Pearson BTEC Level 2 Certificate in Preparing to work in Adult Social Care

Pearson BTEC Level 3 Certificate in Preparing to work in Adult Social Care

Specification

BTEC Specialist qualification

First teaching December 2011

Issue 5

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 5 Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously titled:

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)

The QNs remain the same.

Summary of Pearson BTEC Level 2/Level 3 Certificate in Preparing to Work in Adult Social Care specification Issue 5 changes

Summary of changes made between previous issue and this current issue	Page/section number
Final registration and certification date added for Level 3 qualification	4
Updated Section inserted	Section 7
Updated Section inserted	Section 8
Updated Section inserted	Section 11
Added reference to GDPR	26, 29
Updated Suggested resources	31
Reference added to code of conduct and care certificate	35
Updated Suggested resources	38-39
Added Human Rights Act 1998, Care Act 2014, reference to 6C's and updated Health and Social Care Act 2012	42
Updated Suggested resources	46
Updated financial abuse content	48
Added content on domestic violence, modern slavery and discriminatory abuse	49
Updated signs of financial abuse and added signs for domestic violence, modern slavery and discriminatory abuse	50-51
Added care act 2014, code of conduct, Care and Support Statutory Guidance April 2015 and updated Statement of Government Policy on Adult Safeguarding	52
Updated CRB to DBS	52
Added Whorlton Hall (May 2019)	52
Updated Suggested resources	59
Added reference to code of conduct and 6Cs	61
Updated Suggested resources	65
Added reference to code of conduct	68
Updated previous content with current Care Act	68
Updated Suggested resources	73
Added reference to 6Cs	75
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Updated RIDDOR, added Regulatory Reform (Fire Safety) Order 2005, Provision and Use of Work Equipment Regulations (PUWER) 2002, The Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)	85
Added refence to World Health Organization's 11 step recommended procedure	89
Added Food Information Regulations July 2014; General Food Hygiene (Amendment) (EU Exit) Regulations 2019	94
Updated Suggested resources	101
Added Freedom of Information Act 2000, General Data Protection Regulation (GDPR) 2016, updated Data Protection Act 1998	103
Updated CRB to DBS	104
Updated Suggested resources	107

Earlier issues show previous changes.

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

Contents

Purpose of this specification

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

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

1   Introducing BTEC Specialist qualifications

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care**
Qualification Number (QN)	501/1586/8
Date registrations can be made	01/01/2011
Age range that the qualification is approved for	Pre16 16-18 19+
TQT	200
Credit value	20
Assessment	Centre-devised assessment (internal assessment) **and/or** Pearson-devised assessment (onscreen testing). Please see Section 5 for more details.
Guided learning hours	179
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Centres must also follow the Pearson *Access and Recruitment* policy (see *Section 10, Access and recruitment*)
Countries it is offered in	England only

Qualification title	Pearson BTEC Level 3 Certificate in Preparing to Work in Adult Social Care
Qualification Number (QN)	501/1813/4
First registrations	01/01/2011
Final registrations	31/12/2020
Final Certification	31/12/2023
Age range that the qualification is approved for	16-18 19+
TQT	210
Credit value	21
Assessment	Centre-devised assessment (internal assessment) **and/or** Pearson-devised assessment (onscreen testing). Please see Section 5 for more details.
Guided learning hours	189
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Centres must also follow the Pearson *Access and Recruitment* policy (see *Section 10, Access and recruitment*)
Countries it is offered in	England only

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Pearson Information Manual* on our website at qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Level 2 Certificate in Preparing Adults to Work in Adult Social Care and Pearson BTEC Level 3 Certificate in Preparing Adults to Work in Adult Social Care are for learners who work in, or want to work in, the health and social care sector.

They give learners the opportunity to:

*   develop knowledge related to working in an adult social care environment
*   develop skills and techniques, personal skills and attributes essential for successful performance in working life
*   learn about how to work with different types of individuals and organisations in the adult social care environment
*   achieve a nationally recognised level 2 or 3 qualification
*   develop their own personal growth and engagement in learning.

The Pearson 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 Pearson 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.

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 be able to use Recognition of Prior Learning (RPL) to use the knowledge gained from the Pearson BTEC Levels 2 and 3 Certificates in Preparing to Work in Adult Social Care towards the Health and Social Care Diploma at Level 2 and Level 3.

Apprenticeships

Skills for Care and Development, the SSC, approve the Pearson BTEC Level 2 and Level 3 Certificates in Preparing to Work in Adult Social Care as the knowledge components for the Intermediate and Advanced Apprenticeships in Health and Social Care in England.

The Pearson BTEC Level 2 and Level 3 Certificates in Preparing to Work in Adult Social Care are approved to be offered in England only.

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson BTEC Level 2 Certificate in Health and Social Care and the Pearson BTEC Level 3 Certificate in Health and Social Care, which have now expired.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Level 2 BTEC Certificate in Preparing to Work in Adult Social Care and Pearson Level 3 BTEC Certificate in Preparing to Work in Adult Social Care can progress on to employment in Health and Social Care. They could also progress to related general and/or vocational qualifications, for example the Pearson Level 3 Diploma in Health and Social Care or the Pearson BTEC Level 3 Extended Diploma in Health and Social Care.

Industry support and recognition

These qualifications are supported by Skills for Care and Development, the SSC for Health and Social Care.

Relationship with National Occupational Standards

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

3 Centre resource requirements

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4   Qualification structures

Pearson BTEC Level 2 Certificate in Preparing to work in Adult Social Care

The Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care is a 20-credit and 179-guided-learning-hour (GLH) qualification. To achieve this qualification learners must complete nine mandatory units.

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	L/602/2905	Principles of Communication in Adult Social Care Settings	2	2	17
2	L/602/3035	Principles of Personal Development in Adult Social Care Settings	2	2	17
3	H/602/3039	Principles of Diversity, Equality and Inclusion in Adult Social Care Settings	2	2	18
4	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
5	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children and Young People's Settings	2	1	9
6	A/602/3113	Understand the Role of the Social Care Worker	2	1	9
7	J/602/3180	Understand Person-centred Approaches in Adult Social Care Settings	2	4	34
8	R/602/3179	Understand Health and Safety in Social Care Settings	2	4	40
9	Y/602/3118	Understand How to Handle Information in Social Care Settings	2	1	9

Pearson BTEC Level 3 Certificate in Preparing to work in Adult Social Care

The Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care is a 21-credit and 190-guided-learning-hour (GLH) qualification. To achieve this qualification learners must complete nine mandatory units.

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
4	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	A/602/3113	Understand the Role of the Social Care Worker	2	1	9
10	R/602/2906	Principles of Communication in Adult Social Care Settings	3	2	17
11	R/602/3036	Principles of Personal Development in Adult Social Care Settings	3	2	19
12	M/602/3044	Principles of Diversity, Equality and Inclusion in Adult Social Care settings	3	2	19
13	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	3	1	4
14	R/602/3182	Understand Person-centred Approaches in Adult Social Care Settings	3	4	37
15	L/602/3178	Understand Health and Safety in Social Care Settings	3	5	49
16	D/602/3119	Understand how to Handle Information in Social Care Settings	3	1	9

5 Assessment

Assessment requirements/strategy

The assessment requirements and strategy for this qualification have been included in *Annexe B*. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment.

Assessment methods

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

Units	Assessment methods
Unit 2	Centre-devised assessment
Unit 1 Units 3–16	Centre-devised assessment or Pearson-devised assessment: onscreen test

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

There is more guidance about internal assessment on our website. See *Section 13 Further information and useful publications.*

Pearson-devised assessment (external assessment)

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

Further information, including details of test duration and question types is available on the webpage for these qualifications:

qualifications.pearson.com

6   Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

7 Centre recognition and approval centre recognition

Centres must have approval prior to delivering or assessing any of the units in this qualification.

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

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

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

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification(s):

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see Section 4 Assessment requirements)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification(s)
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see Section 4 Assessment requirements)
- any unit-specific resources stated in individual units.

8   Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs and competence-based qualifications.*

9   Programme delivery

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

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

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

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

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

Centres must make sure that any legislation is up-to-date and current.

10 Access and recruitment

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

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

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

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

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

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

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

11 Malpractice

Dealing with malpractice in assessment

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

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

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre guidance: Dealing with malpractice available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

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

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

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

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

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

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

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

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

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

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ appeals booklet: *A guide to the awarding bodies' appeals process.*

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

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.

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

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

Unit 1: Principles of Communication in Adult Social Care Settings

Unit reference number: L/602/2905

Level: 2

Credit value: 2

Guided learning hours: 17

Unit aim

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 gives learners an understanding of the effects of communication on all aspects of adult social care. Learners will examine 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 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. This unit will prepare learners for working with users of services with a variety of communication and language needs.

Essential resources

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

Resources for communication in social care (including DVDs and booklets) can be obtained from Mulberry House at 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.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why communication is important in adult social care settings	1.1	Identify different reasons why people communicate	☐ Express needs; share ideas and information; reassure; express feelings; build relationships; socialise; ask questions; share experiences
		1.2	Explain how effective communication affects all aspects of working in adult social care settings	☐ 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
		1.3	Explain why it is important to observe an individual's reactions when communicating with them	☐ To understand non-verbal communication, facial expressions, eye contact, gestures; to know if information has been understood; to understand when and how to adjust communication method; to recognise barriers to communication
2	Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1	Explain why it is important to find out an individual's communication and language needs, wishes and preferences	☐ To enable expression of needs, wishes and preferences; to empower individuals; to support independence; to establish trust between individuals and care professionals; to reduce the occurrence of mistakes in care; to reduce the occurrence of mistakes in the delivery of treatment
		2.2	Describe a range of communication methods	☐ Verbal; non-verbal; written; British sign language; Makaton; Braille; finger spelling; pictures and symbols; technological aids, minicom, telephone relay systems; human aids, interpreters, translators, advocates

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to reduce barriers to communication	3.1	Identify barriers to communication	☐ Sensory impairment; dialect; use of jargon; environmental factors, noise, poor lighting; attitudes of service users, attitudes of care workers, effects of alcohol or drugs; aggression; mental health problems; learning disabilities; health conditions; lack of confidence
		3.2	Describe ways to reduce barriers to communication	☐ Use of technological aids; use of human aids; using clear speech and appropriate vocabulary; staff training; improving environment through the use of sound proofing, closing doors to reduce external noise, adapting lighting to enable lip reading, rearranging seating to support conversations; reducing distractions; checking understanding
		3.3	Describe ways to check that communication has been understood	☐ Use of paraphrasing; use of reflective listening, active listening; observation of body language
		3.4	Identify sources of information and support or services to enable more effective communication	☐ Interpreting service; speech and language services; advocacy services; third sector organisations, Stroke Association, Royal National Institute for Deaf People (RNID), National Autistic Society

Learning outcomes		Assessment criteria		Unit amplification
4	Understand confidentiality in adult social care settings	4.1	Define the term 'confidentiality'	□ Definition — not sharing information without permission; adherence to the principles of the Data Protection Act 2018 and General Data Protection Regulation 2018, including subsequent amendments
		4.2	Describe ways to maintain confidentiality in day-to-day communication	□ Maintaining confidentiality through paper-based activities, electronically and ensuring verbal confidentiality; paper-based activities — use of secure storage facilities, use of locked cabinets, shredding papers no longer required, disposing of sensitive waste securely; electronic — secure electronic storage of documents by using secure passwords, not leaving computer screens unattended; verbal confidentiality — not repeating information without permission
		4.3	Describe situations where information normally considered to be confidential might need to be shared with agreed others	□ When individuals are at risk of harm from others, from themselves; suspected abuse; malpractice
		4.4	Explain how and when to seek advice about confidentiality	□ *How*: by referring to the manager or the 'named person' within a setting', by referring to the confidentiality policies and procedures of a setting, by consulting the Freedom of Information Commissioner's Office □ *When*: to work within boundaries of own role; when uncertain of boundaries; to gain consent for procedures, care, treatment; when asked to reveal personal or sensitive information

Information for tutors

Delivery

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

Outline learning plan

The outline learning plan has been included in this unit as guidance 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 the unit and the programme of assignments.
Learning outcome 1: Understand why communication is important in adult social care settings
Use of buzz groups focusing on reasons why we communicate. Groups to give feedback on their findings. Tutor-led class discussion with learners taking notes.
Tutor-led class discussion on effects of communication on working in adult social care; learners to work in groups with case studies. Groups to provide feedback to the whole class. Taught input on the importance of observing others' reactions.
Observation of training video on recognising barriers to communication, learners to take notes. Role-play session, practising communication skills.
Assignment 1: Why communicate?   Produce a poster identifying reasons why people communicate.   Produce a booklet for new staff at a residential setting for people with learning difficulties, explaining the positive effects that communication will have on their work as social care assistants and the importance of observing the reactions of other staff and users of the service during communication.

Topic and suggested assignments/activities and/assessment
Learning outcome 2: Understand how to meet the communication and language needs, wishes and preferences of an individual
Taught session, learners to take notes on the importance of finding out the communication and language needs, wishes and preferences of individuals; groups working with case studies to identify the communication and language needs, wishes and preferences of particular individuals and the importance of finding these out.
Guest speaker on the use of communication methods. Question and answer session.
Guest speaker on the use of technological aids to communication.
Group internet research session on methods of communication. Groups give feedback.
Taught session on when and how to seek advice; the role of other professionals. Class discussion on reasons for seeking advice.
Assignment 2: Positive communication/holistic support 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, if this is needed.
Learning outcome 3: Understand how to reduce barriers to communication
Taught session; learners to take notes on barriers to communication; learners to work in groups with case studies to identify barriers.
Taught session; learners to take notes/class discussion on ways of reducing barriers.
Taught session with demonstration on ways of checking understanding; learners to work in pairs to practice methods of checking understanding.
Guest speaker on sources of support. Question and answer session.
Assignment 3: Breaking down barriers 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.

Topic and suggested assignments/activities and/assessment
Learning outcome 4: Understand confidentiality in adult social care settings
Taught session on the principles of the Data Protection Act 2018 and General Data Protection Regulation 2018, including subsequent amendments.
Taught session followed by class discussion on confidentiality in day-to-day communication.
Guest speaker on when information may need to be passed on. Question and answer session.
Taught session on seeking advice. Class discussion.
Assignment 4: Confidentiality — can we always keep this? 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: a) A definition of the term 'confidentiality'. b) A description of ways in which workers can maintain confidentiality in day-to-day communication. c) A description of situations where confidential information might have to be shared with agreed others. d) An explanation of how and when staff should seek advice about confidentiality.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 'describes', or 'explains', 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 Pearson 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
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

Suggested resources

Textbooks

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

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

Moi A – *How to Communicate Effectively in Health and Social Care: A Practical Guide for Caring Professions* (Pavilion, 2017) ISBN 9781911028376

Rawles Z – *Essential Knowledge and Skills for Healthcare Assistants* (Routledge, 2014) ISBN 9781444169232

Magazines

Community Care Magazine

Websites

www.communicationmatters.org.uk	Communication Matters
www.makaton.org	The Makaton Charity
www.sense.org.uk	Sense
www.alzheimers.org.uk	Information on communicating and language assessment
www.communitycare.co.uk/2012/07/26/how-social-care-staff-can-improve-their-communication/	Community Care website article on improving communication within care
www.rcnhca.org.uk	Royal College of Nursing First Steps for Health Care Assistants
https://www.skillsforcare.org.uk/Learning-development/ongoing-learning-and-development/care-act/Care-Act.aspx	Skills for Care – guidance on the Care Act 2014

Unit 2: Principles of Personal Development in Adult Social Care Settings

Unit reference number: L/602/3035

Level: 2

Credit value: 2

Guided learning hours: 17

Unit aim

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

Unit introduction

This unit identifies those standards that 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 encouraged 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 benefits of a personal development plan with regard to the development of knowledge and understanding will be examined and learners will be given information with regard to sources of support.

