*Individual rights and health and safety concerns:* using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions (eg wearing seat belts in a car to minimise injury, wearing a motor cycle helmet for protection, hand washing and wearing latex gloves to minimise the spread of infection); understanding that the use of risk assessment can help to address dilemmas between the human rights of an individual and health and safety concerns; values and principles from 'Investing for Health' (2002)

### 3 Understand procedures for responding to accidents and sudden illness

*Types of accidents and sudden illness:* accidents (eg slips and trips, falls, needle-stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning); sudden illness (eg heart attack, diabetic coma, epileptic convulsion)

*Procedures to be followed:* ensuring and maintaining safety for individuals concerned and others (eg clearing the area, safely moving equipment if possible); 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 (eg accident report, incident report); understanding the policies, procedures and agreed ways of working for the work setting

### 4 Know how to reduce the spread of infection

*Recommended method for handwashing:* follow the DoH 5-step recommended procedure of:

- 1 wet hands
- 2 apply soap thoroughly
- 3 lather and scrub (remember between the fingers, thumbs and backs of the hands)
- 4 rinse thoroughly
- 5 dry thoroughly using paper towel or air dryer

*Own health and hygiene:* importance of basic personal hygiene measures in reducing the spread of infection (eg 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

## 5 Know how to move and handle equipment and other objects safely

*Identify legislation relating to moving and handling:* The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

*Safe moving and handling:* the key principles of avoid (eg the need for hazardous manual handling), assess (eg the risk of injury from any hazardous manual handling), reduce (eg the risk of injury from hazardous manual handling); the importance of assessment (eg the task, load, working environment and individual capability); reducing the risk of injury (eg musculoskeletal disorders): avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a co-ordinated approach and good communication; using mechanical aids where necessary (eg a hoist); changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities

## 6 Understand the principles of assisting and moving an individual

*Principles:* obtaining valid consent; assessing mobility; adhering to agreed practices within the setting; access to written policies; promotion of confidence; ensuring safety, dignity and privacy; promotion of independence; assessing risk; recording of incidents and accidents; need for specialist training; adherence to care plan; fully engaging with the individual

## 7 Know how to handle hazardous substances

*Identify hazardous substances and materials:* COSHH regulations (2002) include substances that are corrosive (eg acid), irritant (eg cleaning fluids), toxic (eg medicines), highly flammable (eg solvents), dangerous to the environment (eg chemicals, clinical waste), germs that cause diseases (eg legionnaires' disease), materials that are harmful (eg used needles), potentially infectious (eg used dressings), body fluids (eg blood, faeces, vomit)

*Safe handling of hazardous substances and materials:* importance of training; awareness of COSHH regulations; always follow instructions for agreed ways of working; safe storage of hazardous substances and materials, always follow agreed ways of working, policies and procedures (eg safe storage of drugs and medicines); stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances and materials: always follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances (eg inhaling, contact with the skin or eyes, swallowing or skin puncture), use of control measures (eg universal precautions for dealing with blood and other body fluids); use protective clothing where necessary (eg latex gloves, masks, aprons); importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials; always follow agreed ways of working, policies and procedures (eg use of clinical waste bags); importance of protecting others (eg using a sharps box for used needles), protecting the environment (eg disposal of dangerous chemicals); minimising the spread of infection (eg disposal of used dressings)

## 8 Know environmental safety procedures in the social care setting

*Fire prevention:* use of fireguards; use of smoke alarms; use of flame retardant materials for furniture, soft furnishings; not leaving cooking pans unattended over lighted flames

*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

*Gas leaks, prevention:* turning off gas appliances when not in use; regular maintenance of systems and boilers; reporting of suspicious odours

*In the event of a leak:* safe evacuation of the building; contacting emergency services; not returning to the building until it is safe to do so

*Floods, prevention:* turning off taps before leaving the bathroom, kitchen; regular maintenance of appliances, drains, maintenance of buildings; location of main water supply

*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.

*Intruding, 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

*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

*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

*In the event of a security breach:* ascertaining the nature of the breach, contacting security personnel; checking safety of individuals; safety of staff; contacting emergency services if required

## 9 Know how to manage stress

*Common signs and symptoms of stress:* physical signs and symptoms eg aches and pains, nausea, dizziness chest pain, rapid heartbeat; emotional signs and symptoms eg moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms eg memory problems, inability to concentrate, poor judgement, constant worrying; behavioural signs and symptoms eg eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes or drugs to relax, nervous habits like nail biting

*Identifying triggers for stress:* work factors eg changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors eg financial problems, relationship or family problems, major life changes, bereavement, injury or illness

*Managing stress:* understanding own coping strategies; relaxation techniques (eg massage, yoga, aromatherapy, listening to music); physical activity and exercise (eg going for a run, joining a gym); social strategies (eg meeting up with friends and family, volunteering or helping with community work); logical

strategies (eg making lists, prioritising); creative strategies (eg music, painting or other artistic pursuits); faith strategies (eg religion or other beliefs); the importance of emotional wellbeing and resilience; understanding and recognising individual stressors and taking time out

#### 10 Understand procedures regarding handling medication

*Agreed procedures:* following national guidelines eg 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

*Reasons for specialist training:* reduction of errors; knowledge of effects and side effects; knowledge of administration procedures; role of the named person; taking responsibility; ownership of the role

#### 11 Understand how to handle and store food safely

*Food Safety Standards:* Food Standards Act 1999; Food Safety (Temperature Control) 1995; role of the Foods Standards Agency

*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 eg condition of rubber seals, maintaining accurate temperature, not overloading, regular defrosting

*Safe disposal:* use of closed bags, disinfection of bins; separation of dry from wet waste; emptying and washing rubbish bins regularly

*Common hazards:* cross infection; injuries from unsafe use of utensils; triggering of allergies; exposure of food to contaminants

*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 vegetable; keeping food away from pets; not allowing pets to sit on surfaces used for food preparation

## Essential guidance for tutors

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### 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings</b>
Taught session; relevant legislation, learners to take notes.
Taught session; policies and procedures; learners to take notes.
Class discussion; own responsibilities with regard to health and safety.
Guest speaker; the responsibilities of employers; question and answer session.
<b>Assignment 1: Responsibilities in health and social care setting.</b> Produce a booklet which lists key legislation, describes relevant policies and procedures and outlines the main health and safety responsibilities of key personnel.
<b>Learning outcome 2: Understand the use of risk assessments in relation to health and safety</b>
Taught session; assessing health and safety hazards; health and safety quiz with learners participation.
Taught session; reporting health and safety risks; group work using scenarios to identify the correct response and feeding back to the class.
Taught session; 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).
<b>Assignment 2: Using risk assessments in health and safety</b> Write a guide on the use of risk assessments in relation to health and safety

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 3: Understand procedures for responding to accidents and sudden illness</b>
Taught session; 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; recording incidents, sudden onset of illness, accidents, safe storage of records.
<b>Assignment 3: Managing accidents and sudden illness in social care</b> Produce an information pack which contains the following elements: a) A description of the different types of accident and sudden illness that could occur in a social care setting and an outline of the procedures which you should follow b) An explanation of reasons why emergency first aid should only be delivered by a qualified first-aider.
<b>Learning outcome 4: Know how to reduce the spread of infection</b>
Taught session; the chain of infection, entry routes for infection, learners taking notes.
Demonstration with explanation of handwashing procedures and the reasons for these; learners practise procedures.
Taught session; the importance of own health hygiene; class discussion.
Demonstration use of personal protective equipment (PPE).
<b>Assignment 4: Preventing infection</b> Produce a leaflet that lists the entry routes for infection into the body. It should describe ways in which your own health or hygiene might pose a risk to individuals or others in your workplace. Give an explanation of the most thorough method of handwashing, and provide a description of when to use different types of personal protective equipment (PPE).
<b>Learning outcome 5: Know how to move and handle equipment and other objects safely</b>
Taught session; relevant legislation, learners to take notes and ask questions to clarify understanding.
Taught session; 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.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 5: Safety in moving and handling</b></p> <p>Produce an information pack which contains all of the following:</p> <ul style="list-style-type: none"> <li>a) a spider diagram of key legislation</li> <li>b) a list of the principles for safe moving and handling</li> <li>c) an explanation of why it is important for moving and handling tasks to be only carried out following specialist training.</li> </ul>
<p><b>Learning outcome 6: Understand the principles of assisting and moving an individual</b></p>
<p>Taught session; principles of assisting and moving an individual. Class discussion.</p>
<p>Taught session; reasons for specialist training. Class discussion.</p>
<p><b>Assignment 6: An engaging approach</b></p> <p>Produce an information sheet explaining the importance of specialist training for assisting and moving an individual and dealing with the importance of following the care plan and fully engaging with the individual throughout the procedure.</p>
<p><b>Learning outcome 7: Know how to handle hazardous substances</b></p>
<p>Taught session; identifying hazardous substances and materials; learners taking notes.</p>
<p>Taught session; safe handling of hazardous substances and materials; learners taking notes.</p>
<p>Taught session; safe usage of hazardous substances and materials; learners taking notes.</p>
<p>Taught session; safe disposal of hazardous substances and materials; learners taking notes.</p>
<p><b>Assignment 7: Hazardous substances in the setting</b></p> <p>Produce an information pack identifying hazardous substances that may be used in social care and describing the safe practices for storage, usage and disposal of hazardous substances.</p>
<p><b>Learning outcome 8: Know environmental safety procedures in the social-care setting</b></p>
<p>Taught session; preventing environmental emergencies in social care settings.</p>
<p>Taught session; managing environmental emergencies in social care settings.</p>
<p><b>Assignment 8: Managing environmental emergencies</b></p> <p>Produce a leaflet which outlines safety procedures to be implemented in order to prevent environmental emergencies and also covers what to do in the event of such emergencies.</p>
<p><b>Learning outcome 9: Know how to manage stress</b></p>
<p>Taught session; common signs and indicators of stress; class discussion.</p>
<p>Class plenary; identifying triggers of stress.</p>
<p>Taught session; managing stress; learners to take notes. Class discussion.</p>

Topic and suggested assignments/activities and/assessment
<p><b>Assignments 9.1, 9.2 and 9.3: So this is stress? How much stress and managing stress</b></p> <p>a) Produce a spider diagram of the common signs and indicators of stress (9.1)</p> <p>b) Produce a brief summary of the circumstances that tend to trigger stress in yourself (9.2)</p> <p>c) Describe several ways of managing stress (9.3).</p>
<p><b>Learning outcome 10: Understand procedures regarding handling medication</b></p>
<p>Taught session; the main points of the agreed procedures to be followed when handling medication; learners to take notes.</p>
<p>Taught session; the named responsible person and the reasons for this. Class discussion</p>
<p>Taught session with learner input; reasons for specialist training.</p>
<p><b>Assignment 10: Medication</b></p> <p>Produce a fact sheet which contains the following information:</p> <p>a) A description of the main points of agreed procedures with regard to handling medication (10.1)</p> <p>b) The person who is responsible for medication in a social care setting (10.2)</p> <p>c) An explanation of why medication must only be handled following specialist training.</p>
<p><b>Learning outcome 11: Understand how to handle and store food safely</b></p>
<p>Taught session; key legislation, learners to take notes.</p>
<p>Taught session; correct storage of food and common hazards.</p>
<p>Taught session; maximising hygiene including the use of personal protective equipment (PPE).</p>
<p><b>Assignment 11: Managing food safety</b></p> <p>Produce a leaflet which:</p> <p>a) Identifies key food standards</p> <p>b) Explains how to store food safely</p> <p>c) Explains how to dispose of food safely</p> <p>d) Explains how to maximise hygiene when handling food</p> <p>e) Identifies common hazards when handling and storing food.</p>
<p>Review of unit and programme of assignments.</p>

