Pearson
BTEC Level 3 Certificate in Induction into Adult Social Care in Northern Ireland (QCF)

Specification

BTEC Specialist qualification

First teaching August 2014

ALWAYS LEARNING

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

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 that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification

- units that a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist qualification in the QCF:

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

Every unit and qualification in the QCF has a credit value.

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

The credit value of a unit is based on:

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

2   Qualification summary and key information

Qualification title	**Pearson BTEC Level 3 Certificate in Induction into Adult Social Care in Northern Ireland (QCF)**
QCF Qualification Number (QN)	601/0115/5
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	03/07/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	24
Assessment	Centre-devised assessment (internal assessment) **and** Pearson-devised assessment (onscreen testing).
Guided learning hours	218-219
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10 Access and recruitment*).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles 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. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 3 Certificate in Induction into Adult Social Care in Northern Ireland (QCF) is for learners who work in, or want to work in, a social care setting.

It gives learners the opportunity to:

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

Apprenticeships

Skills for Care and Development approve the Pearson BTEC Level 3 Certificate in Induction into Adult Social Care (QCF) as a knowledge component for the Level 3 Apprenticeship in Health and Social Care.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Certificate in Induction into Adult Social Care in Northern Ireland.

Progression opportunities through Pearson qualifications

Learners who have achieved the Certificate can progress to Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).

Industry support and recognition

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

Relationship with National Occupational Standards

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

3 Qualification structure

Pearson BTEC Level 3 Certificate in Induction into Adult Social Care in Northern Ireland (QCF)

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

Minimum number of credits that must be achieved	24
Minimum number of credits that must be achieved at level 3 or above	17
Number of mandatory credits that must be achieved	21
Number of optional credits that must be achieved	3

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	R/602/2906	Principles of communication in adult social care settings	3	2	17
2	R/602/3036	Principles of personal development in adult social care settings	3	2	19
3	M/602/3044	Principles of diversity, equality and inclusion in adult social care settings	3	2	19
4	A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26
5	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
6	A/602/3113	Understand the role of the social care worker	2	1	9
7	R/602/3182	Understand person-centred approaches in adult social care settings	3	4	37
8	L/602/3178	Understand health and safety in social care settings	3	5	49
9	D/602/3119	Understand how to handle information in social care settings	3	1	9

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

4 Assessment

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

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

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

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

Pearson-devised assessment (external assessment)

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

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

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

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

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

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

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

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

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

   • an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

   • an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

   • Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

9   Programme delivery

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

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

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

• liaising with employers to make sure a course is relevant to learners' specific needs

• accessing and using non-confidential data and documents from learners' workplaces

• developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

• giving learners the opportunity to apply their learning in practical activities

• including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

• making full use of the variety of experience of work and life that learners bring to the programme.

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

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

10 Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

Further information regarding Access Arrangements can be found in the Joint Council for Qualification (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications. Further details on how to make adjustments for learners with protected characteristics are given in the Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.

These documents are available on our website, at www.edexcel.com/Policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Principles of communication in adult social care settings

Unit reference number: R/602/2906

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

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why effective communication is important in adult social care settings.	1.1	Identify the different reasons 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

Learning outcomes	Assessment criteria		Unit amplification
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 and styles 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)
	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

	Learning outcomes	Assessment criteria		Unit amplification
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, Action on Hearing Loss, National Autistic Society; RNIB Northern Ireland; SENSE Stroke Association; 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 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.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand 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.
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 Hawking 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.
Taught session on communication styles. Learners taking notes.

Topic and suggested assignments/activities
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.
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.
Review of unit.

Assessment

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

Suggested resources

Textbook

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

Websites

www.britishsignlanguage.com	British Sign Language
www.disabilitynow.org.uk	Disability Now
www.makaton.org	The Makaton Charity – for people with learning or communication difficulties

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

Unit reference number: R/602/3036

QCF level: 3

Credit value: 2

Guided learning hours: 19

Unit aim

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

Essential resources

There are no special resources needed for this unit.

Assessment Requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand 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 that have occurred in the setting, reasons for them, effects of them, consequences of them.
		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.

Learning outcomes		Assessment criteria		Unit amplification
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.
		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.

Learning outcomes	Assessment criteria		Unit amplification
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.

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

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand 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.
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.
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.
Review of unit.