Essential resources

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

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

Learners can access practice questions through the BTEC Health and Social Care Apprenticeship Workbooks website at www.btecapprenticeshipworkbooks.co.uk.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand what is required for good practice in adult social care roles	1.1	Identify standards that influence the way adult social care job roles are carried out	□ Codes of practice including subsequent amendments — General Social Care Council Codes of Practice, Deprivation of Liberty Safeguards, Codes of Practice, 2009; regulations including subsequent amendments — The Manual Handling Operations Regulations 1998; Care Quality Commission Essential standards of quality and safety; Health and Social Care Act 2008 including subsequent amendments; National Occupational Standards for Adult Social Care; standards specific to organisations
		1.2	Explain why reflecting on work activities is an important way to develop own knowledge and skills	□ Identification of own strengths and weaknesses; identification of own training needs; recognition of gaps in own knowledge
		1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the 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; challenge personally held prejudice; develop knowledge and understanding of needs, culture and background of individuals using services
2	Understand how learning activities can develop knowledge, skills and understanding	2.1	Describe how a learning activity has improved own knowledge, skills and understanding	□ Developing new concepts and ideas through discussion, working with colleagues, asking questions, training
		2.2	Describe how reflecting on a situation has improved own knowledge, skills and understanding	□ Increased knowledge; recognition of training needs; increased understanding of situations; recognition of effects of own performance on situations

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Describe how feedback from others has developed own knowledge, skills and understanding	□ Gaining of insights into own performance; adaptation of skills to match situations, meet needs of others; identification of training needs; increased knowledge; ways in which feedback has developed own knowledge, skills and understanding, (highlighting of gaps in knowledge and understanding); provision of additional knowledge and understanding from mentors, line managers; highlighting of skills gaps; gaining of further skills based on explanations included in feedback; observation of skilled practitioners as part of feedback
3 Know how a personal development plan can contribute to own learning and development	3.1	Define the term 'personal development plan'	□ A structured and supported process to enable reflection upon own learning and performance, plan for future progression; a set of goals, aims and objectives to enable personal and professional development
	3.2	Identify who could be involved in the personal development plan process	□ Learners; line managers; mentors; tutors; other professionals within the setting
	3.3	Identify sources of support for own learning and development	□ Line manager, supervisor; mentoring schemes; tutor; colleagues; accessing specialist information through external organisations; online professional magazines and journals
	3.4	List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding	□ Targeting areas for development; production of SMART targets for progression; identification of sources of support; involvement of relevant individuals; identification of training needs; achievement of personal and professional goals and targets

Information for tutors

Delivery

This unit should be delivered by an appropriately qualified member of staff, preferably with experience of the adult social care sector. Input from visiting speakers who are currently involved in this sector would enhance learner experience. Learners will also benefit from visits to centres aimed at cultures different from their own, for example advice centres for particular ethnic groups. Some taught input will be required, but learners should be provided with opportunities for discussion and reflection in order to examine currently held views and values within a safe environment. The use of case studies obtained from professional journals and magazines will be of benefit and learners could be encouraged to use these resources as part of personal study. Tutors could also utilise video clips from the internet, for example the BBC Learning Zone class clips on relevant topics. Training material, electronic and paper-based, from reliable organisations will also be of use.

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Understand what is required for good practice in adult social care roles
Tutor-led discussion on duties and responsibilities/organisational roles and practices; learners to take notes; groups to work with job descriptions to discuss what would be good practice when carrying out the roles.
Guest speaker on reflective practice in adult social care. Question and answer session; learners to take notes.
Taught session on Codes of Conduct, Care Certificate and Occupational Standards.
Tutor-led discussion on beliefs and values and effects on quality of own work; use of training DVD on working with cultures other than own. Buzz groups working to apply session to case studies; groups give feedback.
Assignment 1: Standards/reflective practice 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.

Topic and suggested assignments/activities and/assessment
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.
Learning outcome 2: Understand how learning activities can develop knowledge, skills and understanding
Tutor explanation of the links between learning activities and the development of knowledge, skills and understanding. Learners to work in buzz groups, using personal examples of learning activities and the development of existing knowledge, skills and understanding.
Taught session on defining reflection and its uses in personal and professional development; learners to work individually, reflecting upon a situation or experience which has improved their knowledge and skills in any area. Class plenary to apply examples to the topic.
Taught session on the benefits and uses of feedback in professional life.
Assignment 2: The working week 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.
Learning outcome 3: Know how a personal development plan can contribute to own learning and development
Taught session on the personal development plan/the planning process; learners working individually to identify areas of personal development.
Taught session on sources of support, learners to take notes. Class plenary to examine who could be involved in the process.
Internet/literature search with tutor support on sources of support from external agencies; group discussion on findings.
Group work session, listing the benefits of a personal development plan; taught session on SMART targets.

Topic and suggested assignments, activities and assessment
Assignment 3: Personal development 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

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

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 Pearson 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 meet the assessment criteria fully.

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 Pearson 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 that 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.	Booklet

Suggested resources

Textbooks

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

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

Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Macmillan, 2015) ISBN 9781137426529

Masters, A and Wallace H – *Personal Development for Life and Work* (South-Western Educational Pub, 2010) ISBN 9780538450232

Magazines

Community Care

Websites

www.communitycaremagazine.co.uk	*Community Care* magazine
www.skillsforcare.org.uk	The Sector Skills Council for Adult Social Care
www.careknowledge.com	Professional development, research and policy information for the social care sector
www.hse.gov.uk	Health and Safety Executive – information relating to health and safety visits
www.scie.org.uk	Social Care Institute for Excellence – independent charity and improvement agency providing accredited training, consultancy, research and resources for the social care and health sectors
www.skillsforcareanddevelopment.org.uk	Sector Skills Council for Care and Development – develops workforce skills for those working in social work and social care
www.skillsyouneed.com/ps/personal-development.html	Personal development website

Unit 3: Principles of Diversity, Equality and Inclusion in Adult Social Care Settings

Unit reference number: H/602/3039

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

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

Unit introduction

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

Essential resources

Training DVDs from Mulberry house available at www.mulho.com

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of diversity, equality and inclusion	1.1	Define what is meant by: • diversity • equality • inclusion • discrimination	☐ *Diversity*: differences between individuals and groups due to, culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, gender reassignment, socio-economic status ☐ *Equality*: individual rights; giving choices; showing respect; services in response to individual need ☐ *Inclusion*: individuals at the centre of planning and support; valuing diversity ☐ *Discrimination*: the practice of treating one person or group of people less fairly or less well than other people
		1.2	Describe how direct or indirect discrimination may occur in the work setting	☐ *Direct discrimination*: treatment or consideration of, or making a distinction in favour of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit by bullying, delivering a different standard of care to an individual than that received by others in the setting ☐ *Indirect discrimination*: provision of services in ways which prevent some individuals from using the services — not meeting dietary requirements, not providing adapted facilities and equipment, not providing single gender staff for personal care
		1.3	Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination	☐ Increased participation; increased access to resources; increased access to facilities for people who use services; individuals receive their rights; individuals gain an awareness of their rights; individuals are enabled to use preferred methods of communication; individuals are enabled to make complaints, receive responses to complaints; care workers gain confidence in adhering to relevant legislation and codes of practice; discriminatory practices are challenged ☐

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to work in an inclusive way	2.1	List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings	□ *Key legislation:* The Human Rights Act 1998; Care Act 2014; Health and Social Care Act 2012; Mental Capacity Act 2005; Mental Health Act 2007; Safeguarding Vulnerable Groups Act 2006; Equality Act 2010 (specific sections on the new definitions of discrimination, fundamental changes to disability and discrimination law); including subsequent amendments to legislation □ *Key codes of practice:* Deprivation of Liberty; Safeguards, Codes of Practice 2009; General Social Care Council Codes of Practice; including subsequent amendments to codes of practice □ The six core values which are commonly known as the 6C's. These are: Care, Compassion, Competence, Communication, Courage and Commitment.
		2.2	Describe how to interact with individuals in an inclusive way	□ Individuals to include colleagues; adults using services; use of appropriate terms when discussing an individual's needs due to disability, ethnicity; use of age-appropriate language; use of individual's preferred method of communication; use of non-defensive body language; avoidance of jargon, slang; observing personal space; use of active listening skills; not using gestures and body language which is culturally offensive
		2.3	Describe ways in which discrimination may be challenged in adult social care settings	□ Directly addressing discriminatory behaviour as it occurs by reporting incidents to line manager; by reporting incidents to the 'named person' within the setting; challenging self by reflecting on own beliefs and attitudes
3	Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1	Identify sources of information, advice and support about diversity, equality, inclusion and discrimination	□ Line manager; colleagues; Sector Skills Councils, Skills for Care, Skills for Health; Professional organisations, General Social Care Council; third sector organisations, Age UK, Dementia Society, Alzheimer's Society, Mencap, National Autistic Society; professional magazines
		3.2	Describe when to access information, advice and support about diversity, equality, inclusion and discrimination	□ *How*: by consulting line manager, supervisor, colleagues; consult websites □ *When*: when unsure of how to challenge discrimination; to stay within boundaries of own role; when unsure of how to recognise discrimination; if accused of discrimination; when experiencing discrimination

Information for tutors

Delivery

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

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Understand the importance of diversity equality, and inclusion
Taught session on definition of terms; class discussion.
Taught session on definition of direct and indirect discrimination; buzz groups to discuss how this could occur in the workplace. Groups give feedback.
Guest speaker on the effects of discrimination. Question and answer session.
Taught session on reducing discrimination in adult social care; methods and practices.
Use of training DVD. Class plenary.
Assignment 1: Key terms and practices Produce a PowerPoint presentation defining the key terms, describing how discrimination can occur in the workplace, and explaining the practices that may be used to reduce the likelihood of this occurring.
Learning outcome 2: Know how to work in an inclusive way
Taught session on legislation and codes of practice. Buzz groups applying these to case studies; group give feedback.
Taught session on inclusive interaction. Class discussion.
Taught session on challenging discrimination. Group work, applying learning to case studies and feed back to the class.
Assignment 2: Key legislation/inclusive interaction/challenging discrimination a) Produce a list of the key legislation and codes of practice. b) Produce a leaflet that describes how to interact in an inclusive way with users of the service.

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

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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. The relevant operative verbs should be included in assessments, for example '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 Pearson 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

Suggested resources

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

Baldock J et al – *Social Policy* (Oxford University Press, 2007) ISBN 9780199284979

Eales M – *Diversity, Equality and Inclusion in Adult Social Care Workbook* (CreateSpace Independent Publishing Platform, 2013) ISBN 9781492744146

Ogden C – *Equality and Diversity* (Crabtree Publishing Company, 2017) ISBN 9780778733485

Magazine

Community Care magazine

Websites

www.cqc.org.uk	Care Quality Council
www.equalityhumanrights.com	Equality and Human Rights Commission
www.skillsforcare.org.uk	Skills for Care
https://www.gov.uk/government/organisations/department-of-health-and-social-care	Department of Health – information relating to the support, care and treatment of patients with compassion, respect and dignity
www.eoc.org.uk	Equal Opportunities Commission – information about the promotion and protection of everyone's right to equal opportunities in the workplace as laid down in the Equality Act 2010
www.linkability.org.uk	Care and support website for people with learning disabilities
www.rnib.org.uk	Royal National Institute of Blind People – provides practical and emotional support for the blind and partially sighted
www.actiononhearingloss.org.uk	Action on hearing loss – practical information for those living with hearing loss
www.scie.org.uk	Social Care Institute for Excellence – independent charity and improvement agency providing accredited training, consultancy, research and resources for the social care and health sectors. for social care workers
www.skillsforhealth.org.uk	Sector Skills Council for the UK health sector – information about policy and standards focusing on health, education and improving the wider wellbeing of public health

Unit 4: Principles of Safeguarding and Protection in Health and Social Care

Unit reference number: A/601/8574

Level: 2

Credit value: 3

Guided learning hours: 26

Unit aim

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

Unit introduction

This unit enables 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 investigates 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. Unsafe practices that may affect the wellbeing of individuals who use the services, together with sources of information and advice about own role in safeguarding and protecting individuals will be explored. Learners will also consider those practices which may reduce the likelihood of abuse occurring.

Essential resources

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

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to recognise signs of abuse	1.1	Define the following types of abuse: • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse or material abuse • institutional abuse • self-neglect • neglect by others • domestic violence • modern slavery • discriminatory abuse	☐ *Types of physical abuse*: hitting, shaking, biting, throwing, burning or scalding, suffocating, force-feeding, causing physical harm to an individual ☐ *Types of sexual abuse*: forcing an individual to take part in unwanted sexual activities by using threats and coercion ☐ *Types of emotional/psychological abuse*: bullying, invoking threats and fear; devaluing individual self-esteem; verbal abuse and swearing; imposing inappropriate expectations; conveying feelings of worthlessness ☐ *Types of financial or material abuse*: use of a person's funds and belongings without their permission; theft, fraud, internet scamming; coercion in relation to an adult's financial affairs or arrangements, including in connection to wills, property, inheritance or financial transactions; misuse or misappropriation of property, possessions or benefits; forging signatures; forcing someone to sign documents for financial gain; confidence crimes; using property without permission; denying individuals access to their own finances, particularly with the elderly and individuals with learning difficulties ☐ *Types of institutional abuse*: misuse of authority; information and power over vulnerable individuals by care workers; failure to maintain professional boundaries; inappropriate use of medication; physical restraint; verbal abuse; discrimination; humiliation; bullying; denying privacy; neglect

Learning outcomes	Assessment criteria		Unit amplification
			□ *Types of self-neglect*: individuals engaging in neglectful and self-harming behaviours including refusing to eat and drink, neglecting personal hygiene, causing actual bodily harm to self including cutting; inappropriate clothing, unsanitary housing, lack of medical aids
			□ *Types of neglect by others*: not caring for the basic needs of others including neglectful practice in feeding and not meeting individual personal needs
			□ *Types of domestic violence*: threatening behaviour, 'honour-based' violence, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality
			□ *Types of modern slavery*: slavery, human trafficking, forced labour, domestic servitude; traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment
			Types of discriminatory abuse: individual or group being treated unequally because of characteristics identified in the Equality Act 2010; ignoring a person's values, beliefs and culture; forms of harassment, slurs or similar treatment because of race, sex, gender reassignment, age, disability, sexual orientation, religion or similar belief, marital or civil partnership status, pregnancy or maternity
	1.2	Identify the signs and/or symptoms associated with each type of abuse	□ *Signs and symptoms of physical abuse*: bruises, black eyes, welts, cuts, broken bones, open wounds, puncture marks, untreated injuries, broken eyeglasses/frames; sudden change in behaviour; overdose and under dose of medication; individuals report being hit, slapped, kicked, mistreated; caregiver's refusal to allow visitors to see a vulnerable adult alone

Learning outcomes	Assessment criteria	Unit amplification
		☐ *Signs and symptoms of sexual abuse*: disturbed behaviour including self-harm, inappropriate sexualised behaviour; repeated urinary infections; depression; loss of self-esteem; impaired ability to form relationships
		☐ *Signs and symptoms of emotional/psychological abuse*: being upset; agitated; withdrawn; non-communicative; lack of self- esteem and self-confidence; nervousness around certain people
		☐ *Signs and symptoms of financial or material abuse*: Bills not being paid; loss of assets such as a house being sold and the money from the sale disappearing; expenditure higher than the living conditions suggest; not having enough food or clothing; loss of trust; insecurity; fearful; withdrawn; conforming or submissive behaviour; disappearance of possessions; unable to pay bills; not enough food in the house
		☐ *Signs and symptoms of institutional abuse*: loss of self-esteem and confidence; submissive behaviour; loss of control
		☐ *Signs and symptoms of self-neglect or neglect by others*: unusual weight loss; dehydration; signs of actual self-harm including cuts, withdrawn or submissive behaviour; unsafe living conditions; dirty clothes; unsuitable clothes; unwashed
		☐ *Signs and symptoms of domestic violence*: any of abuse relating to the different types of abuse or neglect that can occur in any incident
		☐ *Signs and symptoms of modern slavery*: physical or psychological abuse, being malnourished or unkempt, appearing withdrawn; rarely being allowed to travel on their own; seemingly under the control and influence of others; rarely interacting or appearing unfamiliar with their neighbourhood or where they work; having few or no personal belongings or documents; avoiding eye contact, appearing frightened or hesitant to talk to strangers and law enforcers

Learning outcomes		Assessment criteria		Unit amplification
				☐ *Signs and symptoms of discriminatory abuse*: poor service that does not meet the person's needs; verbal abuse, disrespect; exclusion of people from activities and/or services; discrimination can be either direct or indirect
		1.3	Describe factors that may contribute to an individual being more vulnerable to abuse	☐ Old age; physical ability, (frailness, physical disability, sensory impairment); cognitive ability, (maturity, level of education and intellectual understanding, learning difficulties, memory issues, difficulties with problem solving and decision making); emotional resilience, (mental health difficulties, depression); stress, (unexpected life changes, bereavement, divorce, illness or injury); prejudice, discrimination, socio-economic factors
2	Know how to respond to suspected or alleged abuse	2.1	Explain the actions to take if there are suspicions that an individual is being abused	☐ Importance of following relevant legislative requirements, policies, procedures and agreed ways of working; finding out basic information including who the alleged victim is, who the alleged abuser is and categories of abuse that could be happening; reporting suspicions and allegations to an appropriate/named person; importance of treating all allegations and suspicions seriously; having knowledge of lines of communication and reporting
		2.2	Explain the actions to take if an individual alleges that they are being abused	☐ Understanding boundaries of own role and responsibilities; reporting suspicions and allegations to appropriate/named person; importance of clear verbal and accurate written reports; importance of not asking leading questions with individuals concerned; importance of respectful listening; confidentiality and agreed procedures for sharing information on disclosure; importance of actual evidence and avoiding hearsay
		2.3	Identify ways to ensure that evidence of abuse is preserved	☐ Use of written reports, including details of alleged/suspected abuse, signed, dated and witnessed; use of signed and dated witness statements; photographic evidence of physical injuries; agreed procedures for using electronic records; confidential systems for manual records; importance of timescales to ensure reliability and validity of evidence; secure storage of evidence