## Assessment

Assessments for this unit may be in a variety of formats, and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners apply key legislation, standards, policies and agreed procedures to relevant examples where appropriate. It is essential that all aspects of named procedures, for example with regard to managing emergencies and the handling of hazardous substances and medication are accurate in order to meet the requirements of the unit. Tutors should ensure that the correct operative verbs are included in all assessments, for example identify, describe and explain.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Responsibilities in health and social care setting	Your manager at the residence for older adults with dementia has asked you to produce a booklet for new staff on the various responsibilities that exist in health and social care.	Booklet
2.1, 2.2, 2.3, 2.4	Using risk assessments in health and safety	Your manager has now asked that you produce a guide to the use of risk assessments within the setting.	Guide
3.1, 3.2, 3.3	Managing accidents and sudden illness in social care	You are a senior care worker and you have just completed your first-aid course delivered in your setting. You have been asked by the manager to provide an information pack on aspects of managing accidents and sudden illness in the setting for staff to read.	Information pack
4.1, 4.2, 4.3, 4.4	Preventing infection	Your manager has now asked you to produce a leaflet for new staff on aspects of preventing and controlling infection in the setting.	Leaflet
5.1, 5.2, 5.3	Safety in moving and handling	Following your completion of a moving and handling course, you have been asked to produce an information pack to act as a reminder to staff who have also completed the course.	Information pack

Criteria covered	Assignment title	Scenario	Assessment method
6.1, 6.2	An engaging approach	You have decided to produce an information sheet about assisting and moving individuals as you are concerned about the techniques currently used in your setting.	Information sheet
7.1, 7.2	Hazardous substances in the setting	You have discovered that the setting information is out of date and you need to produce an updated version of the current information pack.	Information pack
8.1, 8.2	Managing environmental emergencies	The information pack for environmental emergencies in your setting is also out of date and you must now renew this.	Leaflet
9.1	So this is stress?	As part of your appraisal you have been asked to identify common symptoms and indicators of stress in your setting.	Spider diagram
9.2	How much stress	Also as part of your appraisal, you have been asked to produce a summary of the circumstances which tend to trigger stress in you.	Summary
9.3	Managing stress	To conclude your self-analysis, you must write a description of ways in which you could manage stress.	Written description
10.1, 10.2, 10.3	Medication	Your manager has asked you to produce a fact sheet on various aspects of handling medication, for the use of new staff.	Fact sheet
11.1, 11.2, 11.3	Managing food safety	Your manager is impressed with the document you have produced and has now asked you to produce a leaflet on aspects of managing food safety in social care settings.	Leaflet

### Essential resources

Learners will need access to library facilities, including relevant texts, professional magazines and journals, ICT and CDROMs. Learners will also benefit from input from professionals in the various disciplines covered in this unit, for example environmental emergencies, infection prevention and control and safe moving and handling of individuals.

### Indicative resource materials

#### 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

#### Journals

*Community Care* magazine

*The Nursing Times*

#### Websites

[www.careuk.com](http://www.careuk.com)      Care UK

[www.food.gov.uk](http://www.food.gov.uk)      Food Standards Agency

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

**Unit code:** Y/602/3118  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 1  
**Guided learning hours:** 9

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### **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.

### **Unit introduction**

This unit will introduce learners to the standards required for handling information in social care settings. Learners will investigate the legislation that relates to the recording, storage and sharing of information and develop an understanding of the need to have accurate and valid systems within the workplace. Staff have a responsibility to maintain confidentiality with regard to information and records, as part of a duty of care. Learners will examine methods of secure storing and the actions to take if there are concerns regarding issues of security or mishandling of information.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the need for secure handling of information in social care settings</p>	<p>1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care</p> <p>1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting</p>
<p>2 Know how to access support for handling information in social care settings</p>	<p>2.1 Describe how to access guidance, information and advice about handling information</p> <p>2.2 Outline what actions to take when there are concerns over the recording, storing or sharing of information</p>

## Unit content

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### 1 **Understand the need for secure handling of information in social care settings**

*Secure handling of information:* relevant legislation relating to the recording, storage and sharing of information in health and social care, eg relating to data protection, confidentiality, safeguarding children and vulnerable adults, and disability discrimination; the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information, eg 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, eg systems of manual recording, security of electronic recording, confidentiality of information; issues relating to secure storage of information, eg security of stored electronic data, safety of stored manual information, access to secure information; issues relating to sharing information, eg freedom of information, principles of confidentiality, agreed ways of inter-agency and multi-agency/integrated working

### 2 **Know how to access support for handling information in social care settings**

*Access support:* awareness of agreed ways of working, policies, 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 eg Information Governance Training

*Actions to take when there are concerns:* individual measures eg staff training, CRB checks and vetting procedures, staff supervision and management; system measures, eg electronic audit trails, encrypted passwords, information checking systems, agreed ways of working with specific policies and procedures; physical measures, eg secure storage, CCTV

*Agreed ways of working for handling information:* importance of keeping legible, accurate, complete and up-to-date records; recording or passing on information about individuals' needs and preferences eg language and communication; reporting accurate and sufficient information to the appropriate people, eg about activities undertaken, any problems encountered and action taken sharing relevant information, eg 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 or recorded; ensure the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards

## Essential guidance 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 and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand the need for secure handling of information in social care settings</b>
Taught session; relevant legislation, data protection and confidentiality, issues of safeguarding. Learners to take notes.
Taught session; 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; electronic storing of information, use of secure/encrypted passwords, protocols and procedures. Class discussion.
<b>Assignment 1: Keeping information safe</b>
Produce a leaflet which identifies key legislation and explains the importance of having secure systems for recording and storing information in health and social care.
<b>Learning outcome 2: Know how to access support in handling secure information in social care settings</b>
Taught session; accessing support, policies and procedures, agreed ways of working, importance of staff training. Class discussion.
Taught session; actions to take when there are concerns; staff training, CRB checks and vetting procedures.
Guest speaker; ethical codes and professional standards.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 2: What should I do if?</b></p> <p>Produce an information sheet which describes how to access guidance, information and advice about handling information, and which outlines actions to take when there are concerns over the recording, storing or sharing of information.</p>
Review of unit and programme of assignments.

### Assessment

Assessment may be in a variety of forms for this unit and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners show a clear understanding of the issues which surround the handling and secure storing of information and that they are able to apply this to examples where relevant. Application of relevant legislation is necessary in order for learners to demonstrate the serious nature of adhering to agreed procedures. Tutors should ensure that the correct operative verbs are included in all assessments, for example describe, outline and explain.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Keeping information safe	You have begun to work at a day centre for older people with dementia and have become concerned at the lack of guidance on the handling and storing of personal information. You have asked if you could produce a leaflet for staff and have gained permission.	Leaflet
2.1, 2.2	What should I do if?	The manager is impressed with your leaflet and has asked if you would also produce an information sheet about accessing guidance, information and advice when there are concerns.	Information sheet

### **Essential resources**

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM. A guest speaker on accessing advice and guidance will be of benefit to learners, as will access to relevant documentation.

### **Indicative resource materials**

#### **Textbooks**

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

#### **Journals**

*Community Care*

*The Nursing Times*

#### **Websites**

[www.cqc.org.uk](http://www.cqc.org.uk)

Care Quality Commission

[www.publicguardian.gov.uk](http://www.publicguardian.gov.uk)

Office of the Public Guardian

## **Level 3 units**



# Unit 10: Principles of communication in adult social care settings

Unit code:	R/602/2906
QCF Level 3:	BTEC Specialist
Credit value:	2
Guided learning hours:	17

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## Unit aim

The unit develops knowledge of the importance of communication in adult social care settings and introduces 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.

## Unit introduction

Effective communication is an essential element of positive social care. This unit will provide learners with an understanding of the need to communicate appropriately with users of the adult care services, fellow professionals and others, in order to promote the wellbeing of individuals and to prevent errors from occurring. The unit examines the different reasons why people communicate and provides learners with explanations about how communication affects relationships within the social care context. Learners will compare ways to establish the communication and language needs, wishes and preferences of individuals and the factors to consider when promoting effective communication within settings. Methods of communication are discussed, together with the barriers which some individuals may experience when seeking to communicate in social care settings. Learners will examine these barriers and investigate ways of reducing these in order to promote effective communication. Issues of confidentiality are examined and the tension between this and the need to disclose information to agreed others.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand why effective communication is important in adult social care settings	1.1 Identify the different reasons why people communicate 1.2 Explain how communication affects relationships in an adult social care setting
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Compare ways to establish the communication and language needs, wishes and preferences of an <b>individual</b> 2.2 Describe the factors to consider when promoting effective communication 2.3 Describe a range of <b>communication methods</b> and styles to meet individual needs 2.4 Explain why it is important to respond to an individual's reactions when communicating
3 Understand how to overcome barriers to communication	3.1 Explain how individuals from different backgrounds may use communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Explain how to overcome barriers to communication 3.4 Describe strategies that can be used to clarify misunderstandings 3.5 Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively
4 Understand principles and practices relating to confidentiality	4.1 Explain the meaning of the term 'confidentiality' 4.2 Describe ways to maintain confidentiality in day-to-day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to <b>agreed others</b> 4.4 Explain how and when to seek advice about confidentiality

## Unit content

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### 1 Understand why effective communication is important in adult social care settings

*Reasons for communication:* express needs; share ideas and information; reassure; express feelings; build relationships; socialise; ask questions, share experiences

*How communication affects relationships at work:* communication with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; ways communication is used to negotiate; communication to prevent or resolve conflict; preventing misunderstanding; Tuckman's stages of group interaction (forming, storming, norming, performing)

### 2 Understand how to meet the communication and language needs, wishes and preferences of an individual

*Needs, wishes and preferences of individuals:* home language; preferred method; additional learning needs; physical disabilities; alternative methods of communication eg language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

*Factors to consider:* Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication eg complex, sensitive formal, non-formal; context of communication eg one-to-one group, with people using services, children, with professionals/colleagues; purpose of communication; need to adapt communication; environment; time available

*Communication methods and styles:* non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace); signing, symbols, touch, music and drama, objects of reference; technological aids

*Responding to reactions:* verbal responses eg tone, pitch, silence; non-verbal responses eg body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

### 3 Understand how to overcome barriers to communication

*Recognising differences in use and interpretation of communication methods:* ways that an individual's background can influence communication eg age, gender, culture, socio-economic status; differences in verbal communication eg language, vocabulary, dialect, intonations; non-verbal eg facial expressions, use of body language, eye contact, gestures

*Barriers to effective communication:* language; dialect; use of jargon; sector-specific vocabulary; environmental eg noise, poor lighting; attitudes; sensory impairment; effects of alcohol or drugs; aggression; attitudes, anxiety; health problems; learning disabilities; health conditions; lack of confidence

*Overcoming barriers:* use of technological aids eg hearing aids, induction loop, telephone relay services; human aids eg interpreters, signers, translators,

advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions

*Clarifying misunderstandings:* checking understanding; misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues

*Accessing support:* interpreting service; translation service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID)

#### 4 **Understand principles and practices relating to confidentiality**

*Confidentiality:* personal information; sensitive information; principles of the Data Protection Act 1998

*Maintaining confidentiality:* policies and procedures in own workplace setting; written and electronic; confidentiality relating to the collection, recording and storage of information; following procedures for sharing information

*Tensions caused by confidentiality:* the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

## Essential guidance for tutors

### Delivery

This unit should be delivered by a tutor who is well qualified and experienced in the delivery of effective communication. Learners will require some taught input, particularly with regard to Argyle's stages of communication, Tuckman's stages of group formation and the various methods of communication which learners may not be familiar with. However, input from guest speakers and opportunities to practise communication skills within the classroom will provide learners with valuable understanding and enable them to reflect upon the effectiveness of their own skills.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand why effective communication is important in adult social care settings</b>
Class plenary; reasons for communication. Taught session; how communication affects relationships at work. Class discussion.
Taught session; Tuckman's stages of group interaction; simulation activity and group debriefing.
<b>Assignment 1: Why communicate?</b>
Produce a leaflet which identifies the different reasons people communicate and explains how communication affects relationships in adult social care settings, referring to Tuckman's stages of group interaction where appropriate.
<b>Learning outcome 2: Understand how to meet the communication and language needs, wishes and preferences of an individual</b>
Taught session; preferred method of communication; use of training DVD on communication in social care settings. Learners to complete accompanying handout.
Guest speaker from either a local branch of the British Deaf Society, the Makaton Charity or an individual who works with people who have English as an additional language; question-and-answer session
Taught session; use of communication passports, human and technological aids to communication. Use of video clip of Stephen Hawkins using technology to speak.
Taught session; Argyle's stages of communication and contexts of communication. Groups working in pairs and groups practicing effective communication.