Assessment

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

Suggested resources

Textbook

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

Magazines

Care Magazine-Skills for Care

Quality and Compliance

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Websites

www.communitycare.co.uk	*Community Care* online magazine
www.delni.gov.uk	Department for Employment and Learning
www.niscc.info	Northern Ireland Social Care Council
www.scie.org.uk	Social Care Institute for Excellence
www.skillsforhealth.org.uk	Sector Skills Council for Health

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

Unit reference number: M/602/3044

QCF 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.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

Unit must be assessed in line with the Skills for Care and Development QCF assessment principles.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Understand the importance of diversity, equality and inclusion	1.1	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 (Reform) Act (NI) 2009; Safeguarding Vulnerable Groups (Northern Ireland) Order 2007; Disability Discrimination Act 1995 (as amended); Disability Discrimination (Northern Ireland) Order 2006; The Deprivation of Liberty Safeguards; The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006; Northern Ireland Social Care Council 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; 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.

Learning outcomes	Assessment criteria		Unit amplification
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 hearing guest speakers from statutory and voluntary sectors who have the experience of promoting inclusive practice in social care. Training DVDs are also of benefit.

Outline learning plan

The outline learning plan has been included in this unit as guidance. It demonstrates one way of planning the delivery of this unit.

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand the importance of diversity, equality and inclusion
Taught session on definition of terms. Class discussion 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.
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
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.
Review of unit.

Assessment

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

Suggested resources

Books

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

Nolan, Y et al – *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)* (Heinemann, 2011) ISBN 978-0435031978

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

Websites

www.dementiarights.org	The rights of individuals with dementia
www.equalityhumanrights.com	Equality and Human Rights Commission
www.gscc.org.uk	The General Social Care Council
www.niscc.info	Northern Ireland Social Care Council
www.skillsforcareanddevelopment.org.uk	Sector Skills Council for Care and Development

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

Unit reference number: A/601/8574

QCF level: 2

Credit value: 3

Guided learning hours: 26

Unit aim

This unit is aimed at those working in a wide range of settings. It introduces the important area of safeguarding individuals from abuse.

The unit looks at different types of abuse and the signs and symptoms that might indicate abuse is occurring. Learners will consider when individuals might be particularly vulnerable to abuse and what learner they must do if abuse is suspected or alleged.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know how to recognise signs of abuse	1.1	Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self-neglect • Neglect by others	☐ Types of physical abuse: hitting, shaking, biting, throwing, burning or scalding, suffocating, force-feeding, causing physical harm to an individual. ☐ Types of sexual abuse: forcing an individual to take part in unwanted sexual activities by using threats and coercion. ☐ Types of emotional/psychological abuse: bullying, invoking threats and fear; devaluing individual self-esteem; verbal abuse and swearing; imposing inappropriate expectations; conveying feelings of worthlessness. ☐ Types of financial abuse: theft of money and property; forging signatures; forcing someone to sign documents for financial gain; confidence crimes; using property without permission; denying individuals access to their own finances, particularly with the elderly and individuals with learning difficulties. ☐ Types of institutional abuse: misuse of authority; information and power over vulnerable individuals by care workers; failure to maintain professional boundaries; inappropriate use of medication; physical restraint; verbal abuse; discrimination; humiliation; bullying; denying privacy; neglect. ☐ Types of self-neglect: individuals engaging in neglectful and self-harming behaviours, including refusing to eat and drink, neglecting personal hygiene, causing actual bodily harm to self, including cutting; inappropriate clothing, unsanitary housing, lack of medical aids.

Learning outcomes	Assessment criteria		Unit amplification
			☐ Types of neglect by others: not caring for the basic needs of others, including neglectful practice in feeding and not meeting individual personal needs.
	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.
			☐ Signs and symptoms of sexual abuse: disturbed behaviour, including self-harm, inappropriate sexualised behaviour; repeated urinary infections; depression; loss of self-esteem; impaired ability to form relationships.
			☐ Signs and symptoms of emotional/psychological abuse: being upset; agitated; withdrawn; non-communicative; lack of self- esteem and self-confidence; nervousness around certain people.
			☐ Signs and symptoms of financial abuse: loss of trust; insecurity; fearful; withdrawn; conforming or submissive behaviour; disappearance of possessions; unable to pay bills; not enough food in the house.
			☐ Signs and symptoms of institutional abuse: loss of self-esteem and confidence; submissive behaviour; loss of control.
			☐ Signs and symptoms of self-neglect or neglect by others: unusual weight loss; dehydration; signs of actual self-harm, including cuts, withdrawn or submissive behaviour; unsafe living conditions; dirty clothes; unsuitable clothes; unwashed.

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Describe factors that may contribute to an individual being more vulnerable to abuse	☐ Old age; physical ability, (frailness, physical disability, sensory impairment); cognitive ability, (maturity, level of education and intellectual understanding, learning difficulties, memory issues, difficulties with problem solving and decision making); emotional resilience, (mental-health difficulties, depression); stress, (unexpected life changes, bereavement, divorce, illness or injury); prejudice, discrimination, socio-economic factors.