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the national and local context of safeguarding and protection from abuse	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse	☐ Relevant up-to-date government policies; Care Act 2014; Code of Conduct; Statement of Government Policy on Adult Safeguarding (May 2013); Care and Support Statutory Guidance April 2015, national framework and codes of practice for health and social care; 'Safeguarding Adults' national policy review (2009); work of the Care Quality Commission (Essential Standards of Quality and Safety March 2010); local systems, the scope of responsibility of Local Safeguarding Adults Boards (LSABs) and protection committees; Local Area Agreements (LAAs)
		3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse	☐ Importance of multi-agency and inter-agency working; social services; health services; voluntary services; the police; responsibilities for allocating a named person usually from statutory agencies in health or social care; responsibilities for overseeing the safeguarding assessment and its outcome; responsibilities of the Independent Safeguarding Authority (ISA); the national Vetting and Barring Scheme (VBS); Disclosure and Barring Service (DBS)
		3.3	Identify reports into serious failures to protect individuals from abuse	☐ Care Quality Commission report (2011) Winterbourne View; Abuse of Vulnerable Adults in England (2010-11) (NHS); Equality and Human Rights Commission Close to Home (2012); Final Report of the Independent Inquiry into Care Provided by Mid Staffordshire NHS Foundation Trust (2009); National Audit of Dementia (2011); Whorlton Hall (May 2019)
		3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse	☐ Policies, procedures and agreed ways of working within the workplace setting; current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups; government departments; voluntary organisations; publications; information from the Independent Safeguarding Authority (ISA); Social Care Institute for Excellence

Learning outcomes		Assessment criteria		Unit amplification
4	Understand ways to reduce the likelihood of abuse	4.1	Explain how the likelihood of abuse may be reduced by: • working with person-centred values • encouraging active participation • promoting choice and rights	□ *Working with person-centred values*: decreasing the likelihood of abuse by working in a person-centred way; implementing the key values of privacy, dignity, independence, choice, rights and fulfilment; decreasing vulnerability by increasing confidence; promoting empowerment, independence and autonomy; involving individuals in making their own decisions and choices; respectful communication; active listening; main principles that all adults have the right to live their lives free from violence, fear and abuse, the right to be protected from harm and exploitation, the right to independence and the right to justice □ *Encouraging active participation: decreasing the likelihood of abuse by encouraging active participation; decreasing vulnerability by improving self-confidence and self-esteem; encouraging involvement and self-awareness* □ *Promoting choices and rights: decreasing the likelihood of abuse through promoting individual choices and decision-making; decreasing vulnerability by promoting empowerment and independence; importance of informed consent*
		4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse	□ *To ensure an accessible complaints procedure for reducing the likelihood of abuse; transparent policies, procedures and agreed ways of working; importance of accountability; clear systems for reporting and recording complaints; robust procedures for following up on any complaints; legal requirement to have a complaints procedure in place; ways of ensuring the procedure is accessible (by published policy, high visibility, widespread distribution)*

Learning outcomes		Assessment criteria		Unit amplification
5	Know how to recognise and report unsafe practices	5.1	Describe unsafe practices that may affect the wellbeing of individuals	☐ Neglect in duty of personal care in relation to inappropriate feeding, washing, bathing, dressing, toileting; inappropriate physical contact in relation to moving and handling; unsafe administration of medication; unreliable systems for dealing with individuals' money or personal property; failure to maintain professional boundaries; failure to ensure supervision; inappropriate communication or sharing of information; failure to update knowledge on safeguarding issues; unsafe recruitment practices
		5.2	Explain the actions to take if unsafe practices have been identified	☐ Reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistleblowing'
		5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	☐ Workers have the right to report concerns directly to social services, Care Quality Commission (CQC) or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and not following the correct procedures; importance of raising genuine concerns and acting on them; reassurance of protection from possible reprisals and victimisation following reporting

Information for tutors

Delivery

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

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Know how to recognise signs of abuse
Taught session on signs and symptoms of abuse with reference to serious cases. Class discussion.
Taught session on signs and symptoms of abuse with reference to serious cases. Class discussion (second session in the topic).
Taught session on factors that contribute to vulnerability; buzz groups working with case studies to identify issues. Feedback from groups.
Guest speaker on supporting vulnerable individuals. Question and answer session
Discussion of serious incidents, tutor-led with reference to case studies.
Assignment 1: Recognition of abuse Produce a set of information sheets which define, describe and explain: • types of abuse • signs and/or symptoms of each type of abuse identified • factors which may lead to vulnerability in individuals.
Learning outcome 2: Know how to respond to suspected or alleged abuse
Taught session on actions to take regarding suspicions or allegations of abuse. Class discussion.
Taught session on preserving evidence. Class working in groups with case studies and giving feedback.

Topic and suggested assignments/activities and/assessment
Assignment 2: Responding to abuse Produce a PowerPoint presentation which: a) explains actions to take when abuse is suspected or alleged b) identifies ways of ensuring that evidence is preserved.
Learning outcome 3: Understand the national and local context of safeguarding and protection from abuse
Guest speaker on national policies and local systems. Question and answer session.
Taught session on the role of different agencies. Learners working with case studies to demonstrate understanding, and give feedback to the class.
Class consideration of serious cases; discussion about possible solutions.
Taught session on sources of information and advice about own role. Class discussion.
Assignment 3: Roles and systems 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.
Learning outcome 4: Understand ways to reduce the likelihood of abuse
Taught session on working with person-centred values. Class discussion.
Taught session on encouraging active participation. Class discussion.
Guest speaker on promoting choices and rights. Question and answer session.
Taught session on accessible complaints procedures; groups working with case studies to match procedures. Groups give feedback.
Assignment 4: Reducing abuse Write a letter to the opinions column of a care magazine that explains how the likelihood of abuse may be reduced, and state the importance of having accessible complaints procedures.
Learning outcome 5: Know how to recognise and report unsafe practices
Taught session on unsafe practices/actions to take (session 1).
Taught session on unsafe practices/actions to take (session 2).
Taught session on actions to take if unsafe practices or suspected or alleged abuse has been reported but no action has been taken.

Topic and suggested assignments/activities and/assessment
Assignment 5: Recognising unsafe practices
Produce a booklet which:
a) describes unsafe practices that 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

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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 that 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

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3, 3.4	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

Suggested resources

Textbooks

Cooper A and White E - *Safeguarding Adults Under the Care Act 2014: Understanding Good Practice* (Jessica Kingsley Publishers, 2017)
ISBN 9781785920943

Magazines

Community Care

Websites

www.wearehourglass.org	Action on Elder Abuse
www.legislation.gov.uk	Website for current government legislation
www.peoplefirstinfo.org.uk	Safeguarding under the Care Act 2014
https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance	Using Care Act guidance
https://www.skillsforcare.org.uk/Learning-development/ongoing-learning-and-development/mental-capacity-act/Mental-Capacity-Act.aspx	Mental Capacity Act 2005 and safeguarding part-time staff who provide public services
www.gov.uk/government/publications/care-act-2014-part-1-factsheets	Care Act 2014 Factsheets

Unit 5: Introduction to Duty of Care in Health, Social Care or Children and Young People's Settings

Unit reference number: H/601/5474

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults. 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

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the meaning of duty of care	1.1	Define the term 'duty of care'	☐ Legal obligation; duty of care towards adults using services, colleagues and own self; requirement to work in best interest of the adult using the service; care practice which is not detrimental to the health, wellbeing and safety of the adult; only carrying out care practice within own level of competence, role and responsibility
		1.2	Describe how the duty of care affects own work role	☐ Carrying out only duties for which you are competent and in own job description and declining care work which is not; being accountable for own decisions and actions; follow standard procedures in all aspects of work including use of resources and equipment; providing standards of care in line with the Code of Conduct and the 6C's; providing standards of care in line with the underpinning values of adult social care — respect for the individual, preservation of the dignity of the individual, safeguarding; the need to observe confidentiality; the need to be observant; the importance of induction and regular updating of knowledge and skills; duty to report concerns by completing incident and accident records, informing the line manager or 'named person' in the setting, use of 'whistleblowing' where appropriate
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	☐ Balance between health and safety and an individual's human rights and freedoms; concept of 'mental capacity'; rights of the adult to make decisions about own care; tensions between individual choice and keeping safe from harm; conflict between confidentiality and need to share information in the interest of the individual or public safety
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas	☐ Mentor; tutor; line manager; Care Quality Commission; professional bodies; Sector Skills Councils, Skills for Care; Skills for Health; General Social Care Council

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to respond to complaints	3.1	Explain why it is important that individuals know how to make a complaint	☐ Protects the legal rights of adults; to prevent bad practice; raise awareness with managers/regulatory bodies; to improve adult social care services for self and other users
		3.2	Explain the main points of agreed procedures for handling complaints	☐ Inform line manager, supervisor; record complaint in line with policies and procedures of setting; line manager to speak with complainant; line manager to take appropriate action
		3.3	Describe own role in responding to complaints as part of own duty of care	☐ Following policy and procedures of service/setting; listening carefully to what is said; recognising adult's feelings; clarifying problems; giving advice on procedures for complaining; focusing on the problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect, and if necessary change own practice/undergo training

Information for tutors

Delivery

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

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Understand the meaning of duty of care
Taught session on definition of the phrase 'duty of care'; class discussion on the effects of this on own role.
Observation of relevant DVD; class discussion.
Guest speaker on implementing the duty of care in a setting. Question and answer session.
Assignment 1: A duty of care Write an essay defining the term 'duty of care' and describing how this will affect your work role.
Learning outcome 2: Be aware of dilemmas that may arise about duty of care and the support available for addressing them
Taught session on potential dilemmas; class discussion.
Taught session on where to obtain additional advice and support in resolving dilemmas.
Assignment 2: What could go wrong? Produce a leaflet that describes the potential dilemmas which may arise about a duty of care, and explain where to obtain additional advice and support in reaching resolutions.
Learning outcome 3: Know how to respond to complaints
Taught session on why individuals should know how to complain. Class discussion.
Taught session on the main points of agreed procedures for handling complaints; class working in groups with case studies to apply procedures. Groups to give feedback.

Topic and suggested assignments/activities and/assessment
Taught session on own role in responding to complaints as part of a duty of care. Class discussion.
Assignment 3: Complaints 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.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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 that 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

Suggested resources

Textbooks

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

Magazines

Community Care

Websites

www.cqc.org.uk	Care Quality Commission – the independent regulator of health and adult social care in England
www.hcpc-uk.org	Health and Care Professions Council (HCPC)
www.skillsforhealth.org.uk	Sector Skills Council for the UK health sector. A not-for-profit organisation committed to the development of an improved and sustainable healthcare workforce across the UK
www.unison.org.uk	One of the UK's largest trade unions, represents full-time and part time workers
www.skillsforcare.org.uk	Sector Skills Council for Care and Development

Unit 6: Understand the Role of the Social Care Worker

Unit reference number: A/602/3113

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

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

Unit introduction

This unit gives learners 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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand working relationships in social care settings	1.1	Explain how a working relationship is different from a personal relationship	□ *Working relationships*: a relationship with a work colleague; the nature of a professional relationship; concept of teamworking; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship □ *Personal relationships*: a relationship with a friend, family member or within a social group; interpersonal relationship; romantic relationship; based on love, liking, family bond or social commitment
		1.2	Describe different working relationships in social care settings	□ Relationships between co-workers; between worker and manager; relationships within teams; between different health and social care workers; relationships between different professionals; professional relationships with others, including users of the service and their families
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	□ Fulfilling defined roles and responsibilities within job description as part of a contract of employment; meeting legal responsibilities; professional commitment; meeting requirements of the job; applying professional boundaries and working within professional limitations; accountability; to meet required performance within the job
		2.2	Outline what is meant by agreed ways of working	□ Knowledge of relevant current legislation, access to full and up-to-date policies and procedures that relate to the responsibilities of the specific job role; health and safety, safeguarding, equal opportunities and inclusive working; infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain the importance of full and up-to-date details of agreed ways of working	□ To ensure legislation is being complied with; Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England which details the moral and ethical standards expected of all health and social care workers; to ensure organisational policies and procedures are being followed; to ensure that current health and safety procedures are being followed; have relevant information on service users; work as a team; offer a personalised service; effective multi-disciplinary working; to ensure agreed ways of working are followed to prevent spread of disease, maintain infection control, maintain health and safety; deal effectively with emergencies; maintain duty of care
3	Understand the importance of working in partnership with others	3.1	Explain why it is important to work in partnership with others	□ Form professional relationships with team members, colleagues, other professionals, individuals and their families; effective communication; effective ways of sharing accurate information; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; meet different professional expectations; multi-agency and integrated working
		3.2	Identify ways of working that can help improve partnership working	□ Improving partnership working through effective communication and information sharing; Care Act (2014), Safeguarding Adults, the Role of Health Services (2011); including subsequent amendments
		3.3	Identify skills and approaches needed for resolving conflicts	□ Managing stressful situations — remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour to avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others; being aware of and respectful of differences; developing a readiness to forgive and forget; having the ability to seek compromise; seeking resolution; being specific with communication; trying not to exaggerate or over-generalise; avoiding accusations; importance of active listening

Learning outcomes	Assessment criteria		Unit amplification
	3.4	Explain how and when to access support and advice about: • partnership working • resolving conflicts	☐ *Access support and advice about partnership working*: knowing how and when to access support and advice about partnership working in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries ☐ *Knowing how to access support and advice for resolving conflicts*: through manager or supervisor, professional organisation, independent advisory organisations; for resolving conflicts; employment counselling, independent advisory organisations, trade unions; arbitration and mediation agencies through mentoring support, employment counselling

Information for tutors

Delivery

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

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Understand working relationships in social care settings
Taught session on differences between working and personal relationships. Class discussion.
Taught session on different working relationships in health and social care. Class discussion.
Assignment 1: Professional relationships   Produce a leaflet explaining the differences between working and personal relationships and describing the different types of working relationships in social care.
Learning outcome 2: Understand the importance of working in ways that are agreed with the employer
Taught session on adhering to the scope of the job role; groups discussing various job role descriptions and feeding back conclusions.
Taught session on agreed ways of working with learners making notes.
Taught session on implementing ways of working. Class discussion.
Assignment 2: The job role   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.
Learning outcome 3: Understand the importance of working in partnership with others
Taught session on partnership working. Class discussion, (session 1).
Taught session on partnership working. Class discussion, (session 2).

Topic and suggested assignments/activities and/assessment
Taught session on conflicts that may arise. Class discussion.
Taught session on resolving conflicts; learners working with case studies to demonstrate understanding and giving feedback.
Simulated activities/role play to apply the skills and approaches learned previously. Class plenary.
Guest speaker on accessing support and advice. Question and answer session.
Assignment 3: Working partners Produce a report that: a) explains the importance of working in partnership with others b) identifies ways of working that will help to improve partnership working c) identifies skills and approaches for resolving conflicts d) explains sources of help and support in partnership working and resolving conflicts.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 that 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 Pearson 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. You have been asked to produce a set of information sheets describing the importance of adhering to the agreed job role and discussing up-to-date agreed ways of working.	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

Suggested resources

Textbooks

Peate I – *Fundamentals of care: A Textbook for Health and Social Care Assistants* (Wiley-Blackwell, 2017) ISBN 9781119212201

Rawles Z – *Essential Knowledge and Skills for Healthcare Assistants* (Routledge, 2014) ISBN 9781444169232

Magazine

The Community Care

Websites

www.puttingpeoplefirst.org.uk	Putting People First
www.skillsforcare.org.uk	Sector Skills Council for Care and Development
www.hse.gov.uk/legislation/hswa.htm	Health & Safety at Work
https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/	General Data Protection Regulation 2016
www.communitycare.co.uk	Expert guide to health and social care joint working
www.legislation.gov.uk	Website for current government legislation
www.rcnhca.org.uk	The Royal College of Nursing (RCN) online learning resource
https://www.skillsforcare.org.uk/Learning-development/ongoing-learning-and-development/care-act/Care-Act.aspx	Skills for Care: The Care Act brings together care and support legislation in England with the principle of wellbeing at its heart
www.gov.uk/employment-contracts-and-conditions	Government information on employment contracts
https://www.gov.uk/guidance/equality-act-2010-guidance	Equality Act 2010 Guidance
www.skillsforcare.org.uk/code-of-conduct	Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England