Topic and suggested assignments/activities and/assessment
Taught session; communication styles. Learners taking notes.
<p><b>Assignment 2: Communication needs</b></p> <p>Produce an information pack which contains all of the following:</p> <ol style="list-style-type: none"> <li>a) A comparison of different ways of establishing the communication and language needs, wishes and preferences of individuals</li> <li>b) A description of the factors which must be considered when promoting effective communication</li> <li>c) A description of a range of communication methods and styles to meet the needs of individuals</li> <li>d) An explanation of why it is important to respond to an individual's reactions when communicating.</li> </ol>
<p><b>Learning outcome 3: Understand how to overcome barriers to communication</b></p>
Taught session; the influences of an individual's background on communication. Class discussion.
Taught session; barriers to effective communication. Groups working with case studies to identify barriers and feedback.
Guest speaker; reducing barriers to communication. Question and answer session.
Taught session; clarifying misunderstandings; learners practicing listening skills and techniques; plenary.
Internet research session on accessing support. Groups discuss findings with tutor.
<p><b>Assignment 3: Influences and barriers that could help</b></p> <p>Write an essay which explains, identifies and describes influences and barriers which have an effect on communication and deals with how to access support.</p>
<p><b>Learning outcome 4: Understand principles and practices relating to confidentiality</b></p>
Taught session; personal and sensitive information. Principles of the Data Protection Act 1998.
Taught session; maintaining confidentiality, policies and procedures for storing and sharing of information. Class discussion.
Taught session; tensions concerning confidentiality. Class discussion.
<p><b>Assignment 4: Confidentiality</b></p> <p>Write an essay explaining and describing issues concerning confidentiality in social care.</p>
Review of unit and programme of assignments.

## Assessment

Assessment for this unit may be in a variety of formats, and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Assessors should ensure that learners have demonstrated a full understanding of all issues included in the unit. Learners should apply the theoretical models of Tuckman and Argyle to practical examples in order to demonstrate their understanding of the relevance of these in social care. It is suggested that learners cover a range of communication methods in their assignments and show an understanding of the effects of barriers on self-esteem and wellbeing. A discussion of issues of confidentiality should include an understanding, at level 3, of the reasons why information may need to be given to agreed persons within a social care setting. Tutors should ensure the inclusion of the correct operative verbs in all assessments, for example identify, describe and explain.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Why communicate?	Your manager at the residential setting for young adults with complex needs, has asked you to produce a leaflet to inform learners on work experience of the reasons why people communicate, and the effects of communication on relationships in social care.	Leaflet
2.1, 2.2, 2.3, 2.4	Communication needs	The tutor from the local college has asked your manager to provide an information pack about various aspects of communication in order to prepare learners for work experience; you have volunteered for this task.	Information pack
3.1, 3.2, 3.3, 3.4, 3.5	Influences and barriers that could help?	You are applying for promotion and as part of the application process you are required to write an essay on influences and barriers in communication, and how to access help.	Essay
4.1, 4.2, 4.3, 4.4	Confidentiality	The second part of your application process for promotion calls on you to write an essay on the issues concerning confidentiality in social care.	Essay

### **Essential resources**

Learners will require full access to library resources including relevant text, professional journals and magazines, ICT and CDROM. Tutors will find the range of training DVDs provided by Mulberry House to be valuable aids to teaching.

### **Indicative resource materials**

#### **Textbooks**

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

#### **Journals**

*Community Care*

*Care and Health* magazine

*Disability Now*

*The Nursing Times*

#### **Websites**

[www.britishsignlanguage.com](http://www.britishsignlanguage.com)      British Sign Language

[www.makaton.org](http://www.makaton.org)                      The Makaton Charity

# Unit 11: Principles of personal development in adult social care settings

**Unit code:** R/602/3036  
**QCF Level 3:** BTEC Specialist  
**Credit value:** 2  
**Guided learning hours:** 19

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## Unit aim

The unit develops 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, or new to, working in social care settings with adults.

## Unit introduction

This unit will support the learner in understanding the benefits of reflective practice as a tool for professional and personal development. Learners will examine the importance of reflective practice in the delivery of a high quality of service to individuals within the setting, and learn how standards of care and support inform reflective practice in adult social care. Learners will consider their personal beliefs and values and reflect upon the potential effects of these on their work. The unit examines the role of constructive feedback as an aid to reflective practice and a way of improving own practice. The unit also examines the components and benefits of a personal development plan.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand how to reflect on practice in adult social care</p>	<p>1.1 Explain what reflective practice is</p> <p>1.2 Explain the importance of reflective practice in continuously improving the quality of service provided</p> <p>1.3 Explain how <b>standards</b> inform reflective practice in adult social care</p> <p>1.4 Describe how own values, belief systems and experiences may affect working practice</p>
<p>2 Understand the importance of feedback in improving own practice</p>	<p>2.1 Explain how people may react and respond to receiving <b>constructive feedback</b></p> <p>2.2 Explain the importance of seeking feedback to improve practice and inform development</p> <p>2.3 Explain the importance of using feedback in improving own practice</p>
<p>3 Understand how a <b>personal development plan</b> can contribute to own learning and development</p>	<p>3.1 Describe the components of a personal development plan</p> <p>3.2 Identify <b>sources of support</b> for planning and reviewing own development</p> <p>3.3 Explain the role of <b>others</b> in the development of a personal development plan in identifying:</p> <ul style="list-style-type: none"> <li>• strengths</li> <li>• areas for development</li> </ul> <p>3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding</p>

## Unit content

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### 1 Understand how to reflect on practice in adult social care

*The importance of reflective practice in continuously improving the quality of service provided:* aim to continually review progress to improve or change approaches, strategies, actions; Experiential Learning Cycle (Kolb); enables learning to take place and improves practice; enables everything to be taken into account; provides clarity; identification of learning needs of individual undertaking reflection; benefits to pupils and setting and individual of improved performance

*How to reflect on practice:* regular reflection; focused; use a structured approach; keep a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context), analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did), theory (what needs to be done differently, why), action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if'; synthesise ideas; seek, identify and resolve questions

*How own values, belief systems and experiences may affect working practice:* self-awareness of values, beliefs experiences affecting approach to support teaching and learning eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively eg conflict between own values, beliefs and standards

### 2 Understand the importance of feedback in improving own practice

*Evaluate own knowledge, performance and understanding against relevant standards:* self-evaluation; consider extent to which own practice meets required national occupational standards for supporting teaching and learning in schools (STL NOS) in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

*Use of feedback to evaluate own performance and inform development:* use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; sources of feedback eg mentors, teachers, colleagues; effective feedback develops confidence, competence, motivates

### 3 Understand how a personal development plan can contribute to own learning and development

*Record progress in relation to personal development:* regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

*Sources of support for planning and reviewing own development:* sources of support eg mentor, teacher, headteacher, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Training and Development Agency for Schools (TDA), Children's Workforce Development Council (CWDC)

*Work with others to review and prioritise own learning needs, professional interests and development opportunities:* others eg mentor, teacher, head-teacher; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, school workforce needs; development opportunities eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less-experienced colleagues

*Work with others to agree own personal development plan:* others eg mentor, teacher, headteacher; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates

## Essential guidance for tutors

### Delivery

This unit should be delivered by an experienced and well-qualified tutor who understands the benefits of reflective practice in adult social care. Learners might initially find the process challenging, so a sensitive approach is required, particularly with regard to the reflection on the effects of personal beliefs and values on work in the setting. Learners should begin to record reflections in a journal, log or diary which may be shared with the tutor but would not be discussed in class sessions without the agreement of the learner. One-to-one sessions to discuss progress will be appropriate throughout the duration of the unit.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand how to reflect on practice in adult social care</b>
Taught session; the importance of reflective practice and reasons for this. Class discussion on issues that may affect the ability to reflect.
Taught session; Kolb, the Experiential Learning Cycle. Use of practical group activities to demonstrate the application of the cycle. Groups feed back, referring to the cycle.
Taught session; how to reflect on practice, introducing reflective tools. Explanation of the reflective process.
Taught session followed by class plenary; the effects of own beliefs and values on work; challenging perceptions of ourselves.
<b>Assignment 1: Reflective practice</b> Write a letter to a friend who is considering applying for a place on your course about reflective practice. You will need to include: a) An explanation of what reflective practice is and the importance of reflection in continually improving the quality of service to individuals. b) An explanation of how standards in social care inform reflective practice c) A description of how values, personal belief systems and experience may affect working practice.
<b>Learning Outcome 2: Understand the importance of feedback in improving own practice</b>
Taught session; evaluating own knowledge and the benefits of feedback. Learners working individually to evaluate own knowledge. Brief 1–1 discussions with tutor.

Topic and suggested assignments/activities and/assessment
Guest speaker; the use of feedback in reflective practice. Question-and-Answer session.
<b>Assignment 2: Constructive feedback</b> produce an information booklet which providing explanations of how people may react and respond to receiving constructive feedback and the importance of seeking and using feedback for improving practice and informing development.
<b>Learning outcome 3: Understand how a personal development plan can contribute to own learning and development</b>
Taught session; recording progress in relation to development; using the reflective process and writing a journal. Class discussion.
Individual work; identifying sources of support; tutor input, discussing with class and providing additional information.
One-to one reviews to decide on methods to use for reflection/people to work with to achieve personal and professional goals. Discussion of pertinent issues.
<b>Assignment 3: Personal development plans</b> Produce a booklet for your own use which contains all of the following: a) The components of the personal development plan (describe) b) Sources of support for planning and reviewing own development (identify) c) The role of others (explanation) d) The benefits of a personal development plan (explanation).
Review of unit and programme of assignments.

### Assessment

The assessments for this unit may be presented in a variety of formats, and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners fully demonstrate the links between reflective practice and personal development. Learners should clearly identify, where relevant, those people who will provide support and constructive feedback. Tutors should ensure that correct operative verbs are included in all assessments, for example "explain" "identify" and "describe".

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4	Reflective practice	Your friend is considering applying for a place on your course and you are writing a letter to inform her about the reflective practice component.	Letter
2.1, 2.2, 2.3	Constructive feedback	You are now working in social care and have been asked by your manager to produce an information booklet about constructive feedback.	Information booklet
3.1, 3.2, 3.3, 3.4	Personal development plans	You are about to be taken through the appraisal process by your workplace mentor. In preparation for this you have been asked to produce a booklet to guide you through the steps of the personal development plan.	Personal booklet

### Essential resources

Learners will require full access to library resources including relevant text, professional magazines and journals, ICT and CDROM.

### Indicative resource materials

#### Textbooks

Thompson N and Thompson S — *The Critically Reflective Practitioner* (Palgrave Macmillan, 2008) ISBN 9780230573185

#### Journals

*Community Care* magazine

*The Nursing Times* magazine

#### Websites

[www.idea.gov.uk](http://www.idea.gov.uk)

Transforming Adult Social Care

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

Social Care Institute for Excellence



## **Unit 12: Principles of diversity, equality and inclusion in adult social care settings**

**Unit code:** M/602/3044  
**QCF Level 3:** BTEC Specialist  
**Credit value:** 2  
**Guided learning hours:** 19

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### **Unit aim**

This unit develops concepts of inclusion which are 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.