Learning outcomes	Assessment criteria		Unit amplification
2 Know how to respond to suspected or alleged abuse	2.1	Explain the actions to take if there are suspicions that an individual is being abused	☐ 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; 'No Secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse, (2000)', national framework and codes of practice for health and social care; 'local systems, the scope of responsibility of local adult safeguarding partnerships; protection committees; Regulation and Quality Improvement Authority Minimum Standards.
	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; Disclosure and Barring Service; Access NI Checks.
	3.3	Identify reports into serious failures to protect individuals from abuse	☐ Regulation and Quality Improvement Authority (RQIA) reports; RQIA Independent Review of Safeguarding Arrangements for Ralphs Close Residential Care Home; RQIA's Regulation of Independent Health Care Services; RQIA Overview of Safeguarding Arrangements for Children and Vulnerable Adults in Mental Health and Learning Disability Hospitals, February 2013 (updated 14 February 2013).
	3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse	☐ Policies, procedures and agreed ways of working within the workplace setting; current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups; government departments; voluntary organisations; publications; information from the Disclosure and Barring Service; Social Care Institute for Excellence.

Learning outcomes	Assessment criteria		Unit amplification
4 Understand ways to reduce the likelihood of abuse	4.1	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 well-being 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, the Regulation and Quality Improvement Authority or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and not following the correct procedures; importance of raising genuine concerns and acting on them; reassurance of protection from possible reprisals and victimisation following reporting.

Information for tutors

Delivery

Learners will require some taught input with regard to unfamiliar topics and sensitivity will be required when delivering the unit. Learners may find some content distressing and will benefit from discussion to enable a full consideration of the issues.

The unit content includes references to high-profile cases, this content could be delivered in the context of class discussion rather than through active teaching. Learners will benefit from input from guest speakers, who have expertise in dealing with the subject, from statutory and voluntary organisations.

Outline learning plan

The outline learning plan has been included in this unit as guidance. The outline learning plan demonstrates one way of planning the delivery of this unit.

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

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

Assessment

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

Suggested resources

Books

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

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

Websites

www.elderabuse.org.uk	Action on Elder Abuse
www.nidirect.go.vuk	Access NI
www.nidirect.gov.uk/accessni	Access NI: criminal record checks

Unit 5: Principles for implementing duty of care in health, social care or children's and young people's settings

Unit reference number: R/601/1436

QCF level: 3

Credit value: 1

Guided learning hours: 5

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. Learners will consider 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.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1 Understand 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 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.

Learning outcomes	Assessment criteria		Unit amplification
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 NI, Alzheimer's Society NI, National Autistic Society Northern Ireland, Mencap Northern Ireland) Regulation and Quality Improvement Authority; professional bodies; Sector Skills Councils, Skills for Care and Development; Skills for Health NI; Northern Ireland Social Care Council; MindWise NI.
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. The outline learning plan demonstrates one way of planning the delivery of this unit.

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand 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.
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.
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.
Review of unit.

Assessment

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

Suggested resources

Books

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

Nolan, Y et al – *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)* (Heinemann, 2011) ISBN 978-0435031978

Websites

www.dementiarights.org	Dementia Rights
www.elderabuse.org.uk	Action on Elder Abuse
www.niscc.info	Northern Ireland Social Care Council

Unit 6: Understand the role of the social care worker

Unit reference number: A/602/3113

QCF 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 gives learners the knowledge they need to be able to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand working relationships in social care settings	1.1	Explain how a working relationship is different from a personal relationship	☐ 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.

Learning outcomes	Assessment criteria		Unit amplification
2 Understand the importance of working in ways that are agreed with the employer	2.1	Describe why it is important to adhere to the agreed scope of the job role	☐ 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.
	2.3	Explain the importance of full and up-to-date details of agreed ways of working	☐ To ensure legislation is being complied with; to ensure organisational policies and procedures are being followed; to ensure that current health and safety procedures are being followed; have relevant information on service users; work as a team; offer a personalised service; effective multi-disciplinary working; to ensure agreed ways of working are followed to prevent spread of disease, maintain infection control, maintain health and safety; deal effectively with emergencies; maintain duty of care.

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the importance of working in partnership with others	3.1	Explain why it is important to work in partnership with others	☐ 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; collaboration and teamworking; multi-agency team meetings and conferences; main principles of 'No secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse' (2000), Safeguarding Adults, the Role of Health Services (2011): including subsequent amendments.
	3.3	Identify skills and approaches needed for resolving conflicts	☐ 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 give learners opportunities to examine issues in detail.