Unit 7: Understand Person-centred Approaches in Adult Social Care Settings

Unit reference number: J/602/3180

Level: 2

Credit value: 4

Guided learning hours: 34

Unit aim

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

Unit introduction

This unit gives learners 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 examines the links between wellbeing, self-esteem and individual identity. The connections between these and providing an appropriate environment will also be investigated.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand person-centred approaches for care and support	1.1	Define person-centred values	☐ Ensuring individuals are at the centre of planning and support; individuality; rights; choice; privacy; independence; dignity; respect; partnership
		1.2	Explain why it is important to work in a way that embeds person-centred values	☐ To promote individuality; appreciation of rights within the care value base; enabling individuals to make decisions and choices; the right to privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respect individuals' diversity, culture and values; awareness of risk taking in person-centred approaches, enabling individuals to make informed decisions and understand the consequences of these decisions in relation to the health and wellbeing of the individual; the 6C's
2	Understand how to implement a person-centred approach in an adult social care setting	2.1	Describe how to find out the history, preferences, wishes and needs of an individual	☐ Work in a way that puts the individual at the centre of planning and support by communicating with individuals to find out their history, preferences and wishes; importance of working in a non-judgemental way, not discriminating against any individual; ensure equality and inclusive practice; promote the independence and autonomy of individuals; empower individuals to use their strengths and potential; effective communication; assurance of confidentiality
		2.2	Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support	☐ Document day-to-day requirements and preferences for care and support; addressing needs and preferences within the care plan, support plan, individual plan; holistic approach to meeting the needs and preferences of individuals

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain how using an individual's care plan contributes to working in a person-centred way	□ To document individual needs; attend to the detail of treatment and individualised provision; apply a person-centred approach; implement non-discriminatory practice; consult the service user; ensure need is met; maintain empowerment
3	Understand the importance of establishing consent when providing care or support	3.1	Define the term 'consent'	□ The informed agreement to an action or decision; establishing consent varies according to the individual's assessed capacity to consent
		3.2	Explain the importance of gaining consent when providing care or support	□ To uphold individual rights to be fully involved in their own care; uphold individual right to refuse care or treatment; to ensure individuals are informed to comply with legal requirement
		3.3	Describe how to establish consent for an activity or action	□ Appropriate information; communication skills; verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individuals' choices; listen and respond to individuals' questions and concerns; respond appropriately to any questions and concerns, gaining written or legal consent
		3.4	Explain what steps to take if consent cannot be readily established	□ Act in the best interests of the individual; work to resolve conflicts; abide by relevant legislation, seek extra support and advice where necessary, use of an advocate, contact the person who is legally responsible, recording information
4	Understand how to encourage active participation	4.1	Define what is meant by active participation	□ Empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support rather than a passive recipient
		4.2	Describe how active participation benefits an individual	□ Empowering individuals to participate in their own care; physical benefits, increased independence, autonomy and wellbeing, sense of purpose

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Describe ways of reducing barriers to active participation	☐ Promoting active participation, being creative about how outcomes can be achieved, promoting opportunities, increasing staff training and awareness, promoting confidence in individuals, promoting inclusion
		4.4	Describe ways of encouraging active participation	☐ Engaging the individual; use of physical, communication and visual aids; design suitable events; accessing community facilities and resources, involving friends and family
5	Understand how to support an individual's right to make choices	5.1	Identify ways of supporting an individual to make informed choices	☐ Developing respectful relationships; the importance of non-judgemental communication and inclusive information; empowering individuals to make informed choices; respect individual's choices; empowering and supporting individuals to question or challenge decisions concerning them that are made by others
		5.2	Explain why risk taking can be part of an individual's choices	☐ Ensure individuals are aware of risk, aware of hazards, provide information, discussion; use risk assessment processes to make choices
		5.3	Explain how agreed risk assessment processes are used to support the right to make choices	☐ Risk assessment processes, (identification, decision, evaluation, recording, reviewing); health and lifestyle choices, decisions about treatment or care; create awareness of actual and likely danger and harm arising from choices made; increased vulnerability, impact on treatment and recovery
		5.4	Explain why a worker's personal views should not influence an individual's choices	☐ Opinion not fact, can be discriminatory, prevents empowerment
		5.5	Describe how to support an individual to question or challenge decisions concerning them that are made by others	☐ Encourage questions, discussion; awareness of policies and procedures, complaints procedures; awareness of rights; be prepared to listen; advocacy; request second opinions

Learning outcomes		Assessment criteria		Unit amplification
6	Understand how to promote an individual's wellbeing	6.1	Explain how individual identity and self-esteem are linked with wellbeing	□ *Self -identity*: the recognition of one's potential and qualities as an individual □ *Self-esteem*: how people value themselves □ *Wellbeing*: physical and mental health, individual needs being met (physical, intellectual, emotional, social) □ *Links*: fragmented personal identity including effects of abuse, discrimination, lack of access to services; reducing levels of self esteem affecting emotional health
		6.2	Describe attitudes and approaches that are likely to promote an individual's wellbeing	□ Being treated as an individual; awareness of an individual's feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals; working in partnership to set realistic and achievable goals; empowering individuals to develop confidence, feel good about themselves and raise their self-esteem; through positive encouragement, active listening and developing independence and assertiveness
		6.3	Identify ways to contribute to an environment that promotes wellbeing	□ Social environment to promote the wellbeing of individuals, (attitudes, activities); surroundings, own possessions, personal space

Information for tutors

Delivery

The unit should be delivered by a well-qualified and experienced tutor who has a thorough understanding of person-centred values and planning in the context of social care. Learners will benefit from opportunities to discuss issues within a safe environment. The use of person-centred tools as a method of self-reflection should be encouraged with the learner group in order to establish a full understanding of the principles.

Outline learning plan

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

Topic and suggested assignments/activities and/assessment
Taught session on using care plans to work in person-centred ways with individuals. Learners working in groups to implement person-centred approaches when using care plans.
Assignment 2: My story/my care 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.
Learning outcome 3: Understand the importance of establishing consent when providing care or support
Taught session on defining consent. Learners to discuss their understanding of the word.
Taught session on establishing consent, explaining the process and providing information. Class plenary.
Taught session on resolving conflicts where consent cannot be established/seeking advice and support.
Assignment 3: Gaining consent 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.
Learning outcome 4: Understand how to encourage active participation
Taught session on empowering individuals to participate in daily life. Class discussion.
Taught session on the importance of individuals as active partners/involved in personal care. Class discussion.
Internet research session; potential barriers to active participation.
Tutor-led class discussion about ways of reducing barriers to active participation and how to encourage active participation.
Assignment 4: Active participation/living your life Produce an information pack that defines the term 'active participation', describes the barriers to this, how to reduce the barriers, and identifies ways of encouraging active participation in individuals who use adult social care services.
Learning outcome 5: Understand how to support an individual's right to make choices
Taught session on an individual's right to make choices; learners to take notes. Class discussion.
Buzz groups working on ways of supporting the individual to make choices in adult social care; tutor-led discussion. Groups give feedback.
Taught session on use of risk assessment choices to support an individual and the ethics of allowing risk taking to allow individual choice and empowerment.

Topic and suggested assignments/activities and/assessment
Assignment 5: Making choices Write an essay on supporting an individual's right to make choices
Learning outcome 6: Understand how to promote an individual's wellbeing
Taught session on wellbeing definitions. Class plenary.
Taught session on promoting wellbeing. Groups working with case studies to apply learning and feeding back to the class.
Taught session on raising self-esteem through positive encouragement and empowerment; linking self-esteem and wellbeing with individual identity. Class discussion about attitudes and approaches.
Taught session on providing positive environments to promote wellbeing.
Assignment 6: Promoting individual wellbeing Write an essay that explains, describes and identifies the links between individual identity, self-esteem and wellbeing. It should also cover 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.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 that 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 Pearson 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

Suggested resources

Textbooks

Bown H, Bailey H and Sanderson H – *Person-centred Thinking with Older People: 6 Essential Practices* (Jessica Kingsley Publishers, 2015) ISBN 9781849056120

Magazine

Community Care The Social Care Institute for Excellence April 2010 publication Personalisation: a rough guide

Websites

www.cpa.org.uk	Centre for Policy on Ageing
www.skillsforcare.org.uk	Sector Skills Council for Adult Social Care
www.legislation.gov.uk/ukpga/1998/42/contents	Human Rights Act 1998
www.legislation.gov.uk/ukpga/2005/9/contents	Mental Capacity Act 2005
www.cqc.org.uk	Care Quality Commission – Regulations 9 and 11: Person centred care
www.health.org.uk	The Health Foundation – an independent charity committed to bring about better health and care for people in the UK
www.legislation.gov.uk	Website for current government legislation
www.nhs.uk	Includes information on person centred care
www.scie.org.uk	Introduction e-learning course
www.scie.org.uk/socialcaretv/latest.asp	Videos on person-centred care
www.skillsforcare.org.uk	Standard 5 of the Care Certificate
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315993/Care-Act-Guidance.pdf	Care and Support Statutory Guidance Issued under the Care Act 2014

Unit 8: Understand Health and Safety in Social Care Settings

Unit reference number: R/602/3179

Level: 2

Credit value: 4

Guided learning hours: 40

Unit aim

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the different responsibilities relating to health and safety in social care settings	1.1	List legislation relating to general health and safety in a social care setting	☐ Relevant, up-to-date legislation from the Health and Safety Executive (HSE), Health and 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) 2013, Control of Substances Hazardous to Health (COSHH) Regulations 2002; Regulatory Reform (Fire Safety) Order 2005, Provision and Use of Work Equipment Regulations (PUWER) 2002, The Lifting Operations and Lifting Equipment Regulations 1998 (LOLER); including subsequent amendments
		1.2	Describe the main points of 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; operating, reporting and recording procedures; first-aid situations; hygiene procedures, administering basic first aid if trained to do so, reporting and recording procedures; working conditions and the working environment; moving and handling procedures; use of equipment; regulations for using mechanical or electrical equipment; health care procedures; procedures for administering personal care; food handling and preparation; food hygiene regulations; infection control and dealing with hazardous substances; procedures for disposing of clinical waste; security and personal safety; procedures for personal security and safeguarding personal property

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Outline the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) individuals	☐ *Health and safety responsibilities of the social care worker:* the individual duty to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; importance of the correct use of anything provided for individual health, safety and welfare; protective clothing, specialised equipment; understanding that certain tasks should not be carried out without special training, use of equipment, first aid, administering medication, health care procedures, food handling and preparation ☐ *Health and safety responsibilities of employers and managers*: the duty of employers to provide information, (risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency); the duty of employers to provide training to do the job safely, protection, (special clothing, gloves and masks, health checks); the duty of employers to provide Health and Safety Executive (HSE) information (health and safety law — workplace risks, display health and safety law posters or provide leaflets with contact details of people who can help or provide further information) ☐ *Responsibility of the individual*: to take care of own health, safety and welfare; to protect the safety of others through own actions
	1.4 Identify tasks relating to health and safety that should only be carried out with special training	☐ First aid, administering medication, health and safety procedures, food handling and preparation
	1.5 Describe how to access additional support and information relating to health and safety	☐ Work-based training, HSE, British Safety Council, European Commission, Department of Health, Care Quality Commission, Skills for Care

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the use of risk assessments in relation to health and safety	2.1	Define what is meant by 'hazard' and 'risk'	□ A possibility that something dangerous or harmful might happen
		2.2	Describe how to use a health and safety risk assessment	□ Understanding health, safety and risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries and ill health; reducing the risk of individuals being injured at work; reducing the risk of liability; reducing costs to the organisation
		2.3	Explain how and when to report potential health and safety risks that have been identified	□ Importance of continuous assessment of risks and regular checking; reporting identified risks immediately; importance of reporting any changes; examine examples of risk assessment reports, accident report forms and other relevant documentation; importance of written records being clear and accurate, detailing dates, times, simple description of hazard identified and action taken; agreed reporting procedures and lines of communication
		2.4	Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns	□ Using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions; wearing seat belts in a car to minimise injury, not using a mobile telephone whilst driving, wearing a motor cycle helmet for protection, handwashing and wearing latex gloves to minimise the spread of infection; understanding that the use of risk assessment can help to address dilemmas between the human rights of an individual and health and safety concerns; acceptable and unacceptable risk

Learning outcomes		Assessment criteria		Unit amplification
3	Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in a social care setting	□ Accidents, (slips and trips, falls, needle-stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning); sudden illness, (heart attack, diabetic coma, epileptic seizure)
		3.2	Outline the procedures to be followed if an accident or sudden illness should occur	□ Clearing the area; remaining calm; sending for help; assessing the individual for injuries; administer basic first aid if necessary and if trained to do so stay with the injured/sick individual until help arrives; observe and note any changes in condition; provide a full verbal report to relevant medical staff or others; complete a full written report and relevant documentation; implementing the policies, procedures and agreed ways of working to help
		3.3	Explain why it is important for emergency first-aid tasks only to be carried out by qualified first aiders	□ Qualified first aiders have necessary skills and training, know procedures, know when to get specialist help; unqualified first aiders can endanger life, cause further injuries
4	Know how to reduce the spread of infection	4.1	List routes by which an infection can get into the body	□ Airborne, direct contact, indirect contact, respiratory tract, digestive tract, open wounds, urinary and reproductive system
		4.2	Describe ways in which own health or hygiene might pose a risk to an individual or to others at work	□ Own health and hygiene, importance of basic personal hygiene measures in reducing the spread of infection; handwashing after using the toilet or before preparing food; covering the mouth when sneezing or coughing; using disposable tissues; covering any cuts or abrasions with plasters or suitable dressings; importance of staying away from work when affected by illness or infection; getting prompt treatment for illness or infections; the safe storage, preparation and cooking of food to reduce the risk of diarrhoea and sickness; procedure if pricked by a needle or syringe'

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Explain the most thorough method for handwashing	□ Recommended method for handwashing following the Department of Health (DoH) 5-step recommended procedure; the World Health Organization's 11 step recommended procedure
		4.4	Describe when to use different types of personal protective equipment	□ Protection from respiratory impact, sharps, dangerous body fluids, chemicals and splashing liquids
5	Know how to move and handle equipment and other objects safely	5.1	Identify legislation that relates to moving and handling	□ The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992; HSE Manual handling assessment charts; including subsequent amendments to legislation
		5.2	List principles for safe moving and handling	□ The key principles, (avoid the need for hazardous manual handling, assess the risk of injury from any hazardous manual handling, reduce the risk of injury from hazardous manual handling); the importance of assessment of the task, load, working environment and individual's capability; reducing the risk of injury; the importance of correct posture and technique; working in teams, the importance of a coordinated approach and good communication; using mechanical aids where necessary; changing the task and approach where necessary
		5.3	Explain why it is important for moving and handling tasks to be carried out following specialist training	□ Making proper use of equipment provided for safe practice; ensuring that activities do not put others at risk; know how and when to report any potentially hazardous handling activities; comply with health and safety legislation

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the principles of assisting and moving an individual	6.1	Explain why it is important to have specialist training before assisting and moving an individual	□ Knowledge of correct procedures, know how to assess mobility; follow agreed practices within the setting; follow written policies; promote confidence; ensure safety, dignity and privacy; promote independence; assess risk; record incidents and accidents
		6.2	Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving	□ Fully engaging with the individuals; showing respect for individual's needs and preferences; promote basic rights from care value base; supports recovery
7	Know how to handle hazardous substances	7.1	Identify hazardous substances that may be found in the social care setting	□ Control of Substances Hazardous to Health (COSHH) regulations (2002) (include substances that are corrosive, irritant, toxic, highly flammable, dangerous to the environment); clinical waste, germs that cause diseases; materials that are harmful, potentially infectious; body fluids
		7.2	Describe safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances	□ *Storing*: always follow agreed ways of working, policies and procedures; safe storage of hazardous substances and materials, stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately □ *Usage*: always follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances, (inhaling, contact with the skin or eyes, swallowing or skin punctures); use of control measures; use protective clothing where necessary; importance of checking with colleagues and completing appropriate records and documentation □ *Disposal*: always follow agreed ways of working, policies and procedures; importance of protecting others, protecting the environment; minimising the spread of infection

Learning outcomes		Assessment criteria		Unit amplification
8	Know environmental safety procedures in the social care setting	8.1	Outline procedures to be followed in the social care setting to prevent: • fire • gas leak • floods • intruding • security breach	□ *Fire prevention*: follow procedures, maintain fire extinguishers; regular fire alarm tests; unblocked escape routes, use of smoke alarms; use of flame retardant materials for furniture; kitchen safety procedures □ *Gas leak prevention*: turning off gas appliances when not in use; regular maintenance of systems and boilers; reporting of suspicious odours □ *Floods prevention*: turning off taps before leaving the bathroom, kitchen; regular maintenance of appliances, drains, maintenance of buildings; location of main water supply □ *Intruder prevention*: use of security codes to enter buildings; use of identification badges; use of signing in and out books; checking inhabitants/residents; safety locks on doors and windows; security personnel on site; maintenance of alarms □ *Security breach prevention*: presence of security personnel; regular checking of occupants of a facility; use of staff identification; use of security codes to enter facilities
		8.2	Outline procedures to be followed in the social care setting in the event of: • fire • gas leak • floods • intruding • security breach	□ *In the event of fire*: knowledge of fire procedures; appropriate use of fire extinguishers and fire blankets; calling for emergency help; safe evacuation of individuals □ *In the event of a gas leak:* safe evacuation of the building; contacting emergency services; not returning to the building until it is safe to do so □ *In the event of a flood*: turning off main water supply; safe evacuation of the building, contacting emergency services; use of warning notices to prevent accidents, turn off electricity and gas supplies □ *In the event of intrusion*: ensuring the safety of residents/users of the service; ensuring safety of staff; room checks; contacting emergency services; checking identification of all present □ *In the event of a security breach*: ascertaining the nature of the breach, contacting security personnel; checking safety of individuals; safety of staff; routinely changing security codes to access facilities, contacting emergency services if required