### **Unit introduction**

This unit will provide learners with an understanding of the importance of diversity, equality and inclusion. The unit defines the terms and supports the learner in investigating the importance of inclusive practice in social care. Key legislation is examined and the consequences of non-compliance in the work place. Learners will consider their own values and beliefs and potential effects on care delivery and professional practice. Learners will compare the differences between inclusive and discriminatory practice and investigate ways in which to challenge discrimination. Learners will also investigate how to raise awareness of issues of inclusion.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the importance of diversity, equality and inclusion</p>	<p>1.1 Explain what is meant by</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination</li> </ul> <p>1.2 Describe the potential effects of discrimination</p> <p>1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity</p>
<p>2 Understand how to work in an inclusive way</p>	<p>2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</p> <p>2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</p> <p>2.3 Describe how own beliefs, culture, values and preferences may affect working practice</p> <p>2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences</p> <p>2.5 Compare inclusive practice with practice which excludes an <b>individual</b></p>
<p>3 Understand how to raise awareness of diversity, equality and inclusion</p>	<p>3.1 Describe how to challenge discrimination in a way that promotes change</p> <p>3.2 Explain how to raise awareness of diversity, equality and inclusion</p> <p>3.3 Explain how to support others to promote diversity, equality and inclusion</p>

## Unit content

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### 1 Understand the importance of diversity, equality and inclusion

*Diversity:* differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

*Equality:* promotion of individual rights; giving choice and opportunity; respect; services in response to individual need

*Inclusion:* individuals at the centre of planning and support; valuing diversity

*Effects of discrimination:* direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

*Promoting equality:* policies and procedures in work place setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers eg to physical access, to effective communication; improving participation; promoting dignity; individuals at the centre of planning and delivery of services

*Supporting diversity:* valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

### 2 Understand how to work in an inclusive way

*Legislation and codes of practice:* codes of practice of sector; policies of workplace setting; Human Rights Act 1998; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010

*Interactions:* individuals to include colleagues; adults using services; children and young people in child-care settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality; using preferred method of communication

### 3 Understand how to raise awareness of diversity, equality and inclusion

*Inclusive practice:* observe the social model of disability; reflective practice; encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; use appropriate language

*Support others to promote equality and rights:* understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; take part in staff training activities; follow procedures of the setting; demonstrate fair practice in interactions; acknowledge rights of others; provide information on disciplinary and complaints procedures

*Challenging discrimination:* identify and challenging discriminatory behaviour; recognise stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

## Essential guidance for tutors

### Delivery

This unit should be delivered by a well-qualified and experienced tutor with a full understanding of the issues involved in inclusive practice. Taught input will be required, but learners will benefit from opportunities for discussion where they can express their views in a safe environment. Personal challenge should be encouraged with regard to personal values and beliefs, but a sensitive approach will be required in order to enable progress rather than damage learner self-esteem. Learners will benefit from guest speakers from both statutory and voluntary sectors who have the experience of promoting inclusive practice in social care. The use of training DVDS will also benefit learners.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand the importance of diversity, equality and inclusion</b>
Taught session; definition of terms. Class discussion of applications to social care; use of training DVD.
Guest speaker; the effects of discrimination in a care setting. Question-and-answer session.
Taught session; promoting equality policies and procedures in work settings. Groups to work on case studies to apply learning and feed back to the class.
Taught session; supporting diversity, valuing diversity and celebrating differences. Class discussion on practical applications in social care.
<b>Assignment 1: Benefits of inclusion</b>
Produce an information pack on the benefits of inclusion and the effects of discrimination in a care setting. You should also include an explanation of key terms.
<b>Learning outcome 2: Understand how to work in an inclusive way</b>
Taught session; key legislation. Learners to take notes.
Taught session; key policies and codes of practice. Learners to take notes.
Guest speaker; the potential consequences of not actively complying with legislation in the workplace.
Taught session; inclusive interactions with users of services, colleagues and others. Class discussion.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 2: Working inclusively</b></p> <p>Write an essay which includes all of the following:</p> <ol style="list-style-type: none"> <li>Description of key legislation and codes of practice</li> <li>Explanation of the possible consequences of non-compliance</li> <li>How your own beliefs, culture, values and preferences may affect working practice (description)</li> <li>Ensuring that you respect the beliefs, culture, values and preferences of others when interacting (description)</li> <li>Comparison of inclusive practice with practice that excludes an individual.</li> </ol>
<p><b>Learning outcome 3: Understand how to raise awareness of equality, diversity and inclusion</b></p>
<p>Taught session; use of inclusive practice in adult social care. Learners to take notes.</p>
<p>Taught session; supporting others to promote equality and rights. Learners to buzz ideas and present to class in groups. Class discussion.</p>
<p>Taught session; challenging discrimination in adult social care. Learners to work in groups to buzz ideas of application of learning to the adult social care workplace and feed back.</p>
<p><b>Assignment 3: Raising awareness</b></p> <p>Write an essay that describes how to challenge discrimination in a way which promotes change, explains how to raise awareness of equality, diversity and inclusion, and also explains how to support others to promote equality, diversity and inclusion.</p>
<p>Review of unit and programme of assignments.</p>

### Assessment

The assignments for this unit may be presented in a variety of formats. The suggested programme may be adapted to meet local needs or the needs of particular learners. Assignments which are attached to a realistic scenario will allow learners to apply the principles of equality, diversity and inclusion to adult social care and will be of benefit in supporting good practice in the work place. Tutors should discuss the format of assignments and emphasis the need for objectivity and justification of expressed opinions at level 3. Tutors should ensure that the correct operative verbs are included, for example, "identify", "describe" and "explain".

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Benefits of inclusion	Your manager at the training centre for young adults with complex needs has asked you to produce an information pack for new staff on the benefits of inclusion and the negative effects of discrimination.	Information pack
2.1, 2.2, 2.3, 2.4, 2.5	Working inclusively	You are applying for promotion and as part of the application process you are required to write an essay on key legislation and inclusive practice.	Essay
3.1, 3.2, 3.3	Raising awareness	You have received your promotion and are now the learning mentor for new staff. You have been asked to produce a model essay as an example for staff who will be going through the promotion process. You have chosen to write about challenging discrimination and raising awareness of equality, diversity and inclusion.	Essay

### Essential resources

Learners will require access to full library resources including relevant text, professional magazines and journals, ICT and CDROM. Relevant training DVDS from Mulberry House are recommended.

### Indicative resource materials

#### Textbooks

Conway N and Donahue S — *Core Themes for Care Assistants* (Radcliffe Publishing, 2003) ISBN 9781857758016

#### Journals

*Community Care* magazine

*The Nursing Times* magazine

#### Websites

[www.dementiarights.org](http://www.dementiarights.org)

The rights of individuals with dementia

[www.gsccl.org.uk](http://www.gsccl.org.uk)

The General Social Care Council

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

Sector Skills Council for Care and Development

## **Unit 13: Principles for implementing duty of care in health, social care or children's and young people's settings**

**Unit code:** R/601/1436  
**QCF Level 3:** BTEC Specialist  
**Credit value:** 1  
**Guided learning hours:** 4

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### **Unit aim**

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

### **Unit introduction**

This unit will provide learners with an understanding of a duty of care and its influence on the delivery of care and support across a variety of settings. The unit examines how duty of care contributes to the safeguarding and protection of individuals. Learners will investigate the dilemmas which may arise between duty of care and an individual's rights, and the ways in which risks may be managed in order to maintain the balance between the two. The unit will inform learners of sources of support in resolving and managing dilemmas and resultant conflicts. Learners will examine how to respond to complaints and the main points of agreed procedures.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3 Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain the main points of agreed procedures for handling complaints

## Unit content

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### 1 Understand how duty of care contributes to safe practice

*Duty of care in own work role:* accountability eg exercising authority, managing risk, working safely, safeguarding children and young people, monitoring own behaviour and conduct, maintaining confidentiality, storing personal information appropriately, reporting concerns and allegations, making professional judgements, maintaining professional boundaries, avoiding favouritism, maintaining high standards of conduct outside the professional role

*Contribution of duty of care to safeguarding and protection of individuals:* safeguarding children and young people eg protection from sexual, physical or emotional harm, preserving respect and dignity, engendering trust; protecting children and young people eg safety in the environment, safe use of resources and equipment, prevention from intimidation or humiliation; protecting self eg ensuring against risk of allegation of misconduct or abuse, avoiding risk of accusations of malpractice

### 2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

*Potential conflicts or dilemmas and individuals' rights:* conflicts/dilemmas eg attitudes, unsafe behaviour such as drug/alcohol abuse, truancy, staying out without permission, aggression and violence, bullying and intimidation, vandalism; individuals' rights eg respect for views and actions, safety and security, love and belonging, education, equality

*Managing risks:* implement policies and codes of practice, act in individual's best interests, foster culture of openness and support, be consistent, maintain professional boundaries, follow systems for raising concerns

*Support and advice about conflicts and dilemmas:* line management, training and professional development, health professionals, school/college services, counselling services, mediation and advocacy services

### 3 Know how to respond to complaints

*Responding to complaints:* listen to complainant, refer complainant to policy, suggest that complaint is made in writing, report complaint to line manager

*Main points of agreed procedures for handling complaints:* eg acknowledgement of complaint, stages within procedure, report and recommendations, review and appeals

## Essential guidance for tutors

### Delivery

This unit should be delivered by a well-qualified and experienced tutor who has a full understanding of the issues involved. The use of scenarios will allow learners to place the information in a realistic context, particularly those who are not yet working in the relevant sectors. Input from appropriate professionals will enhance learner experience.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand how duty of care contributes to safe practice</b>
Taught session; explanation of the duty of care in the work role. Class discussion.
Guest speaker; the ways in which a duty of care can contribute to the safeguarding and protection of individuals. Question-and-answer session.
Taught session; protecting self. Class plenary on relevant issues.
<b>Assignment 1: A duty of care</b>
Produce a poster which explains the duty of care in your work role and how this will contribute to the safeguarding or protection of individuals in the setting.
<b>Learning outcome 2: Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care</b>
Taught session; potential conflicts or dilemmas and individual rights. Class discussion based on case studies given out the previous week. This will enable learners to come to class with points to contribute.
Taught session; managing risks with individuals. Class discussion.
Class discussion on using support and advice to manage conflicts and dilemmas. Learners to make notes of each other's pertinent points. Tutor to coordinate.
<b>Assignment 2: Dilemmas and conflicts</b>
Produce a booklet on issues surrounding duty of care, dilemmas and conflicts, to include the following:
a) Potential conflicts and dilemmas which may arise between an individual's rights and the duty of care (description)
b) Managing risks associated with those conflicts and dilemmas (description)
c) Where to obtain additional support and advice (description)

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 3: Know how to respond to complaints</b>
Taught session; responding to complaints, procedures and protocols. Learners to take notes.
Taught session; the main points of procedures for handling complaints. Learners to take notes.
<b>Assignment 3: Responding to complaints</b> Produce an information sheet describing how to respond to complaints and explaining the main points of the relevant agreed procedures.
Review of unit and programme of assignments.

### Assessment

The assessments for this unit may be designed to be in a variety of formats and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners understand the reasons why dilemmas may arise and the need to make certain that the rights of individuals are promoted. Learners should provide sufficient evidence to demonstrate their understanding of why situations may present as dilemmas and exactly how conflicts may arise. Tutors should ensure that learners show evidence of research rather than merely reiterating tutor notes in their work. Learners at level 3 should be encouraged to take a professional approach to the presentation of assignments, regardless of the format. Tutors should ensure that the correct operative verbs are included in all assessments, for example "explain" and "describe".

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	A duty of care	You have decided to renew the poster in your workplace that displays information about a duty of care and its role in safeguarding and protecting individuals.	Poster
2.1, 2.2, 2.3	Dilemmas and conflicts	You have observed that your workplace has little information about dilemmas and conflicts that could arise between a duty of care and the rights of individuals. You have decided to produce a booklet for staff.	Booklet
3.1, 3.2	Responding to complaints	Your manager has noticed your efforts and has offered you a small bonus if you produce an information sheet about the settings' complaints procedures.	Information sheet

### Essential resources

Learners will require access to full library facilities including relevant text, professional journals and magazines, ICT and CDROM.