Outline learning plan

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

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

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

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

Assessment

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

Suggested resources

Book

Nolan, Y et al – *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN 978-0435031978

Websites

www.niscc.info   Northern Ireland Social Care Council

www.puttingpeoplefirst.org.uk   Putting People First

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

Unit reference number: R/602/3182

QCF level: 3

Credit value: 4

Guided learning hours: 37

Unit aim

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

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Understand person-centred approaches 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.

Learning outcomes	Assessment criteria		Unit amplification
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.
	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.

Learning outcomes		Assessment criteria		Unit amplification
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.
		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.

Learning outcomes	Assessment criteria		Unit amplification
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).
	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 an 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.

Learning outcomes	Assessment criteria		Unit amplification
	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 an individual's well-being.	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 well-being 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 well-being.	☐ 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.

Learning outcomes	Assessment criteria		Unit amplification
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 users.
	7.2	Explain how risk assessment relates 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 individual's 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 management and its implications.

Outline learning plan

The outline learning plan has been included in this unit as guidance. The outline learning plan demonstrates one way of planning the delivery of this unit.

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand person-centred approaches 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 plan uses in a person-centred approach. Groups working to apply the person-centred approach to case studies and feedback. Class discussion.
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.
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.

Topic and suggested assignments/activities
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.
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.
Taught session on the consequences of allowing personal views of others to influence an individual's 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.
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.
Review of unit.

Assessment

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

Suggested resources

Books

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

Nolan, Y et al – *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN 978-0435031978

Magazines

Care Magazine - Skills for Care

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

Quality and Compliance

Social Work Today

Websites

www.communitycare.co.uk	Community Care online magazine
www.cpa.org.uk	Centre for Policy on Ageing
www.dhsspsni.gov.uk	Department of Health, Social services and Public Safety
www.scie.org.uk	Social Care Institute for Excellence

Unit 8: Understand health and safety in social care settings

Unit reference number: L/602/3178

QCF 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 learner's knowledge and understanding of areas of health and safety required to working in a social care setting.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the different responsibilities relating to health and safety in social care settings	1.1	Identify legislation relating to health and safety in a social care setting	☐ Relevant up-to-date legislation from the Health and Safety Executive for Northern Ireland; The Health and Safety at Work (Northern Ireland) Order 1978; Management of Health and Safety at Work Regulations (NI) 2000; Manual Handling Operations Regulations (NI) 1992; Health and Safety (First-Aid) Regulations 1982; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Northern Ireland) 1997, Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003 (COSHH (NI)).

Learning outcomes	Assessment criteria		Unit amplification
	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 workplace 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 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.

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Compare the differences in the main health and safety responsibilities of: ● The social care worker ● The employer or manager ● 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 while 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.
	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).

Learning outcomes	Assessment criteria		Unit amplification
	1.6	Explain how to access additional support and information relating to health and safety	☐ Work-based training, HSENI, British Safety Council, European Commission, The Department of Health, Social Services and Public Safety, the Regulation and Quality Improvement Authority, European Agency for Safety and Health at Work – Occupational Safety and Health at Work (OSHA); Skills for Care and Development.

Learning outcomes	Assessment criteria		Unit amplification
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 workplace 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: • Hand washing • Own personal hygiene • Encouraging the individual's personal hygiene	☐ Recommended method for handwashing following the World Health Organisation (WHO) Guidelines on Hand Hygiene in Health Care recommended procedure: Hand hygiene technique with soap and water: 0 – Wet hands with water 1 – Apply enough soap to cover all hand surfaces 2 – Rub hands palm to palm 3 – Right palm over left dorsum with interlaced fingers and vice versa 4 – Palm to palm with fingers interlaced 5 – Backs of fingers to opposing palms with fingers interlocked 6 – Rotational rubbing of left thumb clasped in right palm and vice versa 7 – Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa 8 – Rinse hands with water 9 – Dry hands thoroughly with a single use towel 10 – Use towel to turn off tap 11 – Your hands are now safe.

Learning outcomes	Assessment criteria	Unit amplification
		Hand hygiene technique with alcohol-based formulation:
		1 – Apply a palmful of the product in a cupped hand, covering all surfaces
		2 – Rub hands palm to palm
		3 – Right palm over left dorsum with interlaced fingers and vice versa
		4 – Palm to palm with fingers interlaced
		5 – Backs of fingers to opposing palms with fingers interlocked
		6 – Rotational rubbing of left thumb clasped in right palm and vice versa
		7 – Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa
		8 – Once dry, your hands are safe.
		☐ 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.

Learning outcomes	Assessment criteria		Unit amplification
	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.
	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.