Learning outcomes		Assessment criteria		Unit amplification
9	Know how to manage stress	9.1	Identify common signs and indicators of stress	☐ Physical signs and symptoms, (aches and pains, nausea, dizziness chest pain, rapid heartbeat); emotional signs and symptoms, (moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness); cognitive signs and symptoms, (memory problems, inability to concentrate, poor judgement, constant worrying); behavioural signs and symptoms, (eating more or less, sleep problems, neglecting responsibilities, using alcohol, cigarettes and drugs to relax, nervous habits like nail biting)
		9.2	Identify circumstances that tend to trigger own stress	☐ Work factors; changes in routine, dealing with difficult situations, pressure to meet targets, pressure to meet deadlines; interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; lack of support; personal factors; financial problems, relationship and family problems, major life changes, bereavement, injury and illness
		9.3	Describe ways to manage stress	☐ Understanding own coping strategies; relaxation techniques, (massage, yoga, aromatherapy, listening to music); physical activity and exercise, (going for a run, joining a gym); social strategies, (meeting up with friends and family, volunteering and helping with community work); logical strategies, (making lists, prioritising, creative strategies); music, painting and other artistic pursuits; faith strategies; the importance of emotional wellbeing and resilience; understanding and recognising individual stressors; taking time out

Learning outcomes	Assessment criteria	Unit amplification
10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication	□ Following national guidelines; The Handling of Medicines in Social Care Settings Guidance 2007, Royal Pharmaceutical Society; adherence to setting policies; accurate use of medication; administration records for ordering and storing; understand where instructions for dispensing are on the package; need to check dosage; checking identity of the individual; checking expiry dates; identification of person with overall responsibility; use of personal protective equipment (PPE) where necessary
	10.2 Identify who is responsible for medication in a social care setting	□ Registered manager, trained care worker, qualified nurse, senior member of staff on duty
	10.3 Explain why medication must only be handled following specialist training	□ Reduction of errors; knowledge of effects and side effects; knowledge of administration procedures; maintaining responsibility of the role of the named person; meeting responsibilities of ownership of the role of the named person to protect the service user

Learning outcomes	Assessment criteria	Unit amplification
11 Understand how to handle and store food safely	11.1 Identify food safety standards relevant to a social care setting	☐ Food Standards Act 1999; Food Safety (Temperature Control) 1995; the General Food Regulations 2004; Food Information Regulations July 2014; General Food Hygiene (Amendment) (EU Exit) Regulations 2019; Food Hygiene Regulations 2006; Foods Standards Agency publications, policies, advice and updates; including subsequent amendments to legislation
	11.2 Explain how to: • store food • maximise hygiene when handling food • dispose of food	☐ *Safe storage of food*: use of covered containers; not storing cooked and uncooked meat together*; separation of meat from fish and poultry; accurate temperature of refrigeration; checking expiry dates; checking refrigerators regularly; condition of rubber seals, maintaining accurate temperature, not overloading, regular defrosting ☐ *Maximising hygiene when handling food*: use of gloves, aprons*; covering hair; disinfection of surfaces; sterilisation of utensils, cooking equipment, serving equipment; covering cuts, use of blue plasters; reporting and recording accidents; use of separate utensils, chopping boards for meat and vegetables; keeping food away from pets; not allowing pets to sit on surfaces used for food preparation ☐ *Safe disposal of food*: use of closed bags, disinfection of bins; separation of dry from wet waste; emptying and washing rubbish bins regularly
	11.3 Identify common hazards when handling and storing food	☐ Cross infection; injuries from unsafe use of utensils; triggering of allergies; exposure of food to contaminants

Information for tutors

Delivery

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

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings
Taught session on relevant legislation; learners to take notes.
Taught session on policies and procedures; learners to take notes.
Class discussion on own responsibilities with regard to health and safety.
Guest speaker on the responsibilities of employers; question and answer session.
Assignment 1: Responsibilities in the health and social care setting. Produce a booklet that lists key legislation, describes relevant policies and procedures and outlines the main health and safety responsibilities of key personnel.
Learning outcome 2: Understand the use of risk assessments in relation to health and safety
Taught session on assessing health and safety hazards; health and safety quiz with learners participation.
Taught session on reporting health and safety risks; group work using scenarios to identify the correct response and giving feedback to the class.
Taught session on individual rights/health and safety concerns, the use of risk assessment. Class discussion.
Taught session/practical demonstration of handwashing techniques and the use of personal protective equipment (PPE).
Assignment 2: Using risk assessments in health and safety Write a guide on the use of risk assessments in relation to health and safety

Topic and suggested assignments/activities and/assessment
Learning outcome 3: Understand procedures for responding to accidents and sudden illness
Taught session on types of accidents and procedures to be followed. Class discussion.
Demonstration of basic first-aid procedures, (this could be delivered by a registered first aider rather than the class tutor).
Taught session on recording incidents, sudden onset of illness, accidents, safe storage of records.
Assignment 3: Managing accidents and sudden illness in social care 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.
Learning outcome 4: Know how to reduce the spread of infection
Taught session on the chain of infection, entry routes for infection; learners taking notes.
Demonstration with explanation of handwashing procedures and the reasons for these; learners practise procedures.
Taught session on the importance of own health hygiene. Class discussion.
Demonstration of use of personal protective equipment (PPE).
Assignment 4: Preventing infection 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).
Learning outcome 5: Know how to move and handle equipment and other objects safely
Taught session on relevant legislation, learners to take notes and ask questions to clarify understanding.
Taught session on the key principles of safe moving and handling; working in teams; avoidance of manual handling; learners to take notes.
Demonstration of the use of mechanical aids; this session could be delivered within a care setting. Question and answer session.

Topic and suggested assignments/activities and/assessment
Assignment 5: Safety in moving and handling Produce an information pack which contains all of the following: a) A spider diagram of key legislation. b) A list of the principles for safe moving and handling. c) An explanation of why it is important for moving and handling tasks to be carried out following specialist training only.
Learning outcome 6: Understand the principles of assisting and moving an individual
Taught session on principles of assisting and moving an individual. Class discussion.
Taught session on reasons for specialist training. Class discussion.
Assignment 6: An engaging approach 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.
Learning outcome 7: Know how to handle hazardous substances
Taught session on identifying hazardous substances and materials; learners taking notes.
Taught session on safe handling of hazardous substances and materials; learners taking notes.
Taught session on safe usage of hazardous substances and materials; learners taking notes.
Taught session on safe disposal of hazardous substances and materials; learners taking notes.
Assignment 7: Hazardous substances in the setting 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.
Learning outcome 8: Know environmental safety procedures in the social care setting
Taught session; preventing environmental emergencies in social care settings.
Taught session; managing environmental emergencies in social care settings.
Assignment 8: Managing environmental emergencies Produce a leaflet that outlines safety procedures to be implemented in order to prevent environmental emergencies and also covers what to do in the event of such emergencies.
Learning outcome 9: Know how to manage stress
Taught session on common signs and indicators of stress. Class discussion.
Class plenary on identifying triggers of stress.
Taught session on managing stress; learners to take notes. Class discussion.

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

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5	Responsibilities in the 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

Criteria covered	Assignment title	Scenario	Assessment method
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
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 that 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

Suggested resources

Textbooks

Damani N – *Manual of Infection Prevention and Control* (Oxford University Press, 2019) ISBN 9780198815938

Magazine

Community Care

Websites

www.careuk.com	Care UK
www.food.gov.uk	Food Standards Agency
www.doh.gov.uk	Department of Health – UK government department that shapes and funds health and care in England, making sure people have support, care and treatment
www.hse.gov.uk	Health and Safety Executive – information and advice about work related health and safety
www.nhsemployers.org	Health and Well-Being in Healthcare Settings – information report
www.skillsforcare.org.uk	Information and guidance on health and safety
https://www.nice.org.uk/guidance/health-and-social-care-delivery/medicines-management	Medicines Management

Unit 9: Understand How to Handle Information in Social Care Settings

Unit reference number: Y/602/3118

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

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

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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the need for secure handling of information in social care settings	1.1	– Identify the legislation that relates to the recording, storage and sharing of information in social care	☐ Relevant up-to-date legislation relating to the recording, storage and sharing of information in social care, Freedom of Information Act 2000, Health and Social Care Act 2008, Health and Social Care Act 2012 (Section 263), Human Rights Act (Article 8) 1998, General Data Protection Regulation (GDPR) 2018, Data Protection Act 2018; including subsequent amendments
		1.2	Explain why it is important to have secure systems for recording and storing information in a social care setting	☐ Necessary safeguards and appropriate uses of personal information; issues relating to human rights, the duty of confidentiality as part of the duty of care, accuracy, retention; availability and disposal of information issues relating to secure recording of information; systems of manual recording, security of electronic recording, confidentiality of information; issues relating to secure storage of information; security of stored electronic data, safety of stored manual information, access to secure information; issues relating to sharing information; freedom of information, principles of confidentiality
2	Know how to access support for handling information in social care settings	2.1	Describe how to access guidance, information and advice about handling information	☐ Policies for agreed ways of inter-agency and multi-agency/integrated working, procedures and codes of practice for handling information; understanding roles and responsibilities in relation to handling information; seek permission from the appropriate people to access records where needed; importance of staff training for support on issues relating to the secure handling of information; NHS Information Governance Training; Information Commissioner's Office

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Outline what actions to take when there are concerns over the recording, storing or sharing of information	☐ Individual measures, (staff training, Disclosure and Barring Service (DBS) checks and vetting procedures, staff supervision and management); system measures, (electronic audit trails, encrypted passwords, information checking systems, agreed ways of working with specific policies and procedures); physical measures, (secure storage, CCTV); ensure records are legible, accurate, complete and up-to-date; accurate recording and passing on information about individuals' needs and preferences; reporting accurate and sufficient information to the appropriate people; taking action to share relevant information relating to any signs and symptoms that indicate changes in individuals' condition or care needs; share information with individuals to enable understanding of why and what has been reported and recorded; ensure the security of access to records and reports according to legal and organisational procedures, follow ethical codes and professional standards

Information for tutors

Delivery

This unit should be delivered by a well-qualified and experienced tutor who has both knowledge and understanding of the issues involved. Emphasis should be placed on the essential nature of confidentiality and the adherence to agreed procedures and protocols. Learners would benefit from witnessing examples of relevant storage and recording systems which may be accessible without breaching confidentiality or the security of settings. Examples of relevant documents and blank records would also be beneficial. Tutors should ensure that learners understand the agreed procedures for electronic storing of records, including the use of encrypted passwords and security codes for access, where relevant.

Outline learning plan

The outline learning plan has been included in this unit as guidance 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.
Learning outcome 1: Understand the need for secure handling of information in social care settings
Taught session on relevant legislation, data protection and confidentiality, issues of safeguarding. Learners to take notes.
Taught session on inter-agency working, procedures for sharing information, safety of manually stored information. Learners in groups examining examples of recording documents and pro formas. Class discussion.
Taught session and demonstration of electronic storing of information, use of secure/encrypted passwords, protocols and procedures. Class discussion.
Assignment 1: Keeping information safe Produce a leaflet that identifies key legislation and explains the importance of having secure systems for recording and storing information in health and social care.
Learning outcome 2: Know how to access support for handling information in social care settings
Taught session on accessing support, policies and procedures, agreed ways of working, importance of staff training. Class discussion.
Taught session on actions to take when there are concerns; staff training, CRB checks and vetting procedures.
Guest speaker on ethical codes and professional standards.

Topic and suggested assignments/activities and/assessment
Assignment 2: What should I do if? 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.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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 about handling information when there are concerns.	Information sheet

Suggested resources

Textbook

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

Magazine

Community Care

Websites

www.cqc.org.uk	Care Quality Commission
www.publicguardian.gov.uk	Office of the Public Guardian
https://www.igte-learning.connectingforhealth.nhs.uk/igte/	Information Governance Training
http://www.ico.org.uk	Information Commissioner's Office
https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/	Guide to General Data Protection Regulation
www.gov.uk/make-a-freedom-of-information-request/the-freedom-of-information-act	How to make a freedom of information request
www.communitycare.co.uk	Various articles relating to the storage and handling of information
www.content.digital.nhs.uk	A guide to confidentiality in health and social care
www.nursingtimes.net	Articles relating to handling information
www.skillsforcare.org.uk	Section 14 of the Care Certificate

Unit 10: Principles of Communication in Adult Social Care Settings

Unit reference number: R/602/2906

Level: 3

Credit value: 2

Guided learning hours: 17

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 that 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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why effective communication is important in adult social care settings	1.1	Identify the different reasons why people communicate	□ Express needs; share ideas and information; reassure; express feelings; build relationships; socialise; ask questions, share experiences
		1.2	Explain how communication affects relationships in an adult social care setting	□ Helps to build trust between people who use services, (colleagues, other adults in the setting); aids understanding of individuals' needs; aids negotiation; prevents conflict; resolves conflict; prevents misunderstanding
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 individual	□ Use of first language versus the use of an interpreter; use of individual's preferred method of communication versus expecting the individual to use your own communication preference; adaptation of communication to meet additional learning needs versus gathering information from family and carers
		2.2	Describe the factors to consider when promoting effective communication	□ Type of communication, (complex, sensitive, formal, non-formal); context of communication, (one-to-one, group, with people using services, with professionals/colleagues); purpose of communication, (to instruct, enquire, inform, reassure); preferred method of communication of involved individuals; environment; time available
		2.3	Describe a range of communication methods to meet individual needs	□ Non-verbal communication, (eye contact, touch gestures, body language, behaviour); verbal communication (vocabulary, linguistic tone, pitch, pace); British Sign Language, Makaton, Braille, the use of signs, symbols, pictures, writing; objects of reference, finger spelling, communication passports; use of interpreters, translators, advocates; technological aids, (text using mobile phones, induction loops, hearing aids)

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain why it is important to respond to an individual's reactions when communicating	□ Promotion of communication cycle; ensuring understanding; management of emotional states; prevention of aggression
3	Understand how to overcome barriers to communication	3.1	Explain how individuals from different backgrounds may use communication methods in different ways	□ Cultural norms regarding use of gestures, of eye contact, personal space; differences in sign language, the effects of mental ill health on communication methods, enlarged personal space, reduced eye contact
		3.2	Identify barriers to effective communication	□ Inappropriate use of language; English as an additional language; dialect; use of jargon; use of sector-specific vocabulary; environmental, (noise, poor lighting, inappropriate arrangements of seating, acoustics of the building); sensory impairment; effects of alcohol or drugs; aggression; attitudes of care workers, people using services; anxiety; mental ill health, physical ill health; learning disabilities; lack of confidence, distractions
		3.3	Explain how to overcome barriers to communication	□ Use of technological aids, (hearing aids, induction loops, telephone relay services, text using mobile phones); using human aids, interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions
		3.4	Describe strategies that can be used to clarify misunderstandings	□ Checking understanding; use of reflective listening, active listening; use of paraphrasing; repeating; rephrasing; use of visual cues
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively	□ Contacting line manager; use of, interpreting service, translation service, speech and language services; advocacy services; use of third sector organisations, Stroke Association, Royal National Institute for Deaf People (RNID), National Autistic Society; attending specific training

Learning outcomes	Assessment criteria		Unit amplification
4 Understand principles and practices relating to confidentiality	4.1	Explain the meaning of the term 'confidentiality'	□ Not sharing personal information, sensitive information without permission
	4.2	Describe ways to maintain confidentiality in day-to-day communication	□ Paper-based − use of secure storage facilities, locked cabinets, shredding papers no longer required, disposing of sensitive waste securely; Electronic — use of secure passwords, not leaving computer screens unattended; verbal confidentiality — not repeating information without permission; adherence to the confidentiality policies and procedures of the setting; adherence to the principles of the Data Protection Act 1998
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others	□ Balancing individual rights with professional responsibilities when an individual is at risk from harm from others, from themselves; when malpractice is suspected; in cases of malpractice; in cases of abuse; in cases of alleged abuse, suspected abuse; breaching of trust between people who use services and professionals; reduction of rapport; negative effects on relationships
	4.4	Explain how and when to seek advice about confidentiality	□ *How*: by consulting the line manager and the 'named person' within a setting', by consulting the confidentiality policies and procedures of a setting □ *When*: to remain within the boundaries of own role, when uncertain of boundaries, to gain consent for procedures, care, treatment; when asked to reveal personal, sensitive information

Information 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 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.
Learning outcome 1: Understand why effective communication is important in adult social care settings
Class plenary on reasons for communication; taught session on how communication affects relationships in adult social care work. Class discussion.
Demonstration and practice of communication skills; simulation activity and group debriefing.
Assignment 1: Why communicate? Produce a leaflet that identifies the different reasons people communicate and explains how communication affects relationships in adult social care settings, referring to case studies where appropriate.
Learning outcome 2: Understand how to meet the communication and language needs, wishes and preferences of an individual
Taught session on preferred method of communication; use of training DVD on communication in adult 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 on use of communication passports, human and technological aids to communication. Use of video clip of Stephen Hawkins using technology to speak.
Taught session on Argyle's stages of communication and contexts of communication. Groups working in pairs and larger groups practising effective communication.
Class discussion with tutor input on the importance of responding to individuals' reactions when communicating.