### Indicative resource materials

#### Textbooks

Burgess C, Pritchatt N and Shaw C — *S/NVQ Level 2 Health and Social Care*, (Heinemann 2007) ISBN 9780435456278

#### Journals

*Community Care* magazine

*The Nursing Times*

#### Websites

[www.dementiarights.org](http://www.dementiarights.org)

Dementia Rights

[www.elderabuse.org.uk](http://www.elderabuse.org.uk)

Action on Elder Abuse

[www.skillsforcareanddevelopment.org](http://www.skillsforcareanddevelopment.org)

Sector Skills Council for Care and Development

# Unit 14: Understand person-centred approaches in adult social care settings

**Unit code:** R/602/3182  
**QCF Level 3:** BTEC Specialist  
**Credit value:** 4  
**Guided learning hours:** 37

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## Unit aim

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

## Unit introduction

This unit will enable learners to recognise the value of a person-centred approach to adult social care. Learners will examine person-centred values and the reasons why these should influence all aspects of social care work. The use of the person-centred approach is investigated with regard to the formation and use of care plans in ensuring that individuals have their needs, preferences and wishes addressed. The use of personal histories is explained and their value analysed in respect of contributing to the promotion of self-esteem and individual identity. The unit also discusses issues around risk management and their place in a person-centred approach to care and support.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand person-centred approaches in adult social care</p>	<p>1.1 Describe person-centred approaches</p> <p>1.2 Explain why <b>person-centred values</b> must influence all aspects of social care work</p> <p>1.3 Explain how person-centred values should influence all aspects of social care work</p>
<p>2 Understand how to implement a person-centred approach in an adult social care setting</p>	<p>2.1 Explain how finding out the history, preferences, wishes and needs of an <b>individual</b> contributes to their care plan</p> <p>2.2 Describe ways to put person-centred values into practice in a <b>complex or sensitive</b> situation</p> <p>2.3 Evaluate the use of <b>care plans</b> in applying person-centred values</p> <p>2.4 Explain the importance of monitoring an individual's changing needs or preferences</p>
<p>3 Understand the importance of establishing <b>consent</b> when providing care or support</p>	<p>3.1 Describe factors that influence the capacity of an individual to express consent</p> <p>3.2 Explain how to establish consent for an activity or action</p> <p>3.3 Explain what steps to take if consent cannot be readily established</p>
<p>4 Understand how to implement and promote <b>active participation</b></p>	<p>4.1 Explain the principles of active participation</p> <p>4.2 Explain how the <b>holistic</b> needs of an individual can be addressed by active participation</p> <p>4.3 Explain how to work with an individual and others to agree how active participation will be implemented</p> <p>4.4 Explain how to promote the understanding and use of active participation</p>

Learning outcomes	Assessment criteria
5 Understand how to support an individual's right to make choices	5.1 Describe different approaches to support an individual to make informed choices 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by <b>others</b> 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices
6 Understand how to promote individual's wellbeing	6.1 Explain the links between identity, self-image and self-esteem 6.2 Explain factors that contribute to the <b>wellbeing</b> of an individual 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem 6.4 Describe ways to contribute to an <b>environment</b> that promotes wellbeing
7 Understand the role of risk assessment in enabling a person-centred approach	7.1 Compare different uses of risk assessment in adult social care settings 7.2 Explain how risk assessments relate to rights and responsibilities 7.3 Explain how risktaking relates to rights and responsibilities 7.4 Explain why risk assessments need to be regularly revised 7.5 Explain the importance of using agreed risk assessment processes to support choice

## Unit content

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### 1 Understand person-centred approaches in adult social care

*Person-centred values:* individuality; rights; choice; privacy; independence; dignity; respect; partnership

*Application of person-centred approaches:* applying person-centred planning (PCP) in all aspects of health and social care work particularly in relation to vulnerable individuals eg individuals with learning difficulties, physical disabilities, mental health issues; person-centred thinking skills, total communication, essential lifestyle planning and person-centred reviews; Carl Rogers's theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; understanding the influence of person-centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respecting individuals' diversity, culture and values; awareness of individual vulnerability eg illness, disability, diminished capability; importance of person-centred values for all aspects of health and social care work

*Care plans:* individual plans documenting preferences and requirements for care and support eg care plan, support plan, individual plan; importance of applying a person-centred approach when using care plans; negotiation and consultation in empowering individuals to make decisions and choices in relation to care and support; importance of using plans to document an individual's needs; evaluating plans to assess effectiveness of meeting individual needs; holistic approach to meeting the needs and preferences of individuals; attention to the detail of treatment and individual provision; working with others eg team members and colleagues, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual

### 2 Understand how to implement a person-centred approach in an adult social care setting

*Work in a person-centred way:* working towards person-centred outcomes eg satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision-making when implementing person-centred planning; the application of person-centred values; communicating with individuals to find out their history, preferences and wishes; communicating with others eg team members, advocates, relatives; working in ways that recognise individual beliefs and preferences; importance of working in a non-judgemental way, not discriminating against any individual; ensuring equality and inclusive practice; promote the independence and autonomy of individuals; empowering individuals to use their strengths and potential; adapting actions and approaches in response to an individual's changing needs or preferences eg changes in physical condition, changes in treatment needs or in response to individual choices

*Complex or sensitive situations:* situations which are distressing or traumatic eg bereavement; threatening or frightening eg potentially violent; likely to have serious implications or consequences of a personal nature eg involving confidential information; involving complex communication or cognitive needs eg individuals with communication or learning difficulties

### 3 **Understand the importance of establishing consent when providing care or support**

*Capacity to express consent:* awareness of the factors which can influence an individual's capacity to express their consent eg mental impairment, physical illness, learning difficulties or language barriers; understanding how to work sensitively with individuals who may have an impaired capacity to express consent eg adapting working approaches, using physical or communication aids, seeking help where necessary

*Establish consent:* the process of establishing informed agreement to an action or decision with individuals; ensure individuals have access to the appropriate information; communication skills – verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individual's choices; listen and respond to individuals' questions and concerns; respond appropriately to any questions and concerns; work to resolve conflicts if consent cannot be established; seek extra support and advice where necessary

### 4 **Understand how to implement and promote active participation**

*Implement and promote:* different ways of applying active participation to meet individual needs; working with individuals and others eg team members, other professionals; how active participation can address the holistic needs of an individual eg physical, emotional, spiritual; theories of motivation and changing behaviour; using incentives eg highlighting advantages and benefits of active participation

*Active participation:* 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; empowering individuals to participate in their own care; the benefits for individuals of active participation eg physical benefits, increased independence, autonomy and wellbeing; possible barriers to active participation eg learning difficulties, physical disability or language barriers; ways to reduce barriers to active participation eg use of physical, communication or visual aids

### 5 **Understand how to support an individual's right to make choices**

*Right to make choices:* importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision-making; awareness of relevant legislation and agreed ways of working that influence individual rights eg equality and human rights, disability discrimination

*Support the individual:* developing respectful relationships; the importance of non-judgemental communication and inclusive information; respecting individual's choices; the use of agreed risk assessment processes to support individuals in making choices eg health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made eg increased vulnerability, impact on treatment or recovery;

empowering and supporting individuals to question or challenge decisions concerning them that are made by others; using own role and authority to support the individual's right to make choices eg being confident and assertive, knowledge of relevant legislation and agreed ways of working, being an advocate in supporting an individual's right to choose; importance of inclusive practice and awareness of discrimination issues

## 6 Understand how to promote individuals' wellbeing

*Wellbeing:* spiritual; emotional; cultural; religious; social; political

*Promoting wellbeing:* the importance of individual identity and self-esteem; the links between identity, self-image and self-esteem; understanding emotional literacy; awareness of individual's feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals

*Supporting individuals:* working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; creating and maintaining a positive environment to promote the wellbeing of individuals eg attitudes, activities, surroundings; fostering positive relationships; encouraging open communication; supporting agreed ways of working that contribute to the wellbeing of individuals

## 7 Understand the role of risk assessment in enabling a person-centred approach

*Risk assessment:* person-centred approach in communicating risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; individuals as active participants in decision-making; evaluating and appraising advantages and disadvantages eg relating to healthy lifestyle decisions like smoking, drinking and obesity; assessing and considering the benefits and drawbacks eg relating to specific investigations or treatment decisions; calculating risks involved eg in relation to surgical procedures, invasive tests or life-threatening situations; judging decisions eg relating to care and support, end of life decisions; reviewing and monitoring progress eg effectiveness of individual care plans; the impact of rights and responsibilities in risk-taking; the importance of accountability; the changing nature of risk assessment, the importance of regular review in conjunction with changing individual needs

## Essential guidance for tutors

### Delivery

This unit should be delivered by a well-qualified and experienced tutor who has a thorough understanding of the main issues. Learners will benefit from input from experienced professionals who have implemented the person-centred approach in their professional practice. Taught input will be necessary but learners will also benefit from opportunities to discuss issues of concern, particularly around risk managements and its implications.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand person-centred approaches in adult social care</b>
Taught session; person-centred values and approaches. Class discussion.
Guest speaker; implementing the approach into care practice. Question-and-answer session.
Taught session; care plans uses in a person-centred approach. Groups working to apply the person-centred approach to case studies and feedback. Class discussion.
<b>Assignment 1: Person-centred values</b>
Produce a leaflet which describes and explains how and why person-centred values must influence all aspects of social care work.
<b>Learning outcome 2: Understand how to implement a person-centred approach in an adult social care setting</b>
Taught session; using a person-centred way to deliver care and support. Learners to take notes and ask questions to clarify points.
Taught session; ensuring equality and independence. Class discussion.
Guest speaker; empowering individuals to use their potential. Question-and-answer session.
Taught session; adapting approaches to individuals changing needs. Groups working with scenarios and case studies to apply this and feed back.
Taught session; complex or sensitive situations and person-centred approaches to support and care. Class discussion on managing situations.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 2: Person-centred care plans</b></p> <p>Produce an article for the company magazine that explains, describes and evaluates the role of person-centred care plans and personal histories in implementing person-centred values in complex or sensitive situations. You should also include an explanation of the importance of monitoring an individual's changing needs and preferences.</p>
<p><b>Learning outcome 3: Understand the importance of establishing consent when providing care or support</b></p>
<p>Taught session; factors that affect an individual's capacity to express consent. Class discussion.</p>
<p>Taught session; establishing consent for an activity or action. Class discussion.</p>
<p>Taught session; the steps to take if consent cannot be readily established.</p>
<p><b>Assignment 3: Consent for care</b></p> <p>Produce an information sheet which describes and explains the importance of establishing consent when providing care and support. You should also include the steps to take if consent is not established.</p>
<p><b>Learning outcome 4: Understand how to implement and promote active participation</b></p>
<p>Taught session; different ways of promoting active participation. Groups buzzing ideas about suitable activities for different vulnerable groups. Class discussion of activities.</p>
<p>Taught session; addressing holistic needs. Class discussion.</p>
<p>Taught session; working with others to agree on the implementation of active participation. Class to work in groups to plan active participation for individuals in case studies.</p>
<p>Taught session; promoting and using active participation. Preparation for the assignment.</p>
<p><b>Assignment 4: Active participation in adult social care</b></p> <p>Produce a PowerPoint presentation that explains all of the following:</p> <ol style="list-style-type: none"> <li>Principles of active participation</li> <li>How the holistic needs of an individual may be addressed by active participation</li> <li>Working with an individual and others to agree how active participation may be implemented</li> <li>Promoting the understanding and use of active participation</li> </ol>
<p><b>Learning outcome 5: Understand how to support an individual's right to make choices</b></p>
<p>Taught session; different approaches to supporting informed choices. Class discussion.</p>
<p>Taught session; supporting individuals to question or challenge decisions. Class discussion.</p>

Topic and suggested assignments/activities and/assessment
Taught session; the consequences of allowing personal views of others to influence an individual's choices.
<b>Assignment 5: Informed choices and challenges</b> Write an essay explaining and describing issues related to individual choices.
<b>Learning outcome 6: Understand how to promote individuals' wellbeing</b>
Taught session; links between an individual's identity, self-image and self-esteem.
Taught session; the importance of supporting an individual in ways which support their identity, self-image and self-esteem.
Taught session; creating environments that promote wellbeing.
<b>Assignment 6: Promoting self-image, identity and self-esteem in individuals</b> Compile a case study of an individual who has additional needs and explain and describe how you would promote their wellbeing, identity, self-esteem and self-image by contributing to a positive environment.
<b>Learning Outcome 7: Understand the role of risk assessment in enabling a person-centred approach</b>
Taught session; the different uses of risk assessments in adult care settings. Class discussion.
Taught session; the ways in which risk assessment and risk-taking relate to rights and responsibilities. Class discussion.
Class plenary; why risk assessments need to be regularly revised.
Taught session; the importance of using agreed risk assessment procedures to support choice
<b>Assignment 7: Risk taking/risk assessment</b> Produce an information sheet comparing and explaining the use of both risk assessment and risk-taking in adult social care settings. You should include an explanation of the using agreed risk assessment procedures to support choice.
Review of unit and programme of assignments.