Learning outcomes	Assessment criteria		Unit amplification
5 Understand how to move and handle equipment and other objects safely	5.1	Describe the main points of legislation that relates to moving and handling	☐ Health and Safety at Work (NI) Order 1978; The Manual Handling Operations Regulations (NI) 1992; The Management of Health and Safety at Work Regulations (Northern Ireland) 2000; HSENI manual handling assessment charts; including subsequent amendments to legislation.
	5.2	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.

Learning outcomes		Assessment criteria		Unit amplification
7	Understand how to handle hazardous substances	7.1	Describe types of hazardous substances that may be found in the social care setting	☐ Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003, 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. ☐ 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 the Regulation and Quality Improvement Authority (RQIA) 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.

Learning outcomes	Assessment criteria		Unit amplification
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. ☐ 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.

Learning outcomes	Assessment criteria	Unit amplification
	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.

Learning outcomes		Assessment criteria		Unit amplification
10	Understand procedures regarding handling medication	10.1	Describe the main points of agreed procedures about handling medication	☐ The Residential Care Homes Regulations (Northern Ireland) 2005; The Nursing Homes Regulations (Northern Ireland) 2005; Managing Medicines in Care Homes NICE good practice guidance; 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.
		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 with Regulation and Quality Improvement Authority (RQIA) minimum standards.

Learning outcomes		Assessment criteria		Unit amplification
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 Standards Act 1999; Food Safety (Northern Ireland) Order 1991; Food Hygiene Regulations (Northern Ireland) 2006;Food Safety (Temperature Control) 1995; the General Food Regulations (Northern Ireland) 2004; Foods Standards Agency in Northern Ireland publications, policies, advice and updates, including subsequent amendments to legislation.
		11.2	Explain how to: • Store food • Maximize 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 input from professionals who have knowledge of the various areas of health and safety, for example environmental safety, infection prevention and control, food safety. Where possible, practical demonstrations, such as handwashing and similar procedures, should be included in class sessions.

Outline learning plan

The outline learning plan has been included in this unit as guidance. The outline learning plan demonstrates one way of planning the delivery of this unit.

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings
Taught session on 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.
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.
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.
Learning outcome 4: Understand how to reduce the spread of infection

Topic and suggested assignments/activities
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.
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.
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.
Learning outcome 7: Understand how to handle hazardous substances
Taught session on hazardous substances and materials, Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003. Class discussion (session 1).
Taught session on hazardous substances and materials, Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003. 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.
Learning outcome 8: Understand how to promote environmental safety procedures in the social care setting

Topic and suggested assignments/activities
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.
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.
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.
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.
Review of unit.

Assessment

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

Suggested resources

Books

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

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

Websites

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

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

Unit reference number: D/602/3119

QCF level: 3

Credit value: 1

Guided learning hours: 9

Unit aim

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

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Understand 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, Health and Social Care (Reform) Act (Northern Ireland) 2009, Human Rights Act Section 6 (Article 8) 1998, Data Protection Act (Sections: 1, 7, 10, 29, 35) Data Protection Principles (Schedule 1) 1998, DHSSPSNI Code of Practice on Protecting the Confidentiality of Service User Information 2009.
	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.

Learning outcomes	Assessment criteria		Unit amplification
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.
	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.

Learning outcomes	Assessment criteria		Unit amplification
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 on 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. The outline learning plan demonstrates one way of planning the delivery of this unit.

Topic and suggested assignments/activities
Introduction to unit.
Learning outcome 1: Understand 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.
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.
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.
Review of unit.

Assessment

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

Suggested resources

Book

Nolan, Y et al – *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)* (Heinemann, 2011)
ISBN 978-0435031978

Websites

http://www.ico.org.uk/about_us/our_organisation/northern_ireland

https://www.igte-learning.connectingforhealth.nhs.uk/igte/

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

Unit reference number:	**J/601/4527**
QCF level:	**2**
Credit value:	**3**
Guided learning hours:	**25**

Unit aim

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

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	☐ Current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety; legislation applicable to the home nation: The Children (Northern Ireland) Order 1995, the Education (Northern Ireland) Order 2006; Children Act 2004; Guidelines, e.g. Cooperating to Safeguard Children (NI) 2003, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007; Safeguarding Board Act (Northern Ireland) 2011 Tanya Byron review; guidelines, policies and procedures of setting: safeguarding and protecting, whistleblowing, complaints, investigation procedure, recruitment, induction, staff development, performance management, disciplinary procedures, reporting and recording, e-safety, bullying and cyber-bullying.
	1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the context of own work setting	☐ The roles of different agencies for safeguarding children and young people: children's social services; police child protection units; health professionals, general practitioners, doctors in emergency departments, health visitors; organisations in home country with responsibility for safeguarding: Safeguarding Board for Northern Ireland (SBNI); The National Society for the Prevention of Cruelty to Children Northern Ireland Division (NSPCC); role of UK Council for Child internet Safety (UKCCIS); designated safeguarding officer within setting.