Topic and suggested assignments/activities and/assessment
Taught session on communication styles. Learners taking notes.
Assignment 2: Communication needs Produce an information pack which contains all of the following: a) A comparison of different ways of establishing the communication and language needs, wishes and preferences of individuals. b) A description of the factors which must be considered when promoting effective communication. c) A description of a range of communication methods and styles to meet the needs of individuals. d) An explanation of why it is important to respond to an individual's reactions when communicating.
Learning outcome 3: Understand how to overcome barriers to communication
Taught session on the influences of an individual's background on communication. Class discussion.
Taught session on barriers to effective communication. Groups working with case studies to identify barriers and give feedback.
Guest speaker on reducing barriers to communication. Question and answer session.
Taught session on clarifying misunderstandings; learners practising listening skills and techniques. Class plenary.
Internet research session on accessing support. Groups discuss findings with tutor.
Assignment 3: Influences and barriers Write an essay that explains, identifies and describes influences and barriers which have an effect on communication and deals with how to access support.
Learning outcome 4: Understand principles and practices relating to confidentiality
Taught session on personal and sensitive information; the role of the Freedom of Information Commissioner.
Taught session on maintaining confidentiality, policies and procedures for storing and sharing of information. Class discussion.
Taught session on tensions concerning confidentiality. Class discussion.
Assignment 4: Confidentiality Write an essay explaining and describing issues concerning confidentiality in adult social care.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Argyle to practical examples in order to demonstrate their understanding of the relevance of this when working in adult 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 Pearson 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	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

Criteria covered	Assignment title	Scenario	Assessment method
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 adult social care.	Essay

Suggested resources

Textbook

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

Magazines

Care and Health

Community

Disability Now

Websites

www.britishsignlanguage.com	British Sign Language
www.makaton.org	The Makaton Charity

Unit 11: Principles of Personal Development in Adult Social Care Settings

Unit reference number: R/602/3036

Level: 3

Credit value: 2

Guided learning hours: 19

Unit aim

The unit develops the concepts of personal development and reflective practice that 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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Understand how to reflect on practice in adult social care	1.1	Explain what reflective practice is	☐ The active process of looking back at one's own performance; reflection on incidents and situations which have occurred in the setting, reasons for these, effects of these, consequences of these
	1.2	Explain the importance of reflective practice in continuously improving the quality of service provided	☐ By enabling the identification of areas of poor service delivery; by enabling the identification of areas of good practice in order to build on these to enable the updating of practice in line with current guidelines, legislation, regulations where disparities are perceived; to respond to feedback from users of services
	1.3	Explain how standards inform reflective practice in adult social care	☐ Providing a measure for own performance; providing purpose for reflective practice; ensuring standardised performance; identifying action points for appraisal and performance review where performance may not meet current standards; ensuring compliance with current legislation, regulations, codes of practice
	1.4	Describe how own values, belief systems and experiences may affect working practice	☐ Approach shown towards people who use the service; reluctance to perform particular tasks; respect for colleagues and managers; attitude towards timekeeping and punctuality
2 Understand the importance of feedback in improving own practice	2.1	Explain how people may react and respond to receiving constructive feedback	☐ Application of feedback to current performance; seeking training; discussion of relevant issues with supervisor, tutor; making additions and changes to personal development plan
	2.2	Explain the importance of seeking feedback to improve practice and inform development	☐ Obtain realistic view of own performance; to identify areas of good practice; to inform personal development plans; to identify areas for development in order to improve practice; to identify training needs; to learn from experiences

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain the importance of using feedback in improving own practice	□ To improve own performance in line with setting organisational and national requirements for the delivery of care and support; to devise appropriate action plans; to enable personal progression; to enable professional progression; to identify required changes in values, attitudes, work practices; to meet occupational standards; to meet legal requirements
3	Understand how a personal development plan can contribute to own learning and development	3.1	Describe the components of a personal development plan	□ Personal goals, professional goals, targets; action plan with timeframe
		3.2	Identify sources of support for planning and reviewing own development	□ Line manager, mentor, tutor, training providers; sector specific open days; accessing specialist information through external organisations; professional magazines; online professional journals; online professional discussions
		3.3	Explain the role of others in the development of a personal development plan in identifying: • strengths • areas for development	□ Provision of constructive feedback; support in identifying strengths and weaknesses; observation of performance; participation in professional discussion to support reflection
		3.4	Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding	□ Targeting areas for development; production of SMART targets for progression; identification of sources of support; involvement of relevant individuals; identification of training needs; achievement of personal and professional goals and targets; identifying gaps in current knowledge, skills and experience

Information 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.
Learning outcome 1: Understand how to reflect on practice in adult social care
Taught session on the importance of reflective practice and reasons for this. Class discussion on issues that may affect the ability to reflect.
Taught session on reflecting on practice and introducing reflective tools; individual activity reflecting on a recent experience.
Guest speaker on how standards inform reflective practice. Question and answer session; learners could prepare questions prior to the session.
Taught session followed by class plenary on the effects of own beliefs and values on work and challenging perceptions of ourselves.
Assignment 1: Reflective practice 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.
Learning outcome 2: Understand the importance of feedback in improving own practice
Taught session on evaluating own knowledge and the benefits of feedback. Learners working individually to evaluate own knowledge. Brief one-to-one discussions with tutor.

Topic and suggested assignments/activities and/assessment
Assignment 2: Constructive feedback Produce an information booklet which provides 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.
Learning outcome 3: Understand how a personal development plan can contribute to own learning and development
Taught session on recording progress in relation to development; using the reflective process and writing a journal. Class discussion.
Individual work on 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 and people to work with to achieve personal and professional goals. Discussion of pertinent issues.
Assignment 3: Personal development plans Produce a booklet for your own use which: a) describes the components of the personal development plan b) identifies sources of support for planning and reviewing own development c) explains the role of others d) explains the benefits of a personal development plan.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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 an information booklet to guide you through the steps of the personal development plan.	Information booklet

Suggested resources

Textbook

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

Magazine

Community Care

Websites

www.cqc.org   Care Quality Commission

www.idea.gov.uk   Transforming Adult Social Care

Unit 12: Principles of Diversity, Equality and Inclusion in Adult Social Care Settings

Unit reference number: M/602/3044

Level: 3

Credit value: 2

Guided learning hours: 19

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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by • diversity • equality • inclusion • discrimination	☐ *Diversity*: differences between individuals and groups, culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, socio-economic status ☐ *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; promoting full participation in activities, environments ☐ *Discrimination*: direct discrimination — treating an individual or group less favourably than another; indirect discrimination — providing services in ways which mean that some individuals are not enabled to fully participate or gain access
		1.2	Describe the potential effects of discrimination	☐ Loss of self-esteem; low self-image; reduced overall health and wellbeing; inadequate care and support; individual's likes, dislikes not considered; individual's needs unmet; lack of trust between individuals and care workers; legal consequences of breaking relevant legislation and codes of practice
		1.3	Explain the importance of inclusive practice in promoting equality and supporting diversity	☐ Challenges discrimination; promotes rights; empowering; removes barriers to physical access; effective communication; improves participation; promotes dignity; places individuals at the centre of planning and delivery of services; meets legal requirements; promotes tolerance; promotes understanding of differences

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to work in an inclusive way	2.1	Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings	□ *Key legislation:* Health and Social Care Act 2008; Mental Capacity Act 2005; Mental Health Act 2007; Safeguarding Vulnerable Groups Act 2006; Common Assessment Framework for Adults 2008; Equality Act 2010 (sections covering new definitions of discrimination); fundamental changes to disability and discrimination law □ *Key codes of practice:* Deprivation of Liberty Safeguards; Codes of Practice 2009; General Social Care Codes of Practice; including subsequent amendments to codes of practice
		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	□ Disciplinary proceedings; complaints from people who use services, families; legal action by people who use services, families; loss of employment
		2.3	Describe how own beliefs, culture, values and preferences may affect working practice	□ Approach shown towards people who use the service; reluctance to perform particular tasks; respect shown for colleagues and managers; attitude to timekeeping, punctuality; understanding and adapting own beliefs and attitudes to care setting
		2.4	Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences	□ Having an understanding of cultural differences, including beliefs, culture and preferences in order to improve interactions with colleagues, users of the service and other adults within the setting; use of inclusive language; use of individuals' preferred names and titles; showing respect for personal space; speaking directly to individuals rather than carers, family; use of age-appropriate language; avoidance of jargon, slang; avoidance of gestures, body language which is culturally offensive

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Compare inclusive practice with practice which excludes an individual	☐ Adapting resources, facilities and care delivery to meet the needs of individuals, versus providing the same resources, facilities and care for all; using an individual's preferred method of communication when interacting versus expecting the individual to use your own method; speaking directly to an individual versus speaking over their head to family or carers; involving each individual in decisions concerning their own care versus planning care without consulting the individual
3	Understand how to raise awareness of diversity, equality and inclusion	3.1	Describe how to challenge discrimination in a way that promotes change	☐ Direct challenge of incidents; reporting of incidents to line manager, identifying and challenging discriminatory behaviour; identifying stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures; making equality, diversity and rights training available to all staff and volunteers within a setting; modelling of inclusive behaviour; use of inclusive language in response to misuse of terms, use of incorrect terms
		3.2	Explain how to raise awareness of diversity, equality and inclusion	☐ Display information for individuals to access; celebrate festivals, special occasions; incorporate specific requirements into daily routines; provide adapted equipment as standard; provide adapted environments as standard; use of inclusive language; encourage individuals to contribute ideas, participate in planning; invite community representatives to participate in special occasions within the setting
		3.3	Explain how to support others to promote diversity, equality and inclusion	☐ Understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity, 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

Information 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.
Learning outcome 1: Understand the importance of diversity, equality and inclusion
Taught session on definition of terms. Class discussion of applications to social care; use of training DVD.
Guest speaker on the effects of discrimination in a care setting. Question and answer session.
Taught session on 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 on supporting diversity, valuing diversity and celebrating differences. Class discussion on practical applications in social care.
Assignment 1: Benefits of inclusion 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.
Learning outcome 2: Understand how to work in an inclusive way
Taught session on key legislation. Learners to take notes.
Taught session on key policies and codes of practice. Learners to take notes.
Guest speaker on the potential consequences of not actively complying with legislation in the workplace**.**
Taught session on inclusive interactions with users of services, colleagues and others. Class discussion.

Topic and suggested assignments/activities and/assessment
Assignment 2: Working inclusively Write an essay which includes all of the following: a) A description of key legislation and codes of practice. b) An explanation of the possible consequences of non-compliance. c) A description of how your own beliefs, culture, values and preferences may affect working practice. d) A description of ways to ensure that you respect the beliefs, culture, values and preferences of others when interacting. e) A comparison of inclusive practice with practice that excludes an individual.
Learning outcome 3: Understand how to raise awareness of diversity, equality and inclusion
Taught session on use of inclusive practice in adult social care. Learners to take notes.
Taught session on supporting others to promote equality and rights. Learners to buzz ideas and present to class in groups. Class discussion.
Taught session on challenging discrimination in adult social care. Learners to work in groups and buzz ideas of application of learning to the adult social care workplace. Groups to feed back to class.
Assignment 3: Raising awareness Write an essay that describes how to challenge discrimination in a way that promotes change, explains how to raise awareness of diversity, equality and inclusion, and also explains how to support others to promote diversity, equality, and inclusion.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 that are attached to a realistic scenario will allow learners to apply the principles of diversity, equality 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 Pearson 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 that will be going through the promotion process. You have chosen to write about challenging discrimination and raising awareness of diversity, equality and inclusion.	Essay

Suggested resources

Textbook

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

Magazines

Community Care

Websites

www.skillsforcareanddevelopment.org.uk	Sector Skills Council for Care and Development
www.dementiarights.org	The rights of individuals with dementia
www.gscc.org.uk	The General Social Care Council

Unit 13: Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit reference number: R/601/1436

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

This unit is aimed at those who work in health or social care settings 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 that may arise between duty of care and an individual's rights, and the ways in which risks may be managed in order to maintain a balance between the two. The unit will inform learners of sources of support in resolving and managing dilemmas and resulting conflicts. Learners will examine how to respond to complaints and the main points of agreed procedures.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role	□ Accountability; exercising authority; managing risk; working safely; safeguarding vulnerable adults; 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
		1.2	Explain how duty of care contributes to the safeguarding or protection of individuals	□ Safeguarding vulnerable adults by providing protection from sexual, physical or emotional harm; preserving respect and dignity; engendering trust; protecting vulnerable adults by providing a safe environment; safe use of resources and equipment; prevention from intimidation or humiliation; protecting self by 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	2.1	Describe potential conflicts or 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 the adult to make decisions about own care; tensions between individual choice and keeping safe from harm; conflict between confidentiality and need to share information in the interest of the individual or public safety
		2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care	□ Implement policies and codes of practice; act in individual's best interests; include risk assessment in all care planning to determine acceptable and unacceptable risks; foster culture of openness and support; be consistent, maintain professional boundaries; follow organisational and setting systems for raising concerns
		2.3	Explain where to get additional support and advice about conflicts and dilemmas	□ Line manager, Adult Social Care professionals, professional bodies, charities, (Age UK, Alzheimer's Society, National Autistic Society, Mencap)

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to respond to complaints	3.1	Describe how to respond to complaints	☐ Follow the policies and procedures of service/setting; listen carefully to what is said; recognise adult's feelings; clarify problem; give advice on procedures for complaining; focus on the problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect, and if necessary change, own practice/undergo training
		3.2	Explain the main points of agreed procedures for handling complaints	☐ Acknowledgement of complaint; record complaint in line with agreed policies and procedures within the setting; inform line manager; line manager to speak with complainant; complaint is resolved, issue is referred to senior management

Information 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.
Learning outcome 1: Understand how duty of care contributes to safe practice
Taught session on explanation of the duty of care in the work role. Class discussion.
Guest speaker on ways in which a duty of care can contribute to the safeguarding and protection of individuals. Question and answer session.
Taught session on protecting self. Class plenary on relevant issues.
Assignment 1: A duty of care 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.
Learning outcome 2: Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
Taught session on 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 on 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.