### Assessment

Assessments for this unit may be designed in any of a variety of formats and the programme of suggested assignments may be adapted to meet local needs or the needs of particular groups of learners. Assessors should ensure that learners demonstrate a clear understanding of the use of risk assessments and risk-taking to promote the rights of individuals. Learners should also demonstrate an understanding of the need to use agreed procedures in order to support choice. Assessors should ensure that they include the correct operative verbs, for example "describe" and "explain", in all assessments.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Person-centred values	You have been asked by your manager to produce a leaflet on person-centred values for new staff.	Leaflet
2.1, 2.2, 2.3, 2.4	Person-centred care plans	You have written an article for a leading care magazine about the use of care plans in implementing person-centred values.	Magazine article
3.1, 3.2, 3.3	Consent for care	Your manager has asked you to produce an information sheet, to inform residents' relatives of the policy on establishing consent in the setting.	Information sheet
4.1, 4.2, 4.3, 4.4	Active participation in adult social care	You are the learning mentor for new staff and as such have been asked to produce a PowerPoint presentation on active participation.	PowerPoint presentation
5.1, 5.2, 5.3	Informed choices and challenges	You have entered a competition run by your local newspaper to produce an essay on informed choices in adult social care.	Essay
6.1, 6.2, 6.3, 6.4	Promoting self-image, identity and self-esteem in individuals	You have been asked by your manager to produce a case study detailing the approach to support in the residence.	Case study
7.1, 7.2, 7.3, 7.4, 7.5	Risk taking/risk assessment	You have decided to produce an information sheet for new staff about the links between risk-taking and risk assessment as related to rights and responsibilities in adult social care.	Information sheet

### **Essential resources**

Learners will require full access to library facilities including relevant text, professional magazines and journals, ICT and CDROM.

### **Indicative resource materials**

#### **Textbooks**

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

#### **Journals**

*Community Care*

*The Nursing Times*

#### **Websites**

[www.dhsspsni.gov.uk](http://www.dhsspsni.gov.uk) Department of Health, Social services and Public Safety

[www.idea.gov.uk](http://www.idea.gov.uk) Local Government Improvement and Development



# Unit 15: Understand health and safety in social care settings

**Unit code:** L/602/3178  
**QCF Level 3:** BTEC Specialist  
**Credit value:** 5  
**Guided learning hours:** 49

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## Unit aim

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

## Unit introduction

This unit will provide learners with the knowledge and understanding of the various areas in social care which are covered by health and safety policy and procedures. Learners will investigate the precautions which are intended to preserve the safety of both staff and individuals who use the services. Learners will consider the key legislation, policies and procedures which outline the responsibilities of social care workers within a range of settings. An examination of risk assessments and the responsibilities of professionals with regard to overall health and safety is included in the unit.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the different responsibilities relating to health and safety in social care settings</p>	<p>1.1 Identify legislation relating to health and safety in a social care setting</p> <p>1.2 Explain how health and safety <b>policies and procedures</b> protect those in social care settings</p> <p>1.3 Compare differences in the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>a) the social care worker</li> <li>b) the employer or manager</li> <li>c) <b>others</b> in the social care setting</li> </ul> <p>1.4 Identify situations in which the responsibility for health and safety lies with the <b>individual</b></p> <p>1.5 Explain why specific <b>tasks</b> should only be carried out with special training</p> <p>1.6 Explain how to access additional support and information relating to health and safety</p>
<p>2 Understand risk assessments and their importance in relation to health and safety</p>	<p>2.1 Explain why it is important to assess health and safety risks</p> <p>2.2 Explain the steps to carrying out a risk assessment</p> <p>2.3 Explain how to address potential health and safety risks identified</p> <p>2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns</p> <p>2.5 Explain how to promote health and safety within the social care setting</p>
<p>3 Understand procedures for responding to accidents and sudden illness</p>	<p>3.1 Describe different types of accidents and sudden illness that may occur in a social care setting</p> <p>3.2 Explain procedures to be followed if an accident or sudden illness should occur</p> <p>3.3 Explain why it is important for emergency first-aid tasks only to be carried out by qualified first-aiders</p>

Learning outcomes	Assessment criteria
	<p>3.4 Explain the consequences of failing to follow emergency first-aid procedures</p>
<p>4 Understand how to reduce the spread of infection</p>	<p>4.1 Describe the routes by which an infection can get into the body</p> <p>4.2 Explain the following prevention methods:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• own personal hygiene</li> <li>• encouraging the individual's personal hygiene</li> </ul> <p>4.3 Evaluate different types of <b>personal protective equipment</b> and how they can prevent the spread of infection</p> <p>4.4 Explain own role in supporting others to follow practices that reduce the spread of infection</p>
<p>5 Understand how to move and handle equipment and other objects safely</p>	<p>5.1 Describe the main points of legislation that relate to moving and handling</p> <p>5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm</p> <p>5.3 Explain situations that may require additional supports, necessary for safer moving and handling</p> <p>5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training</p>
<p>6 Understand the principles of assisting and moving an individual</p>	<p>6.1 Explain why it is important to have specialist training before assisting and moving an individual</p> <p>6.2 Explain the potential consequences of assisting and moving an individual without specialist training</p> <p>6.3 Explain the consequences of not following an individual's <b>care plan</b> or fully engaging with them when assisting and moving</p>

Learning outcomes	Assessment criteria
<p>7 Understand how to handle hazardous substances</p>	<p>7.1 Describe types of hazardous substances that may be found in the social care setting</p> <p>7.2 Explain safe practices for:</p> <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances</li> </ul> <p>7.3 Explain the dangers associated with not following these safe practices</p>
<p>8 Understand how to promote environmental safety procedures in the social care setting</p>	<p>8.1 Explain procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul> <p>8.2 Explain procedures to be followed in the social care setting in the event of:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul> <p>8.3 Explain how you would encourage others to adhere to environmental safety procedures</p> <p>8.4 Explain the importance of having an <b>emergency plan</b> in place to deal with unforeseen incidents</p>
<p>9 Understand how to manage <b>stress</b></p>	<p>9.1 Describe common signs and indicators of stress</p> <p>9.2 Describe factors that tend to trigger own stress</p> <p>9.3 Evaluate strategies for managing stress</p>
<p>10 Understand procedures regarding <b>handling medication</b></p>	<p>10.1 Describe the main points of agreed procedures about handling medication</p>

Learning outcomes	Assessment criteria
	<p>10.2 Explain why medication must only be handled following specialist training</p> <p>10.3 Explain the consequences of handling medication without specialist training</p>
<p>11 Understand how to handle and store food safely</p>	<p>11.1 Describe the main points of food safety standards in a social care setting</p> <p>11.2 Explain how to:</p> <ul style="list-style-type: none"> <li>• store food</li> <li>• maximise hygiene when handling food</li> <li>• dispose of food</li> </ul> <p>11.3 Explain the potential consequences of not following food safety standards</p>

## Unit content

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### 1 Understand the different responsibilities relating to health and safety in social care settings

*Legislation relating to general health and safety:* relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E) including local, national and European requirements for health and safety in a health and social care work setting eg Health & Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Control of Substances Hazardous to Health (COSHH), Regulations 2002 (COSHH)

*Health and safety policies and procedures:* details of agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; how to deal with accidents, injuries and emergency situations eg specific action to take, reporting procedures and completing relevant documentation; how to deal with first-aid situations eg understanding specific hygiene procedures, dealing with blood and other body fluids, administering basic first aid if trained to do so, reporting procedures and completing relevant documentation; policies relating to specific working conditions and the working environment eg understanding moving and handling procedures; policies relating to the use of equipment eg understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding health care procedures eg key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation eg understanding food hygiene regulations; policies relating to infection control and dealing with hazardous substances eg situations requiring strict infection control, the use of protective clothing like gowns, masks and gloves, understanding procedures for disposing of clinical waste; policies relating to security and personal safety eg procedures for personal security and policies relating to the safeguarding of vulnerable individuals

*Own responsibilities for health and safety:* analyse the responsibility 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 or welfare eg protective clothing, specialised equipment; understand the advantages and disadvantages of undertaking own responsibility in health and safety issues

*Responsibilities of employers and others for health and safety:* analyse the responsibility of employers to provide information eg about 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 responsibility of employers to provide training to do the job safely, protection (such as special clothing, gloves or masks), health checks (such as vision testing); the responsibility of others, including team members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understand the advantages and disadvantages of others taking responsibility for health and safety issues

*Specific tasks:* understanding that certain tasks should not be carried out without special training (eg use of equipment), first aid, administering medication, health care procedures, food handling and preparation

## 2 **Understand risk assessments and their importance in relation to health and safety**

*The importance of assessing health and safety risks:* legal requirements; duty of care; prevention of incidents and accidents; promotion of wellbeing; removal of hazards from the environment; safeguarding vulnerable individuals; reduction of staff sick time

*Risk assessment:* the five steps, identifying the hazard, deciding who may be harmed and how, evaluating the risks and deciding on precautions, recording findings and implementing them, reviewing assessments and updating if necessary

*Addressing potential health and safety risks:* identifying risks; removal of hazards; avoidance of injuries to staff

*Use of risk assessments to address dilemmas:* recognition of hazards; risks to individuals; implications of a duty of care; evidence of unacceptable risks; acceptable risks

*Promoting health and safety:* identification of hazards; identification of vulnerable individuals; preventing and reducing incidents and accidents; relevant and up-to-date training; use of health and safety notices

## 3 **Understand procedures for responding to accidents and sudden illness**

*Types of accidents and sudden illness:* accidents eg slips and trips, falls, needle-stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning; sudden illness eg heart attack, diabetic coma, epileptic convulsion

*Procedures to be followed:* understanding the importance of procedures to be followed if an accident or sudden illness should occur; knowing how to ensure and maintain safety for individuals concerned and others eg clearing the area, safely moving equipment if possible; remaining calm; knowing how to send for help; knowing how to assess individuals for injuries; understanding when to administer basic first aid if necessary and if trained to do so; understanding the importance of staying with the injured/sick individual until help arrives; knowing how to observe and note any changes in an individual's condition; understanding how to provide a full verbal report to relevant medical staff or others; understanding how to complete a full written report and relevant documentation eg accident report, incident report; understanding the policies, procedures and agreed ways of working for the work setting

## 4 **Understand how to reduce the spread of infection**

*Support others to follow practices that reduce the spread of infection:* understand how infection can be spread eg airborne, direct contact, indirect contact; understand measures which can minimise the spread of infection eg hand washing, food hygiene procedures, disposal of waste; the importance of communicating these procedures to others; use of communication aids like posters and notices; importance of regular staff training and updating; encouraging and ensuring that others are familiar with policies, procedures and agreed ways of working in order to reduce the spread of infection

*Recommended method for handwashing:* follow the DoH 5-step recommended procedure of:

- 1 wet hands
- 2 apply soap thoroughly
- 3 lather and scrub (remember between the fingers, thumbs and backs of the hands)
- 4 rinse thoroughly
- 5 dry thoroughly using paper towel or air dryer

*Own health and hygiene:* importance of basic personal hygiene measures in reducing the spread of infection eg hand washing 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