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how to safeguard children, young people and practitioners in a work setting	2.1	Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting	☐ Practitioners can take steps to protect themselves from allegations and complaints within everyday practice by developing appropriate professional relationships; following guidelines, policies and procedures of setting; following rules about comforting/touching children, not being left alone with an individual child or young person; being sensitive to the culture and religion of individual children; undertaking training if there is a likelihood that physical restraint is required with children; undertaking training to carry out personal care; observing sensitivity and dignity when attending to a child's personal needs; being alert to and recording and reporting issues or concerns immediately; the right to protection of those subject to unproven allegations.
	2.2	Identify ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected	☐ Ways in which concerns about poor practice can be reported: understanding the principles of good practice; concept of institutional abuse; follow whistle-blowing procedures; report to line manager, or person with safeguarding responsibility, head teacher: role of inspectorate for home country: Department of Education (Northern Ireland); the Education and Training Inspectorate; right to protection for those making the allegations/whistle-blowers.
	2.3	Identify where to access sources of support where concerns have not been addressed	☐ Ways to access sources of support where concerns are not addressed: understanding how to share information about concerns; line manager; reporting directly to services; children's social services, National Society for the Prevention of Cruelty to Children Northern Ireland Division (NSPCC).

Learning outcomes	Assessment criteria		Unit amplification
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	**3.1**	Identify the characteristics of different types of child abuse	☐ The characteristics of different types of child abuse: categories of abuse (physical, sexual, emotional, neglect); bullying; cyber-bullying; signs and symptoms; physical signs, unexplained injuries and those in unusual places; behavioural signs of abuse: withdrawal, poor concentration, attention seeking behaviour; signs of self harm, cuts and slashes; hair pulled out; eating disorder; burns; bruising.
	3.2	Describe actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying	☐ Actions to take in response to evidence (including allegations) that a child has been abused, harmed or bullied or is at risk of being abused, harmed or bullied, role and responsibility to report concerns; how to follow procedures of setting or organisation for reporting and recording suspected abuse, harm or bullying; recording and reporting concerns to designated person; procedure for disclosure including requirement to take child or young person's allegations seriously; not promising to keep information secret.
	3.3	Describe the principles and boundaries of confidentiality and when to share information	☐ Eight principles of the Data Protection Act 1998; knowing the circumstances when information may be passed on; concept of 'need to know'; personal information about child or young person: age, health details, special educational needs; procedures of the setting or organisations for sharing information about concerns; enabling early identification and action to be taken.

Information for tutors

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

Delivery

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

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

Outline learning plan

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

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

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

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Topic and suggested assignments/activities
Taught session on where to access sources of support where concerns have not been addressed in the work setting. Use of examples from the previous session to demonstrate appropriate sources of support.
Learning outcome 3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied
Taught session on types of abuse, harm and bullying, to include cyber bullying.
Taught session on the actions to take regarding suspicions or allegations of abuse. Class discussion.
Group work session on confidentiality and when it must and must not be maintained.
Review of unit.

Assessment

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

Suggested resources

Books

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

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

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

Magazines

Childcare in Practice

Nursery World

Practical Pre-School

Websites

www.familysupportni.gov.uk	Family Support NI
www.nspcc.org.uk/inform/ policyandpublicaffairs/ northernireland/guidance/ guidance_wda61700.html	Child protection guidance and legislation for Northern Ireland
www.niccy.org	The Northern Ireland Commissioner for Children and Young People
www.safeguardingni.org	The Safeguarding Board for Northern Ireland (SBNI)

Unit 11: Understand employment responsibilities and rights in health, social care or children and young people's settings

Unit reference number: R/602/2954

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

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

It covers:

- statutory responsibilities and rights of employees and employers

- awareness of own occupational role and how it fits within the sector

- agreed ways of working with employer

- career pathways

- issues of public concern and how they may influence changes in the sector.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know the statutory responsibilities and rights of employees and employers within own area of work	1.1	List the aspects of employment covered by law	☐ Roles in health, social care or children and young people's settings, rights and responsibilities; current employment legislation; current anti-discrimination legislation, gender, race, religion, disability, age; working hours and holiday entitlement; data protection; safeguarding, whistleblowing, continuing personal or professional development.
	1.2	List the main features of current employment legislation	☐ Employment contracts, minimum wage, health and safety, anti-discrimination rules, pay, dismissal; redundancy, unfair working conditions, sick pay, holiday entitlements, training, disciplinary procedures.
	1.3	Outline why legislation relating to employment exists	☐ Employer rights and responsibilities: duty of care to employees, safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract.
	1.4	Identify sources and types of information and advice available in relation to employment responsibilities and rights	☐ Sources and types of information on employment issues, HR department; line manager; Health and Safety Executive for Northern Ireland, Equality Commission for Northern Ireland, trade union representative; professional body; Citizens Advice Bureau; the Northern Ireland Legal Services Commission; websites: Citizens Advice Bureau, NI Direct, Labour Relations Agency, Health and Safety Executive for Northern Ireland, Equality Commission for Northern Ireland; trade magazines and journals.

Learning outcomes	Assessment criteria		Unit amplification
2 Understand agreed ways of working that protect own relationship with employer	2.1	Describe the terms and conditions of own contract of employment	☐ Contract of employment; terms and conditions; hours; pay rate; holiday entitlement; format of contract.
	2.2	Describe the information shown on own pay statement	☐ Interpret information on payslip, gross wages; deductions; net pay; personal information, National Insurance number, employee number.
	2.3	Describe the procedures to follow in event of a grievance	☐ Grievance procedure, grounds for grievance; informal approach; formal procedure within the workplace; trade union support; management support.
	2.4	Identify the personal information that must be kept up to date with own employer	☐ Types of information held on personnel records, personal data, name, address, telephone number(s), qualifications, National Insurance number, tax code, bank details, disabilities, employment history, absence details, training, updating information held on personnel records: personal responsibility; Data Protection Act 1998 considerations.
	2.5	Explain agreed ways of working with employer	☐ Ways of working with employer: workplace procedures for leave entitlement (holiday, maternity, paternity, compassionate); procedures to deal with bullying or discrimination; procedures for self-certification.

Learning outcomes	Assessment criteria		Unit amplification
3 Understand how own role fits within the wider context of the sector	3.1	Explain how own role fits within the delivery of the service provided	☐ Career pathways; progression routes; importance of continuing professional development. ☐ Sources of information: line manager, Sector Skills Councils, Job Centres, relevant websites.
	3.2	Explain the effect of own role on service provision	☐ Role in the workplace, job description, organisation's aim; contribution of objectives of job role to organisation's key aims; role in relation to wider sector; relationship with National Occupational Standards. ☐ Role of the sector, aims and objectives of the employment sector. ☐ Effects of public concern, introduction of legislation and good practice, risk assessment; health and safety legislation, disabilities and effects on building regulations, safe working practices, roles and responsibilities, training, qualifications.
	3.3	Describe how own role links to the wider sector	☐ Effect of role on service provision; contribution of objectives of job role to organisation's key aims; role in relation to wider sector; relationship with National Occupational Standards Representative bodies; trade unions; professional organisations.
	3.4	Describe the main roles and responsibilities of representative bodies that influence the wider sector	☐ Main roles and responsibilities of representative bodies, trade unions, professional bodies, Health and Safety Executive NI; third sector provision. ☐ Roles and responsibilities, safeguarding, health and safety, advice and guidance, working practice, directives, rights and responsibilities.

Learning outcomes	Assessment criteria		Unit amplification
4 Understand career pathways available within own and related sectors	4.1	Explore different types of occupational opportunities	☐ Health, health-care assistant, nurse, occupational therapist, physiotherapist, dietician, speech and language therapist, specialist screening practitioner, specialist adviser, health visitor.
			☐ Social care, support worker, domiciliary care worker, senior day care worker, family support worker, social work assistant, social worker, support worker, day care worker.
			☐ Children and young people's settings: nursery nurse, room leader, family support worker, social worker, special educational needs coordinator, teacher, hospital play specialist, learning support assistant, youth worker, speech and language therapist, portage worker, community nursery nurse, play worker, childminder.
			☐ Roles in the health sector, social care roles; children and young people's sector; third-sector roles; entry requirements, level of entry, experience; occupational opportunities; importance of continuing professional development: efficiency, customer satisfaction, retention of staff, motivation of staff; induction; training and development: internal training, external training, gaining qualifications, work experience, secondments, monitoring, shadowing, observations; career progression (opportunities, requirements); next steps.