Topic and suggested assignments/activities and/assessment
Assignment 2: Dilemmas and conflicts   Produce a booklet on issues surrounding duty of care, dilemmas and conflicts, to include a description of: a) potential conflicts and dilemmas which may arise between an individual's rights and the duty of care   b) managing risks associated with those conflicts and dilemmas   c) where to obtain additional support and advice.
Learning outcome 3: Know how to respond to complaints
Taught session on responding to complaints, procedures and protocols. Learners to take notes.
Taught session on the main points of procedures for handling complaints. Learners to take notes.
Assignment 3: Responding to complaints   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 centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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

Suggested resources

Textbook

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

Magazine

Community Care

Websites

www.dementiarights.org   Dementia Rights

www.elderabuse.org.uk   Action on Elder Abuse

www.skillsforcare.org.uk   Sector Skills Council for Adult Social Care (England)

Unit 14: Understand Person-centred Approaches in Adult Social Care Settings

Unit reference number: R/602/3182

Level: 3

Credit value: 4

Guided learning hours: 37

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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand person-centred approaches in adult social care	1.1	Describe person-centred approaches	☐ Ensuring individuals are at the centre of planning and support; respecting individuality, rights, choices, privacy, dignity, independence; working in partnership with individuals
		1.2	Explain why person-centred values must influence all aspects of social care work	☐ Improved life experiences; uphold individual rights; empowering individuals to maintain independence; choice and inclusion; enabling individuals to make choices, decisions; to maintain dignity; respect of diversity, culture, values; maintain right to privacy, confidentiality; awareness of individual vulnerability
		1.3	Explain how person-centred values should influence all aspects of social care work	☐ Applying person-centred planning (PCP); using person-centred thinking skills, essential lifestyle planning and person-centred reviews; applying Carl Rogers' theoretical background to person-centred counselling; maintaining the four key principles of valuing people, rights, independence, choice and inclusion; reflect on and improve the unique circumstances of individuals; uphold health and safety, maintain individuality; ensure individuals are at the centre of planning and support
2	Understand how to implement a person-centred approach in an adult social care setting	2.1	Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan	☐ Puts the individual at the centre of planning their support; enables the implementation of individual preferences and requirements for care and support; helps to devise an appropriate care plan, support plan, individual plan; enables negotiation and consultation to empower individuals to make decisions and choices in relation to care and support; importance of using care plans in conjunction with the individual to document their needs

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Describe ways to put person-centred values into practice in a complex or sensitive situation	▢ Working with an individual to support them in making their choices, taking risks, to support meeting of individual needs, to achieve their aspirations, develop their skills; communicate with individuals, show respect, ensure confidentiality, offer counselling, recognise feelings, show sensitivity to confidentiality, listening skills, show empathy within distressing or traumatic situations; handle threatening or frightening behaviour; understand cognitive and communication needs
	2.3	Evaluate the use of care plans in applying person-centred values	▢ Care plans should specify the individual's care needs and preferences; take a holistic approach to meeting the needs and preferences of individuals; ensure relevance of treatment and individualised provision; enable respect for diversity, culture and religion; involve families, friends, other people, if appropriate, who are important to the individual; working towards person-centred outcomes; ensure needs are met, satisfaction with individualised provision, involvement with care, feeling of wellbeing
	2.4	Explain the importance of monitoring an individual's changing needs or preferences	▢ To have the ability to adapt actions and approaches in response to an individual's changing needs or preferences, changes in physical condition, circumstances, changes in treatment needs and in response to individual choices; ensure treatment and care is appropriate and meet needs
3 Understand the importance of establishing consent when providing care or support	3.1	Describe factors that influence the capacity of an individual to express consent	▢ Effects of mental ill health including depression, confused thought processes, loss of mental capacity; effects of physical illness including unconscious state, confusion; learning disability including mental age, level of mental capacity; language barriers including English as a second language, hearing impairment, visual impairment; previous experience of services by individuals

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Explain how to establish consent for an activity or action	☐ The process of establishing informed agreement to an action and decision with individuals; ensure individuals have access to the appropriate information; use of communication skills, (verbal, non-verbal and written); use of 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
		3.3	Explain what steps to take if consent cannot be readily established	☐ Act in the best interests of the individual; work to resolve conflicts; abide by relevant legislation; seek extra support and advice where necessary; use of an advocate, contact the person who is legally responsible; record information
4	Understand how to implement and promote active participation	4.1	Explain the principles of 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
		4.2	Explain how the holistic needs of an individual can be addressed by active participation	☐ Empowering individuals to participate in their own care, physical, emotional, spiritual; being creative about how outcomes can be achieved; theories of motivation and changing behaviour; using incentives
		4.3	Explain how to work with an individual and others to agree how active participation will be implemented	☐ Ensure the individual is at the centre of their own care and support rather than a passive recipient; promoting active participation; listening to the individual, addressing their concerns, the benefits for individuals of active participation, (physical benefits, increased independence, autonomy and wellbeing); addressing possible barriers to active participation, (learning difficulties, physical disability or language barriers); implementing ways to reduce barriers to active participation, (use of physical, communication and visual aids)

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Explain how to promote the understanding and use of active participation	☐ Engaging the individual; effective communication; listening skills; consultation with individuals; involving family and friends; accessing community facilities and resources; increasing staff awareness and training; regular reviews
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	☐ By developing respectful relationships; the importance of non-judgemental communication and inclusive information; empowering individuals to make informed choices; by respecting individual's choices; the use of agreed risk assessment processes to support individuals in making choices; health and lifestyle choices; decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made through awareness of relevant legislation and agreed ways of working that influence individual rights
		5.2	Describe how to support an individual to question or challenge decisions concerning them that are made by others	☐ Encourage questions, using own role and authority to support the individual's right to make choices; awareness of policies and procedures, relevant legislation and agreed ways of working; complaints procedures; awareness of rights; be prepared to listen; advocacy; request second opinions
		5.3	Explain the consequences of allowing the personal views of others to influence an individual's choices	☐ Can be discriminatory; may be based on false or inaccurate information; may not be in the best interest of the individual; prevents empowerment; breach of rights; lack of or restriction of choice, leads to lack of self esteem, impact on self confidence

Learning outcomes		Assessment criteria		Unit amplification
6	Understand how to promote individual's wellbeing	6.1	Explain the links between identity, self-image and self-esteem	□ *Self-identity*: the recognition of one's potential and qualities as an individual □ *Self-image*: how people see themselves □ *Self-esteem*: how people value themselves □ *Influences that help to determine self-identity*: gender, race, language/accent, values and beliefs, religion, sexual orientation □ *Influences on self-image*: gender, race, environment, family, friends, culture, values, sexuality, types of ability □ *Links*: how influences on self-image and a person's self esteem impact on their self-identity; spiritual, effects of religion — feelings of self-worth/feelings of unworthiness, being prevented from practising and expressing beliefs; emotional and mental health/ill-health, personal circumstances which have affected emotional health including major life events; sexual effects of discrimination due to sexuality, reactions of family to sexuality; cultural, effects of not being provided with culturally appropriate care and support, lack of recognition by others of specific cultural needs, feelings of restriction due to cultural norms; social, effects of major life events on social identity, peer pressure to conform; political, effects of political climate on access to care and support; physical, appearance; mobility dependence and independence.
		6.2	Explain factors that contribute to the wellbeing of an individual	□ Being treated as an individual, being listened to, shown respect; the importance of privacy, maintaining dignity; respecting the spiritual, religious and cultural beliefs of individuals
		6.3	Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem	□ Uphold individual rights to be fully involved in their own care; working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; acceptance of self, acceptance of others, positive self-image promoting confidence and empowerment

Learning outcomes		Assessment criteria		Unit amplification
		6.4	Describe ways to contribute to an environment that promotes wellbeing	☐ Social environment to promote the wellbeing of individuals (attitudes and activities); surroundings, own possessions, personal space, 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	7.1	Compare different uses of risk assessment in adult social care settings	☐ Applying person-centred approach in communicating and assessing all potential risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; including individuals as active participants in decision making; calculating and assessing risk of the individual, the environment, and other service users; determining risk factors; individual risk, (smoking, drinking, obesity); health and safety, (risk of fire, falls, hygiene risk, threat of infection); assessing and considering the benefits and drawbacks to the individual and other service servicers
		7.2	Explain how risk assessments relate to rights and responsibilities	☐ Uphold an individual's right to be fully involved in their own decisions about their care and support; respect the individual's choice; maintain independence; maintain dignity and respect
		7.3	Explain how risk taking relates to rights and responsibilities	☐ Creates awareness of actual and likely danger and harm arising from choices made; respects health and lifestyle choices; promotes empowerment, decision making, freedom of choice, the importance of accountability
		7.4	Explain why risk assessments need to be regularly revised	☐ To comply with changes in legislation, policies and procedures; changes in individual need and preference; health and safety requirements; an adverse incident; change to personnel, change to resources
		7.5	Explain the importance of using agreed risk assessment processes to support choice	☐ Empowering individuals to make informed choices; ensure individuals are aware of risk and strategies put into place to overcome, minimise the associated risk; recording information and gaining individuals agreement

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

Topic and suggested assignments/activities and/assessment
Assignment 2: Person-centred care plans 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.
Learning outcome 3: Understand the importance of establishing consent when providing care or support
Taught session on factors that affect an individual's capacity to express consent. Class discussion.
Taught session on establishing consent for an activity or action. Class discussion.
Taught session on the steps to take if consent cannot be readily established.
Assignment 3: Consent for care Produce an information sheet that 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.
Learning outcome 4: Understand how to implement and promote active participation
Taught session on different ways of promoting active participation. Groups buzzing ideas about suitable activities for different vulnerable groups. Class discussion of activities.
Taught session on addressing holistic needs. Class discussion.
Taught session on 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.
Taught session on promoting and using active participation. Preparation for the assignment.
Assignment 4: Active participation in adult social care Produce a PowerPoint presentation that explains all of the following: a) Principles of active participation. b) How the holistic needs of an individual may be addressed by active participation. c) Working with an individual and others to agree how active participation may be implemented. d) Promoting the understanding and use of active participation.
Learning outcome 5: Understand how to support an individual's right to make choices
Taught session on different approaches to supporting informed choices. Class discussion.
Taught session on supporting individuals to question or challenge decisions. Class discussion.

Topic and suggested assignments/activities and/assessment
Taught session on the consequences of allowing personal views of others to influence an individual's choices.
Assignment 5: Informed choices and challenges Write an essay explaining and describing issues related to individual choices.
Learning outcome 6: Understand how to promote an individual's wellbeing
Taught session on links between an individual's identity, self-image and self-esteem.
Taught session on the importance of supporting an individual in ways which support their identity, self-image and self-esteem.
Taught session on creating environments that promote wellbeing.
Assignment 6: Promoting self-image, identity and self-esteem in individuals 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.
Learning outcome 7: Understand the role of risk assessment in enabling a person-centred approach
Taught session on the different uses of risk assessments in adult care settings. Class discussion.
Taught session on the ways in which risk assessment and risk taking relate to rights and responsibilities. Class discussion.
Class plenary on why risk assessments need to be regularly revised.
Taught session on the importance of using agreed risk assessment procedures to support choice
Assignment 7: Risk taking/risk assessment 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 agreed risk assessment procedures to support choice.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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

Suggested resources

Textbook

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

Magazines

Community Care

The Social Care Institute for Excellence April 2010 publication

Personalisation: a rough guide

Websites

www.dhsspsni.gov.uk	Department of Health, Social services and Public Safety
www.idea.gov.uk	Local Government Improvement and Development
www.skillsforcare.org.uk	Sector Skills Council – Skills for Care (England)

Unit 15: Understand Health and Safety in Social Care Settings

Unit reference number: L/602/3178

Level: 3

Credit value: 5

Guided learning hours: 49

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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the different responsibilities relating to health and safety in social care settings	1.1	Identify legislation relating to health and safety in a social care setting	□ Relevant, up-to-date legislation from the Health and Safety Executive (HSE) including local, national and European requirements for health and safety in a health and social care work setting; Health and 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 Regulations (COSHH) 2002, European Framework Directive on Health and Safety at Work (OSH Framework Directive 89/391 EEC); including subsequent amendments to legislation
		1.2	Explain how health and safety policies and procedures protect those in social care settings	□ Details of agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; implementing legislation at work place level; providing guidance on how to deal with accidents, injuries and emergency situations; specific action to take, reporting procedures and completing relevant documentation; how to deal with first-aid situations; 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; understanding moving and handling procedures; policies relating to the use of equipment, understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding health care procedures; key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation; implementing

Learning outcomes	Assessment criteria		Unit amplification
			food hygiene regulations; policies relating to infection control and dealing with hazardous substances; situations requiring strict infection control, the use of protective clothing; understanding procedures for disposing of clinical waste; policies relating to security and personal safety procedures for personal security and policies relating to the safeguarding of vulnerable individuals
	1.3	Compare differences in the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) others in the social care setting	□ *Responsibilities of the social care worker*: understanding and complying with relevant legislation and agreed ways of working; complying with codes of practice; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; apply correct procedures for the use of equipment provided for individual health and safety □ *Responsibilities of employers for health and safety*: abide by legislation; put in place codes of practice in accordance with legislation; ensure staff are familiar with the codes; comply with HSE guidelines and ensure they are available to employees; provide information concerning risks to health and safety from working practices, changes that may harm and affect health and safety, how to work safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency; provide training to do the job safely, protection; new staff induction, provide health checks where appropriate □ *Responsibilities 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; comply with health and safety legislation and policies whilst on site
	1.4	Identify situations in which the responsibility for health and safety lies with the individual	□ To take care of own health, safety and welfare; understand the advantages and disadvantages of undertaking own responsibility in health and safety issues; understand the need to protect the safety of others through own actions

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Explain why specific tasks should only be carried out with special training	▫ Understanding that certain tasks should not be carried out without special training (first aid, administering medication, health care procedures, food handling and preparation)
		1.6	Explain how to access additional support and information relating to health and safety	▫ Work-based training, Health and Safety Executive (HSE), British Safety Council, European Commission, European Agency for Safety and Health at Work (EU-OSHA), Department of Health, Care Quality Commission, Skills for Care
2	Understand risk assessments and their importance in relation to health and safety	2.1	Explain why it is important to assess 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
		2.2	Explain the steps to carrying out a 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
		2.3	Explain how to address potential health and safety risks identified	▫ Identifying risks; identifying hazards, removal of hazards; avoidance of injuries to staff; control methods; health surveillance; using safety data sheets; supply Personal Protective Equipment (PPE); monitor
		2.4	Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns	▫ Recognition of hazards; display risks to individuals; implications of a duty of care; evidence of unacceptable risks; acceptable risks; provide objective evidence; factual information to make reasoned decisions upon, apply proportionality and reasoning
		2.5	Explain how to promote health and safety within the social care setting	▫ 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; clear information and instructions; follow HSE guidelines and requirements; line of responsibility flow charts; named persons

Learning outcomes		Assessment criteria		Unit amplification
3	Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in a social care setting	☐ Accidents; slips and trips, falls, needle-stick injuries, burns and scalds; injuries from operating machinery or specialised equipment, electrocution, accidental poisoning; sudden illness, heart attack, diabetic coma, epileptic seizure
		3.2	Explain procedures to be followed if an accident or sudden illness should occur	☐ 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, clearing area; 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, (accident report, incident report); understanding the policies, procedures and agreed ways of working for the work setting
		3.3	Explain why it is important for emergency first-aid tasks only to be carried out by qualified first-aiders	☐ Ensure correct procedures are followed for safety of patient; prevention of risk of further harm; lessen further injuries by incorrect movement; has knowledge of equipment
		3.4	Explain the consequences of failing to follow emergency first-aid procedures	☐ Further injury; possible death; litigation; failure of duty of care; investigations regarding safety of work place practices

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to reduce the spread of infection	4.1	Describe the routes by which an infection can get into the body	☐ Understand how infection can be spread — airborne, direct contact, indirect contact; understand measures which can minimise the spread of infection
		4.2	Explain the following prevention methods: • handwashing • own personal hygiene • encouraging the individual's personal hygiene	☐ *Recommended method for handwashing*: follow the Department of Health (DoH) 5-step recommended procedure: 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; 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 ☐ *Encouraging individual personal hygiene*: promoting basic hygiene measures in reducing the spread of infection; the importance of communicating these to reduce the spread of infection; ensuring correct facilities and equipment are provided; encouraging use of correct protective aids, equipment
		4.3	Evaluate different types of personal protective equipment and how they can prevent the spread of infection	☐ Be clear about use and purpose of equipment; compare effectiveness, means of disposal, availability, costs

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Explain own role in supporting others to follow practices that reduce the spread of infection	☐ Encouraging and ensuring that others are familiar with policies, procedures and agreed ways of working in order to reduce the spread of infection; the importance of risk assessments; importance of regular staff training and updating; ensuring facilities and equipment are provided
5	Understand how to move and handle equipment and other objects safely	5.1	Describe the main points of legislation that relate to moving and handling	☐ The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); Lifting Operations and Lifting Equipment Regulations (LOLER) 1998 Directive 90/269/EEC — manual handling of loads; Implementation of legislation by HSE; including subsequent amendments to legislation
		5.2	Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm	☐ The importance of following appropriate systems and agreed ways of working; prevention of harm and injury, prevent litigation, increase confidence of service user, right of safety; the key principles of avoiding the need for hazardous manual handling; assessing the risk of injury from any hazardous manual handling; reducing the risk of injury from hazardous manual handling; the importance of assessment; knowing the task, information on the weight and centre of gravity, working environment and individual capability; reducing the risk of injury; the importance of correct posture and technique; working in teams; the importance of a coordinated approach and good communication; using mechanical aids where necessary; changing the task or approach where necessary
		5.3	Explain situations that may require additional supports, necessary for safer moving and handling	☐ Situations requiring additional supports; fragile articles, extremely heavy loads, hazardous substances
		5.4	Explain why it is important for moving and handling tasks to be carried out following specialist training	☐ Trained handlers know how to make appropriate risk assessments; make proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; follow reporting procedures; reduce risk, comply with legislation, policies and procedures

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the principles of assisting and moving an individual	6.1	Explain why it is important to have specialist training before assisting and moving an individual	☐ Understanding potential risks and hazards; knowledge of correct procedures; need to fully engage; purposes of care plan; meet legal requirements; duty of care; reasons for full engagement; full cooperation, emotional support; reporting and recording incidents; valid consent
		6.2	Explain the potential consequences of assisting and moving an individual without specialist training	☐ Risks to individual; potential litigation for potential injury/death and non-compliance with legislation; risks to wellbeing of the individual; use of inappropriate procedures
		6.3	Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving	☐ Reduction of self-esteem; risk of harm to the individual; legal implications; negligence; effects on duty of care; effects on relationships
7	Understand how to handle hazardous substances	7.1	Describe types of hazardous substances that may be found in the social care setting	☐ COSHH regulations (2002) including substances that are corrosive, irritant, toxic, highly flammable, dangerous to the environment, clinical waste; germs that cause diseases; materials that are harmful; potentially infectious; body fluids
		7.2	Explain safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances	☐ *Safe practices for hazardous substances*: understand the importance of training ☐ *Storage*: understanding of COSHH regulations; safe storage of hazardous substances and materials, stored out of reach; store materials in containers as recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately

Learning outcomes	Assessment criteria		Unit amplification
			☐ *Usage:* understand and be able to follow agreed ways of working, policies and procedures for using hazardous materials; avoid exposure to hazardous substances, (inhaling, contact with the skin or eyes, swallowing or skin puncture); understand and be able to use control measures; universal precautions for dealing with blood and other body fluids; know how and when to use protective clothing where necessary; completing appropriate records and documentation
			☐ *Disposal*: understand and be able to follow, policies and procedures for disposal of hazardous materials; understand the importance of protecting others; understand the importance of protecting the environment; be able to minimise the spread of infection
	7.3	Explain the dangers associated with not following these safe practices	☐ Non-compliance with Care Quality Commission (CQC) Registration regulations; putting individuals at risk, harm to staff, service users, risk of injury, death, risk of fire, risk of toxic fumes, spread of infection, poisoning
8 Understand how to promote environmental safety procedures in the social care setting	8.1	Explain procedures to be followed in the social care setting to prevent: • fire • gas leak • floods • intruding • security breach	☐ *Fire prevention*: dedicated staff with specific duties; use of fireguards; use of smoke alarms; use of flame-retardant materials for furniture; kitchen safety procedures followed; fire doors kept shut; regular testing of alarms; firebreak glass is in place; all routes are unobstructed; liaise with Fire Safety Officer
			☐ *Gas leak prevention*: turning off gas appliances when not in use; regular maintenance of systems and boilers; reporting of suspicious odours; ensure gas detectors are working; keep combustible materials away from gas appliances
			☐ *Flood prevention*: turning off taps before leaving the bathroom, and kitchen; regular maintenance of appliances, drains, maintenance of buildings; location of main water supply; preparation if susceptible to flooding, use of sand bags
			☐

Learning outcomes	Assessment criteria		Unit amplification
			☐ *Intruder 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, CCTV
			☐ *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, CCTV
	8.2	Explain procedures to be followed in the social care setting in the event of: • fire • gas leak • floods • intruding • security breach	☐ *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
			☐ *In the event of a gas leak*: safe evacuation of the building; contacting emergency services; not returning to the building until it is safe to do so
			☐ *In the event of a flood*: turning off main water supply; turn off electricity and gas, safe evacuation of the building, contacting emergency services; use of warning notices to prevent accidents, follow procedures
			☐ *In the event of intrusion*: ensuring the safety of residents/users of the service; ensuring safety of staff; room checks; contacting emergency services; checking identification of all present
			☐ *In the event of a security breach*: ascertaining the nature of the breach contacting security personnel; checking safety of individuals; safety of staff; routinely changing security codes to enter facilities, contacting emergency services if required
	8.3	Explain how you would encourage others to adhere to environmental safety procedures	☐ Encourage others to adhere to procedures through training; information leaflets on legislation and potential penalties; provide equipment to comply; easily visible wall posters
	8.4	Explain the importance of having an emergency plan in place to deal with unforeseen incidents	☐ The importance of having a plan in place — it meets specific needs, provides strategies, has reporting measures; establishes authority, provides emergency evacuation routes, enables training, enables coordination with other agencies

Learning outcomes	Assessment criteria		Unit amplification
9 Understand how to manage stress	9.1	Describe common signs and indicators of stress	☐ Physical signs and symptoms (nausea, dizziness, chest pain); emotional signs and symptoms (irritability or short temper, inability to relax, general unhappiness); cognitive signs and symptoms, (inability to concentrate); behavioural signs and symptoms, (eating more or less, sleeping too much or too little, using alcohol, cigarettes, or drugs to relax)
	9.2	Describe factors that tend to trigger own stress	☐ Work factors, (changes in routine, dealing with difficult situations, pressure to meet targets, personal factors); financial problems; relationship and family problems; major life changes; bereavement, injury or illness
	9.3	Evaluate strategies for managing stress	☐ Evaluate the usefulness of strategies for managing stress; theories on coping strategies — internally or externally focused, emotional or solution-focused; attending stress training programmes; relaxation techniques, (massage, yoga, aromatherapy, listening to music); alternative therapies; physical activity and exercise; social strategies; logical strategies; creative strategies; faith strategies; 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	10.1	Describe the main points of agreed procedures about handling medication	☐ Outcome 9: Management of Medicines Regulation 13 of the Health and Social Care Act 2008; Handling Medicines in Social Care Settings Guidance 2007, Royal Pharmaceutical Society of Great Britain main points for handling medication; controlled drugs; administration of medication; record keeping; storage; self-administration; staff training; transfer of medication
	10.2	Explain why medication must only be handled following specialist training	☐ Ensuring the correct medication; correct dose; correct person; correct time; correct route or method; administration by trained staff; staff are aware of dosage and potential side effects; patient confidence; medicines are stored safely

Learning outcomes		Assessment criteria		Unit amplification
		10.3	Explain the consequences of handling medication without specialist training	☐ Risk of administering incorrect medicine and dosage; lack of record keeping; potential overdose; further illness and possible death; lack of patient safety and confidence; litigation; non-compliance to Care Quality Commission (CQC) essential standards of quality and safety
11	Understand how to handle and store food safely	11.1	Describe the main points of food safety standards in a social care setting	☐ Food Safety Act 1990; Food Safety (General Food Hygiene) Regulations, 1995, Food Hygiene Regulations EU 2006 Food Standards Agency; including subsequent amendments to legislation
		11.2	Explain how to: • store food • maximise hygiene when handling food • dispose of food	☐ *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, checking rubber seals; defrosting regularly; not overloading; checking temperature of refrigerators regularly ☐ *Maximise hygiene*: use of personal protective equipment (PPE), gloves, aprons, covering hair, 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
		11.3	Explain the potential consequences of not following food safety standards	☐ Legal action for failure to comply with legislation and individual cases relating to harm; putting individuals at risk, food poisoning leading to illness and possible death

Information 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.
Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings
Taught session on key legislation. Learners to take notes.
Taught session on policies and procedures. Learners to take notes.
Taught session on own responsibilities for health and safety. Class discussion.
Guest speaker on the responsibilities of employers and others for health and safety.
Assignment 1: Responsibilities in health and social care Produce an information pack that identifies key health and safety legislation, policies and procedures, and identifies and explains the responsibilities of all relevant personnel.
Learning outcome 2: Understand risk assessments and their importance in relation to health and safety
Groupwork; learners identifying risks and hazards in a health and safety environment. Plenary. Taught session on risk assessments, the purpose and importance.
Taught session on risk assessments; the five steps. Learners using scenarios to implement the five steps. Groups give feedback to the class.
Taught session on addressing health and safety risks in social care settings.
Taught session on use of risk assessments and promoting health and safety.
Assignment 2: Risk assessments 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
Learning outcome 3: Understand procedures for responding to accidents and sudden illness
Taught session on types of accidents and sudden illness. Learners to make notes.
Taught session on 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 on agreed ways of working in the setting and the role of the emergency first aider. Learners to take notes.
Assignment 3: Managing accidents and illness Produce an information pack describing the types of accidents and sudden illness that 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.
Learning outcome 4: Understand how to reduce the spread of infection
Taught session on potential infection routes/ways of supporting others to follow prescribed procedures. Learners to take notes (session 1).
Taught session on ways of supporting others (session 2).
Demonstration of handwashing techniques. Class to practise and discuss.
Taught session on considering own health and hygiene. Class discussion.
Taught session/demonstration; personal and protective equipment. Learners to take notes and practise use of equipment.
Taught session on own role in controlling and preventing the spread of infection.
Assignment 4: Infection prevention and control 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.
Learning outcome 5: Understand how to move and handle equipment and other objects safely
Taught session on key legislation and regulations. Learners to take notes.
Taught session on key principles of moving and handling. Use of training DVD to demonstrate techniques.
Taught session on use of mechanical aids to moving and handling. Internet search to find further examples of mechanical aids in current use.
Taught session on identifying and reporting potentially hazardous activities. Class discussion on reasons for hazards.
Assignment 5: Safe moving and handling Produce a leaflet that 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
Learning outcome 6: Understand the principles of assisting and moving an individual
Taught session on potential risks and hazards, reasons for specialist training. Class discussion.
Taught session on use of the care plan to ensure continuity of care, preservation of dignity, obtaining a valid consent. Class plenary.
Class plenary on full engagement of the individual throughout the process, reasons and benefits to individual.
Tutor-led discussion of consequences of carrying out the procedure without specialist training.
Assignment 6: Assisting and moving 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.
Learning outcome 7: Understand how to handle hazardous substances
Taught session on hazardous substances and materials, COSHH Regulations (2002). Class discussion (session 1).
Taught session on hazardous substances and materials, COSHH Regulations, (2002). Class discussion (session 2).
Taught session on safe practices with hazardous substances and materials. Groups working together to apply learning to scenarios and feeding back to the class.
Taught session on storing and recording. Internet research session and reporting back on findings.
Assignment 7: Safe practices 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.
Learning outcome 8: Understand how to promote environmental safety procedures in the social care setting
Taught session on preventing environmental emergencies in social care, Precautions to take and the emergency plan. Class discussion.
Taught session on dealing with emergencies in the social care setting and implementing the emergency plan.

Topic and suggested assignments/activities and/assessment
Assignment 8: Promoting safety in the setting Produce an environmental safety plan for a social care setting explaining: a) the procedures for preventing and managing environmental emergencies b) the benefits of having an emergency plan c) how you would encourage others in the setting to adhere to environmental safety procedures.
Learning outcome 9: Understand how to manage stress
Taught session on common signs and symptoms of stress. Class discussion.
Tutor-led discussion on signs which indicate own stress. Accessing online stress assessment inventories.
Taught session on strategies for managing stress. Groups to evaluate strategies and feed back to the class.
Assignment 9: Managing stress Write a letter to a counsellor describing the common signs and symptoms of stress that you have identified, describing the signs which indicate your own stress, and evaluating the strategies for managing stress.
Learning outcome 10: Understand procedures regarding handling medication
Taught session on guidelines for handling and administering medication in social care settings.
Taught session on obtaining valid consent and dealing with situations where this cannot be readily obtained, use of advocates and other professionals.
Taught session on preparation prior to administration; administration.
Taught session on recording, reporting and seeking advice where necessary.
Assignment 10: Handling medication Produce a report that describes and explains the procedures regarding the handling of medication in social care settings and the consequences of not adhering to these.
Learning outcome 11: Understand how to handle and store food safely
Taught session on legislation and guidance. Class discussion.
Taught session on storing food safely. Class discussion.
Taught session on preparing food safely. Class discussion.
Taught session on disposing of food safely. Class discussion.
Assignment 11: Food safety Produce an information sheet that describes and explains the main points for ensuring food safety, and the consequences of not adhering to these.
Review of unit and programme of assignments.

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 Pearson 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, 5.4	Safe moving and handling	The leaflets in your setting have become worn and you have decided to produce new ones.	Leaflet

Criteria covered	Assignment title	Scenario	Assessment method
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
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

Suggested resources

Textbooks

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

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

Magazines

Community Care

Websites

www.food.gov.uk/safereating	Food Standards Agency: Safer Food, Better Business
www.hse.gov.uk	The Health and Safety Executive
www.nhs.uk/conditions/food-safety	NHS: Food Safety
ec.europa.eu/social/main.jsp?catId=148	Health and Safety at Work The EU Commission
http://osha.europa.eu/en/legislation/index_html	European Health and Safety Legislation

Unit 16: Understand how to handle Information in Social Care Settings

Unit reference number: D/602/3119

Level: 3

Credit value: 1

Guided learning hours: 9

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.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand 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	☐ Relevant up-to-date legislation codes of practice relating to the recording, storage and sharing of information in social care, Confidentiality Health and Social Care Act 2008 (Article 60-80), Health and Social Care Act 2012 (Section (252-265); Human Rights Act (Article 8) 1998, Data Protection Act (Sections: 1, 7, 10, 29, 35) Data Protection Principles (Schedule 1) 1998, National Health Services Act 2006 (Section 251), Quality Care Commission Code of Practice on Confidential Personal Information 2010; including subsequent amendments to legislation
		1.2	Explain how legal requirements and codes of practice inform practice in handling information	☐ The common law duty of confidence, legislation enforces duty of organisation to create codes of practice; legislation provides redress and enforces necessary safeguards and appropriate uses of personal information; issues relating to human rights, the duty of confidentiality as part of the duty of care, accuracy, retention; enforce secure recording of and disposal of information; systems of manual recording, security of electronic recording, confidentiality of information; issues relating to secure storage of information; security of stored electronic data, safety of stored manual information, access to secure information; time limits for storing information issues relating to sharing information; freedom of information, principles of confidentiality, support agreed ways of inter-agency and multi-agency/integrated working
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	☐ Understanding the features of both manual and electronic information storage systems to ensure security; encryption, secure passwords, electronic audit trails, secured IT networks, identity checks, security passes; necessity to keep records up-to-date; accuracy of record keeping

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Describe practices that ensure security when storing and accessing information	☐ Following information governance procedures, ensuring confidential information is not disclosed without consent, preventing accidental disclosure of information, practicing strict security measures; shredding paper-based information; 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
		2.3	Describe features of manual and electronic information storage systems that help ensure security	☐ *Manual storage systems*: signed and dated, kept in locked storage areas, shared on a need to know basis ☐ *Electronic storage systems*: levels of access and authorisation built into the system, reader only options, using secure passwords, logging out of electronic data systems, timed lock out screens, operating effective incident-reporting processes
3	Understand how to support others to handle information	3.1	Explain how to support others to understand the need for secure handling of information	☐ Ensure that others understand the need for secure handling of information; ensure that others access relevant, compulsory training in information governance, secure record keeping; provide accessible information on guidance and procedures on information handling, up-to-date legislation; ensure that others are familiar with procedures for reporting incidents relating to any breach of information security; missing, lost, damaged or stolen information or records; the importance of thorough and reliable communication systems
		3.2	Explain how to support others to understand and contribute to records	☐ Explain importance of record keeping; commenting on facts not opinions; evidence of their role in supporting the care user in-line with the care plan; 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; provide up-to-date training, provide training manuals for record keeping

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

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

Assessment

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Centres also have the option to assess this unit through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

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 appreciation 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 Pearson 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

Criteria covered	Assignment title	Scenario	Assessment method
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

Suggested resources

Textbooks

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

Magazines

Community Care

Websites

www.ic.nhs.uk/re-use-of-data	NHS: The Information Centre
www.ico.gov.uk	Information Commissioners Office
www.dh.gov.uk	Department of Health
http://www.cqc.org.uk	Care Quality Commission
http://www.legislation.gov.uk/	Up to date UK legislation

13 Further information and useful publications

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

- Pearson: **qualifications.pearson.com**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Pearson Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Pearson NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

Additional resources

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

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

Your BTEC support team

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

- Subject Advisors: find out more about our subject advisor team — immediate, reliable support from a fellow subject expert — at qualifications.pearson.com

Annexe A

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

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	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Adult Care (England)
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	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care		Level 2 Diploma in Care (England)

Level	General qualifications	BTEC full vocationally related qualifications	BTEC Short Courses	Occupational
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

Assessment requirements/strategy

The qualification is internally assessed and verified and externally verified according to Pearson's quality control processes and in line with Skills for Care and Development's Assessment principles, as set out in the Skills for Care and Development Assessment Principles Statement below.

It is suggested that you include the SfCD principles first and then Pearson's statement on QA second.

Skills for Care and Development QCF Assessment Principles

Statement

1 Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to the unit/qualification assessment that is not already described in the Regulatory Arrangements. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

2.1 Assessment decisions for competence-based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence-based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge-based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal quality assurance

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

4 Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

4.4 Qualified to make quality assurance decisions:

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

4.5 Expert witness:

An expert witness must:

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

Those qualified to make Assessment and Quality Assurance Decisions

What does qualified to assess mean?

The assessment principles agreed by Skills for Care and Development for the suite of Health and Social care and Children and Young People's Workforce qualifications state that, in addition to occupational knowledge/competence, assessors must hold a suitable qualification.

What qualifications are acceptable for assessors assessing units?

This is an indicative list only, please check our website for the most up-to-date list in the FAQ section:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing
- Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing
- Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment
- (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement
- (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI — Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D — Assessing workplace competence using Direct methods (Scotland)
- NOCN — Tutor/Assessor Award.

Skills for Care and Development has specified that awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Those conducting the internal quality assurance decisions (internal verifiers) must:

- hold, or be working towards, a suitable internal verifier qualification to confirm they understand how to internally verify assessments. By default, this is currently the internal verifier unit V1 (and by implication legacy D34 unit). In future, the suitable internal verifier qualification will be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice but an appropriate equivalent may apply.
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems and requirements for this qualification.

If a centre wishes to make an application to include other qualifications that they feel qualifies an individual to make assessment decisions, they should contact the Pearson Business Manager in writing, giving full details of the qualification. The centre's application will be considered in consultation with other awarding organisations and CWDC Skills for Care and Development to ensure a consistency of approach. Pearson will maintain an up-to-date list of suitable qualifications on our website, qualifications.pearson.com