## 5 **Understand how to move and handle equipment and other objects safely**

*Explain legislation relating to moving and handling:* understand the main points of key legislation eg The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

*Safe moving and handling:* the key principles of avoiding (eg the need for hazardous manual handling), assessing (eg the risk of injury from any hazardous manual handling), and reducing (eg the risk of injury from hazardous manual handling); the importance of assessment (eg the task, load, working environment and individual capability); reducing the risk of injury (eg musculoskeletal disorders): avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a co-ordinated approach and good communication; using mechanical aids where necessary (eg a hoist); changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities

## 6 **Understand the principles of assisting and moving an individual**

*Specialist training:* understanding potential risks and hazards; knowledge of correct procedures; need to fully engage; purposes of care plan; legal requirements eg Care Standards Act 2000; duty of care; reasons for full engagement eg full cooperation, emotional support; reporting and recording incidents; valid consent

*Consequences of not having specialist training;* risks to individual; legal considerations eg Care Standards Act 2000; risks to the wellbeing of the individual; use of inappropriate procedures

*Not following care plan or being fully engaged with the individual:* reduction of self-esteem; risk of harm to the individual; legal implications eg negligence; effects on duty of care; effects on relationships

## 7 Understand how to handle hazardous substances

*Describe hazardous substances and materials:* COSHH regulations (2002) include substances that are corrosive (eg acid), irritant (eg cleaning fluids), toxic (eg medicines), highly flammable (eg solvents), dangerous to the environment (eg chemicals), clinical waste, germs that cause diseases (eg Legionnaires' disease), materials that are harmful (eg used needles), potentially infectious (eg used dressings), body fluids (eg blood, faeces, vomit)

*Safe practices with hazardous substances and materials:* understand the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials; understand and be able to follow agreed ways of working, policies and procedures (eg safe storage of drugs and medicines); stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances and materials; understand and be able to follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances (eg inhaling, contact with the skin or eyes, swallowing or skin puncture), understand and be able to use control measures (eg universal precautions for dealing with blood and other body fluids); know how and when to use protective clothing where necessary (eg latex gloves, masks, aprons); understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures (eg use of clinical waste bags); understand the importance of protecting others (eg using a sharps box for used needles), understand the importance of protecting the environment (eg disposal of dangerous chemicals); be able to minimise the spread of infection (eg disposal of used dressings)

## 8 Understand how to promote environmental safety procedures in the social care setting

*Fire prevention:* use of fireguards; use of smoke alarms; use of flame-retardant materials for furniture, soft furnishings; not leaving cooking pans unattended over lighted flames

*In the event of fire:* knowledge of fire procedures; appropriate use of fire exit, extinguishers and fire blankets; calling for emergency help; evacuation of individuals

*Gas leaks, prevention:* turning off gas appliances when not in use; regular maintenance of systems and boilers; reporting of suspicious odours

*In the event of a leak:* safe evacuation of the building; contacting emergency services; not returning to the building until it is safe to do so

*Floods, prevention:* turning off taps before leaving the bathroom, and kitchen; regular maintenance of appliances, drains, maintenance of buildings; location of main water supply

*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

*Intrusion, prevention:* use of security codes to enter buildings; use of identification badges; use of signing in and out books; checking inhabitants and residents; safety locks on doors and windows; security personnel on site; maintenance of alarms

*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

*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

*In the event of a security breach:* ascertaining the nature of the breach contacting security personnel; checking safety of individuals; safety of staff; contacting emergency services if required

## 9 Understand how to manage stress

*Common signs and symptoms of stress:* physical signs and symptoms eg aches and pains, nausea, dizziness, chest pain, rapid heartbeat; emotional signs and symptoms eg moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms eg memory problems, inability to concentrate, poor judgment, constant worrying; behavioural signs and symptoms eg eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, nervous habits like nail biting

*Factors that trigger own stress:* work factors eg changes in routine, dealing with difficult situations, pressure to meet targets, difficult interpersonal relationships with others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors eg financial problems, relationship or family problems, major life changes, bereavement, injury or illness; understanding how these factors can trigger own stress, singly or in combination; analyse factors in own lifestyle and identify key stressors

*Strategies for managing stress:* understanding theories on coping strategies (eg internally or externally focused, emotional or solution-focused); relaxation techniques (eg massage, yoga, aromatherapy, listening to music); physical activity and exercise (eg going for a run, joining a gym); social strategies (eg meeting up with friends and family, volunteering or helping with community work); logical strategies (eg making lists, prioritising); creative strategies (eg music, painting or other artistic pursuits); faith strategies (eg religion or other beliefs); the importance of emotional wellbeing and resilience; understanding and recognising individual stressors and taking time out; comparing and contrast different strategies and their effectiveness

## 10 Understand procedures regarding handling medication

*Guidelines:* Handling Medicines in Social Care Settings Guidance 2007, Royal Pharmaceutical Society

*Obtaining consent for administration of medication:* informed consent; use of independent advocate, family member, professionals to assist in achieving informed consent

*Preparation prior to administration:* risk assessment in relation to self-administration; secondary administration; basic hygiene procedures; correct equipment; correct recording documents

*Administration of medicines:* ensuring the correct medication; correct dose; correct person; correct time; correct route or method

*Recording:* reporting and seeking advice; audit and storage of stock

## 11 Understand how to handle and store food safely

*Legislation and guidelines:* Food Safety Act 1990; Food Safety (General Food Hygiene) Regulations, 1995

*Storing:* use of covered containers; correct temperature; cooling hot food before refrigeration; avoidance of storing raw and cooked meats together; checking expiry dates; separation of meat, poultry and fish; maintenance of refrigerators eg checking rubber seals, defrosting regularly, not overloading, checking temperature of refrigerators regularly

*Preparation of food:* use of gloves, aprons, covering hair, personal protective equipment (PPE); covering cuts, use of blue plasters; accurate washing of hands; disinfection of surfaces; use of separate chopping boards and utensils for different types of food; washing chopping boards with hot soapy water between uses; sterilisation of cooking and preparatory equipment; not allowing pets to sit on surfaces where food is prepared

*Disposal of food:* use of closed containers; use of closed bags; cleaning spillages; regular emptying of waste and rubbish bins; regular cleaning of bins; separation of food from other waste

## Essential guidance for tutors

### Delivery

This unit should be delivered by a well-qualified and experienced tutor. Learners will benefit from professionals who have knowledge of the various areas of health and safety, for example environmental safety, infection prevention and control, and food safety. Practical demonstrations, for example with regard to handwashing and other similar procedures should be included in class sessions where possible.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings</b>
Taught session; key legislation. Learners to take notes.
Taught session; policies and procedures. Learners to take notes.
Taught session; own responsibilities for health and safety. Class discussion.
Guest speaker; the responsibilities of employers and others for health and safety.
<b>Assignment 1: Responsibilities in health and social care</b> Produce an information pack that identifies key health and safety legislation, policies and procedures and identifies and explains the responsibilities of all relevant personnel.
<b>Learning outcome 2: Understand risk assessments and their importance in relation to health and safety</b>
Groupwork; learners identifying risks and hazards in a health and safety environment. Plenary. Taught session; risk assessments, the purpose and importance.
Taught session; risk assessments; the five steps. Learners using scenarios to implement the five steps. Groups feeding back to the class.
Taught session; addressing health and safety risks in social care settings.
Taught session; use of risk assessments and promoting health and safety.
<b>Assignment 2: Risk assessments</b> Produce a booklet for staff who are returning to work in the sector after maternity leave. This should give all the relevant information about risk assessments, their importance and the steps to be taken. It should also explain the use of risk assessments to address dilemmas that might arise and their use in promoting health and safety in the setting.

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 3: Understand procedures for responding to accidents and sudden illness</b>
Taught session; types of accidents and sudden illness. Learners to make notes.
Taught session; procedures to follow. Groups working with scenarios to apply learning from this week and the previous week. Groups feed back to the class.
Taught session; agreed ways of working in the setting and the role of the emergency first-aider. Learners to take notes.
<b>Assignment 3: Managing accidents and illness</b> Produce an information pack describing the types of accidents and sudden illness which could occur in a social care setting and explaining the relevant procedures. You should also include an explanation of the reasons why emergency first aid should only be carried out by a qualified emergency first-aider, and the consequences of tasks being carried out by someone else.
<b>Learning outcome 4: Understand how to reduce the spread of infection</b>
Taught session; potential infection routes/ways of supporting others to follow prescribed procedures. Learners to take notes (session 1).
Taught session; ways of supporting others (session 2).
Demonstration; handwashing techniques. Class to practice and discuss.
Taught session; considering own health and hygiene. Class discussion.
Taught session/demonstration; personal and protective equipment. Learners to take notes; and practice use of equipment.
Taught session; own role in controlling and preventing the spread of infection.
<b>Assignment 4: Infection prevention and control</b> Write an essay describing infection routes in the body and explaining and evaluating practices and procedures that contribute to the control and prevention of the spread of infection.
<b>Learning outcome 5: Understand how to move and handle equipment and other objects safely</b>
Taught session; key legislation and regulations. Learners to take notes.
Taught session; key principles of moving and handling. Use of training DVD to demonstrate techniques.
Taught session; use of mechanical aids to moving and handling. Internet search to find further examples of mechanical aids in current use.
Taught session; identifying and reporting potentially hazardous activities. Class discussion on reasons for hazards.
<b>Assignment 5: Safe moving and handling</b> Produce a leaflet which describes the main points of key legislation and explains the principles of safe moving and handling and how these should be applied to relevant situations in social care.

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 6: Understand the principles of assisting and moving an individual</b>
Taught session; potential risks and hazards, reasons for specialist training. Class discussion.
Taught session; use of the care plan to ensure continuity of care, preservation of dignity, obtaining a valid consent. Class plenary.
Class plenary; full engagement of the individual throughout the process, reasons and benefits to individual.
Tutor-led discussion; consequences of carrying out the procedure without specialist training.
<b>Assignment 6: Assisting and moving</b> Produce an information sheet that explains the reasons for undertaking specialist training before assisting and moving an individual, and the consequences of undertaking this without training. Also give the reasons for using the individual's care plan and fully engaging with the individual, and the consequences of not doing so.
<b>Learning outcome 7: Understand how to handle hazardous substances</b>
Taught session; hazardous substances and materials, COSHH Regulations (2002). Class discussion (session 1).
Taught session; hazardous substances and materials, COSHH Regulations, (2002). Class discussion (session 2).
Taught session; safe practices with hazardous substances and materials. Groups working together to apply learning to scenarios and feeding back to the class.
Taught session; storing and recording. Internet research session and reporting back on findings.
<b>Assignment 7: Safe practices</b> Produce an information sheet describing the types of hazardous substances to be found in social care settings and explaining the safe practices for storing, using and disposing of these. You should also add an explanation of the dangers of not following these safe practices.
<b>Learning Outcome 8: Understand how to promote environmental safety procedures in the social care setting</b>
Taught session; preventing environmental emergencies in social care. Precautions to take. The emergency plan. Class discussion.
Taught session; dealing with emergencies in the social care setting and implementing the emergency plan.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 8: Promoting safety in the setting</b></p> <p>Produce an environmental safety plan for a social care setting explaining:</p> <ol style="list-style-type: none"> <li>The procedures for preventing and managing environmental emergencies</li> <li>The benefits of having an emergency plan</li> <li>How you would encourage others in the setting to adhere to environmental safety procedures.</li> </ol>
<p><b>Learning outcome 9: Understand how to manage stress</b></p>
Taught session; common signs and symptoms of stress. Class discussion.
Tutor-led discussion; signs which indicate own stress. Accessing online stress assessment inventories.
Taught session; strategies for managing stress. Groups to evaluate strategies and feed back to the class.
<p><b>Assignment 9: Managing stress</b></p> <p>Write a letter to a counsellor describing the common signs and symptoms of stress which you have identified, describing the signs which indicate your own stress, and evaluating the strategies for managing stress.</p>
<p><b>Learning outcome 10: Understand procedures regarding handling medication</b></p>
Taught session; guidelines for handling and administering medication in social care settings.
Taught session; obtaining valid consent and dealing with situations where this cannot be readily obtained, use of advocates and other professionals.
Taught session; preparation prior to administration; administration.
Taught session; recording, reporting and seeking advice where necessary.
<p><b>Assignment 10: Handling medication</b></p> <p>Produce a report which describes and explains the procedures regarding the handling of medication in social care settings and the consequences of not adhering to these.</p>
<p><b>Learning outcome 11: Understand how to handle and store food safely</b></p>
Taught session; legislation and guidance. Class discussion.
Taught session; storing food safely. Class discussion.
Taught session; preparing food safely. Class discussion.
Taught session; disposing of food safely. Class discussion.
<p><b>Assignment 11: Food safety</b></p> <p>Produce an information sheet which describes and explains the main points for ensuring food safety, and the consequences of not adhering to these.</p>
Review of unit and programme of assignments.