Learning outcomes	Assessment criteria		Unit amplification
	4.2	Identify sources of information related to a chosen career pathway	☐ Health, Department of Health, Social Services and Public Safety, Health and Social Care in Northern Ireland, HSC Recruitment.com.
			☐ Social care, Department of Health, Social Services and Public Safety, NI Direct, Health and Social Care in Northern Ireland, HSC Recruitment.com, Northern Ireland Social Care Council.
			☐ Children and young people's settings, Northern Ireland Health and Social Care Fostering Service; Northern Ireland Social Care Council.
			☐ Generic sources: HR department; line manager; NI Jobs, Jobcentres, Jobcentre online, ACAS; trade unions; Citizens Advice Bureau; the Northern Ireland Legal Services Commission; Department for Employment and Learning (DEL NI), NI Direct; representative bodies.
	4.3	Identify next steps in own career pathway	☐ Aspirations; development; roles and responsibilities; sector roles; opportunities; planning.
5 Understand how issues of public concern may affect the image and delivery of services in the sector	5.1	Identify occasions where the public have raised concerns regarding issues within the sector	☐ Child-protection issues, starvation, abuse (physical); social issues, child poverty; poor practice, lack of communication, lack of coordination across services; high-profile cases: Baby 'P', Victoria Climbie, Mid-Staffordshire Hospital enquiry, Winterbourne View care home enquiry, Jersey child-abuse enquiry.
			☐ Effect they have had on public view of the sector; confidence, closure of services, recent changes in service.
	5.2	Outline different viewpoints around an issue of public concern relevant to the sector	☐ Concern; views in relation to staff practice; staff training; support available; rights; roles and responsibilities; withdrawal from service.
	5.3	Describe how issues of public concern have altered public views of the sector	☐ Impact on policy/practice; transparency; monitoring, inspection; training; funding; review of service provision.

Learning outcomes	Assessment criteria		Unit amplification
	5.4	Describe recent changes in service delivery which have affected own area of work	☐ Training; updates; staffing ratios; monitoring; inspections; reporting; recording; recruitment.

Information for tutors

Delivery

This unit includes general topics and topics that apply specifically to the learner's workplace. Input should be as varied as possible, making good use of internet resources and websites, group work, individual study, team activities, and more traditional tasks involving pen and paper. Learners should be encouraged to read around the subject to gain more understanding.

Visiting speakers from appropriate organisations would enliven the programme. All study should be related back to the workplace where possible.

Outline learning plan

The outline learning plan has been included in this unit as guidance. The outline learning plan demonstrates one way of planning the delivery of this unit.

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

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

Assessment

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

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Books

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

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

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

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

Journals

Child Education

Health Service Journal

Care and Health

Nursery World

Websites

www.communitycare.co.uk	Community Care (Social care partner)
www.delni.gov.uk	Department for Employment and Learning
www.hseni.gov.uk	Health and Safety Executive Northern Ireland
www.hse.gov.uk	Health and Safety Executive
www.niscc.info	Northern Ireland Social Care Council
www.skillsforhealth.org.uk	Sector Skills Council for Health

13 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson 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*

- *Edexcel Information Manual* (updated annually)

- *Recognition of Prior Learning Policy*

- *Quality Assurance Handbook* (updated annually)

- Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications

- Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

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: www.edexcel.com/resources

14 Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building functional skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535**.**

Your Pearson 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 Pearson BTEC support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert via the 'contact us' page of the website.

- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Induction into Adult Social Care in Northern Ireland (QCF) against the underpinning knowledge of the National Occupational Standards in Health and Social Care and Children's Care, Learning and Development. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS	Pearson BTEC Specialist units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
HSC31	Promote effective communication for and about individuals	#										
HSC33	Reflect on and develop your practice		#									
HSC319	Promote the values and principles underpinning best practice		#									
HSC311	Promote the equality, diversity, rights and responsibilities of individuals			#								
HSC314	Promote the needs, rights, interests and responsibilities of individuals within the community			#								
HSC24	Ensure your own actions support the care, protection and well-being of individuals				#			#				
HSC 240	Contribute to the identification of the risk of danger to individuals and others				#							

NOS	Pearson BTEC Specialist units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
HSC 227	Contribute to working in collaboration with carers in the caring role						#					
HSC 3116	Contribute to promoting a culture that values and respects the diversity of individuals							#				
HSC 3110	Support colleagues to relate to individuals							#				
HSC32	Promote, monitor and maintain health, safety and security in the working environment								#			
HSC 360	Move and position individuals								#			
HSC 3115	Receive, analyse, process, use and store information									#		
HSC 324	Process information relating to children and young people's offending behaviour									#		
CCLD 202	Help to keep children safe										#	

Annexe B

Skills for Care and Development QCF Assessment Principles

1. Introduction

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

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

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

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

2. Assessment Principles

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

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

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

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

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

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

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

3. Internal Quality Assurance

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

4. Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

4.4 Qualified to make quality assurance decisions:

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

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF 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.