## Assessment

Assessment can be designed in a variety of forms and the suggested programme can be adapted to meet local needs or the needs of particular groups of learners.

This is a large unit and tutors may wish to divide assessment into sections rather than presenting learners with an assignment which covers all 11 learning outcomes. Tutors should ensure that all of the assessment criteria are fully met for each learning outcome and that learners demonstrate full understanding of each topic at a standard acceptable for level 3.

Tutors should ensure, when writing assignments, that the correct operative verbs are included, for example “describe”, “explain” and “evaluate”.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Responsibilities in health and social care	As a senior care worker it is part of your role to provide new staff with relevant information. You will be producing an information pack on the roles and responsibilities in health and social care for the latest members of your staff team.	Information pack
2.1, 2.2, 2.3, 2.4, 2.5	Risk assessments	You have been asked by the owner of your workplace to provide an up-to-date booklet on risk assessments for staff returning to work after maternity leave.	Booklet
3.1, 3.2, 3.3, 3.4	Managing accidents and illness	Following your successful completion of a first-aid course, you have been asked to produce an information pack as a reminder for all staff.	Information pack
4.1, 4.2, 4.3, 4.4	Infection prevention and control	You have applied to become the named person responsible for infection and control in your setting. You have been asked to write an essay that demonstrates your understanding of the subject.	Essay
5.1, 5.2, 5.3, 5.5	Safe moving and handling	The leaflets in your setting have become worn and you have decided to produce new ones.	Leaflet
6.1, 6.2, 6.3	Assisting and moving	The setting’s information is out of date and you have been asked to produce a new sheet to advise staff.	Information sheet

Criteria covered	Assignment title	Scenario	Assessment method
7.1, 7.2, 7.3	Safe practices	Your setting's information is very out-of-date and you have decided to produce a new version which will be useful to all levels of staff.	Information Sheet
8.1, 8.2, 8.3, 8.4	Promoting safety in the setting	You have been appointed as the health and safety officer in your setting and are now required to produce an environmental safety plan to provide guidance for the staff.	Environmental safety plan
9.1, 9.2, 9.3	Managing stress	Your new role is stressful and you have decided to write to the setting's counsellor about this.	Letter
10.1, 10.2, 10.3	Handling medication	Your manager has asked you to produce a short report on the procedures for handling medication in social care settings.	Report
11.1, 11.2, 11.3	Food safety	As the health and safety officer for your setting, you are required to produce an information sheet on food safety as it affects the setting.	Information sheet

**Essential resources**

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM.

**Indicative resource materials**

**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

**Journals**

*Community Care* magazine

*The Nursing Times*

**Websites**

[www.food.gov.uk/safereating](http://www.food.gov.uk/safereating) Food Standards Agency: Safer Food, Better Business

[www.hse.gov.uk](http://www.hse.gov.uk) The Health and Safety Executive

[www.nhs.uk/conditions/food-safety](http://www.nhs.uk/conditions/food-safety) NHS: Food Safety

[www.nursingresidentialcare.com](http://www.nursingresidentialcare.com) Nursing and Residential Care



## **Unit 16: Understand how to handle information in social care settings**

<b>Unit code:</b>	<b>D/602/3119</b>
<b>QCF Level 3:</b>	<b>BTEC Specialist</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>9</b>

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### **Unit aim**

This unit develops the knowledge and understanding needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings. This unit is aimed at those who are interested in, or new to working in social care settings.

### **Unit introduction**

This unit gives learners the knowledge and understanding required to manage information in social care settings. Learners will examine the key legislation and codes of practice which relate to handling information in social care settings and gain an understanding of how these inform good practice. The unit examines the correct procedures for both manual and electronic storage systems and their place in a modern social care setting. The unit will enable learners to support others in the management and handling of information and in the promoting of good practice.

### **Learning outcomes and assessment criteria**

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand requirements for handling information in social care settings	1.1 Identify legislation and codes of practice that relate to handling information in social care settings 1.2 Explain how legal requirements and codes of practice inform practice in handling information
2 Understand good practice in handling information in social care settings	2.1 Explain how to maintain records that are up to date, complete, accurate and legible 2.2 Describe practices that ensure security when storing and accessing information 2.3 Describe features of manual and electronic information storage systems that help ensure security
3 Understand how to support others to handle information	3.1 Explain how to support <b>others</b> to understand the need for secure handling of information 3.2 Explain how to support others to understand and contribute to records

## Unit content

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### 1 Understand requirements for handling information in social care settings

*Requirements for handling information:* relevant legislation relating to the handling of information in health and social care eg Data Protection Act, Freedom of Information Act, Disability Discrimination Act, other relevant legislation relating to the duty of confidentiality, human rights and safeguarding children and vulnerable adults; relevant codes of practice relating to the handling of information eg relating to the accuracy, retention, availability and disposal of information; the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information

*Legal requirements and codes of practice:* issues relating to the legal requirements for secure recording of information eg the common law duty of confidence, the legal requirements for accuracy of information and for information to be kept up to date, obtaining personal data only for specific, lawful purposes, personal data to be relevant and not excessive for its purpose; issues relating to the legal requirements for the secure storage of information eg the legal requirements that personal data should not be kept for longer than is necessary for its purpose, security measures to protect against the accidental loss, destruction or damage to personal data, legal requirements for the storage of electronic and manual data and access to secure information; issues relating to the legal requirements for sharing information eg freedom of information, principles of confidentiality, agreed ways of inter-agency and multi-agency/integrated working

### 2 Understand good practice in handling information in social care settings

*Good practice in handling information:* understanding the features of both manual and electronic information storage systems to ensure security eg encryption, secure passwords, electronic audit trails, secured IT networks, identity checks, security passes; understand how to ensure security when storing and accessing information eg following information governance procedures, ensuring confidential information is not disclosed without consent, preventing accidental disclosure of information, practicing strict security measures like shredding paper-based information, logging out of electronic data systems, operating effective incident-reporting processes; ensure the security of access to records and reports according to legal and organisational procedures; ethical codes or professional standards; the importance of keeping legible, accurate, complete and up-to-date records eg signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs

### 3 Understand how to support others to handle information

*Support others to handle information:* ensure that others understand the need for secure handling of information; ensure that others access relevant, compulsory training eg in information governance; support others to put into practice the guidance and procedures from information governance; ensure that others understand the importance of secure record-keeping; support and enable others to contribute to manual and electronic records eg reporting accurate and

sufficient information to the appropriate people, sharing relevant information relating to any changes in an individual's personal details, condition or care needs; ensure that others are familiar with procedures for reporting incidents relating to any breach of information security such as missing, lost, damaged or stolen information or records; the importance of thorough and reliable communication systems

## Essential guidance for tutors

### Delivery

This unit should be delivered by a well-qualified and experienced tutor who has an understanding of the issues involved in handling information in social care settings. Emphasis must be placed upon accuracy and adherence to agreed practices in view of the sensitive nature of the information involved. Learners would benefit from familiarisation with social care records and other relevant documents.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand requirements for handling information in social care settings</b>
Taught session; requirements for handling information. Class discussion.
Taught session; legal requirements and codes of practice. Learners working in groups applying learning to case studies and feeding back to the class.
<b>Assignment 1: Legal requirements</b>
Produce an information sheet identifying relevant legislation and codes of practice and explaining how these inform practice in handling information.
<b>Learning outcome 2: Understand good practice in handling information in social care settings</b>
Taught session; good practice in maintaining records. Class examining examples of records (non-confidential).
Taught session; ensuring security when storing and accessing records. Class discussion.
Taught session; ensuring security with manual and electronic storage of information. Class discussion.
<b>Assignment 2: Good practice</b>
Produce a leaflet that describes and explains the procedures which promote good practice in maintaining and storing manual and electronic records and ensure security.
<b>Learning outcome 3: Understand how to support others to handle information</b>
Taught session; supporting others to understand the need for security when handling information. Class discussion.
Taught session; helping others to maintain and contribute to records.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 3: Supporting others</b></p> <p>Produce a leaflet which explains ways of supporting others to maintain and contribute to records while observing safety procedures.</p>
Review of unit and programme of assignments.

### Assessment

Assessment of this unit may be designed in any of a variety of formats and the suggested programme may be adapted to suit local needs or the needs of particular groups of learners. Tutors should ensure that learner evidence demonstrates a clear understanding of the sensitive nature of the information involved, an operation of the importance of maintaining accurate records, and ensuring that agreed procedures for secure storage are in place in the setting. Learners will need to demonstrate their understanding of security measures such as the use of secure passwords when storing electronic material and their grasp of the essential concept of confidentiality in all aspects of handling information in social care settings.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Legal requirements	As part of the application process for a new post at a residential setting for older adults, you have been asked to produce an information sheet on the legislation and codes of practice relating to information handling in social care.	Information sheet
2.1, 2.2, 2.3	Good practice	The second part of the application process includes the production of a leaflet which informs readers of good practice in maintaining and storing information.	Leaflet
3.1, 3.2	Supporting others	You have successfully completed the application process and have been appointed to your new role. Your manager has been impressed with your writing skills and has asked you to produce another leaflet. This leaflet is concerned with supporting others in good practice.	Leaflet

### Essential resources

Learners will require full access to library resources including relevant text, professional magazines and journals, ICT and CDROM.

### Indicative resource materials

#### Textbooks

Conway N and Donahue S – *Core Themes for Care Assistants* (Radcliffe Publishing, 2003) ISBN 9781857758016

#### Journals

*Community Care* magazine

*The Nursing Times*

#### Websites

<a href="http://www.ic.nhs.uk/re-use-of-data">www.ic.nhs.uk/re-use-of-data</a>	NHS: The Information Centre
<a href="http://www.ico.gov.uk">www.ico.gov.uk</a>	Information Commissioners Office
<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>	Department of Health



## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

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Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- functional skills publications – specifications, tutor-support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards

Skills for Care and Development  
West Gate  
Leeds LS12RP  
Telephone: 01132 451716  
Fax: 01132 436417  
Email: [info@skillsforcare.org.uk](mailto:info@skillsforcare.org.uk)

Skills for Health  
2nd Floor, Goldsmiths House, Broad Plain  
Bristol BS20JP  
Telephone: 01179 221155  
Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)  
Fax: 01179 251800

# Professional development and training

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Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

## Annexe A

### The Edexcel/BTEC qualification framework for the health and social care sectors

QCF Level	General qualifications	BTEC full vocationally related qualifications	BTEC Short Courses	Occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		
4				
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

QCF Level	General qualifications	BTEC full vocationally related qualifications	BTEC Short Courses	Occupational
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development Foundation Diploma in society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care		Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

# Annexe B

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## Wider curriculum mapping

Study of the Edexcel BTEC Level 2 and 3 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

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

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

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

### **European developments**

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

### **Health and safety considerations**

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

### **Equal opportunities issues**

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



# Annexe C

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## Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website – see: 'Accreditation Information'

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

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.

## Annexe D

### BTEC Specialist and Professional qualifications

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

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

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

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

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

<b>QCF qualification sizes</b>	
<b>Award</b>	1–12 credits
<b>Certificate</b>	13–36 credits
<b>Diploma</b>	37+ credits

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