

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Preparing to Work in Adult Social Care.

This qualification is aimed at learners interested in, or new to, working in adult social care in England. It doesn't confirm competence but relates to the knowledge elements covered in the mandatory units of the Level 2 Diploma in Health and Social Care (Adults) for England. It forms the knowledge component of the Health and Social Care Apprenticeship Framework.

All information contained in this specification is correct at the time of publishing.

About this qualification

The NCFE Level 2 Certificate in Preparing to Work in Adult Social Care has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

This qualification may be eligible for funding under the Learning and Skills Act 2000 under Sections 96 and 97. For further guidance on funding, please contact your local funding provider.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England only.

Things you need to know

- Qualification accreditation number: 600/0688/2
- Aim reference: 60006882

- Guided learning hours (GLH): 179
- QCF level: 2
- Qualification credit value: 20
- Assessment requirements: internally assessed and externally moderated portfolio

Aims of the qualification

This qualification aims to introduce knowledge around the following areas relating to working in adult social care:

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

Entry guidance

This qualification is designed for learners interested in, or new to, working in adult social care in England.

There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 1 qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding

levels.

Achieving this qualification

This qualification consists of 9 mandatory units:

- unit 01 Principles of communication in adult social care settings
- unit 02 Principles of personal development in adult social care settings
- unit 03 Principles of diversity, equality and inclusion in adult social care settings
- unit 04 Principles of safeguarding and protection in health and social care
- unit 05 Introduction to duty of care in health, social care or children's and young people's settings
- unit 06 Understand the role of the social care worker
- unit 07 Understand person-centred approaches in adult social care settings
- unit 08 Understand health and safety in social care settings
- unit 09 Understand how to handle information in social care settings

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 14.

To be awarded the NCFE Level 2 Certificate in Preparing to Work in Adult Social Care learners are required to successfully complete 9 mandatory units.

To achieve the NCFE Level 2 Certificate in Preparing to Work in Adult Social Care learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria detailed in this Qualification Specification. Grades are **not** awarded.

Learners who aren't successful can resubmit work within the registration period, however a charge may apply. A Credit Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in Preparing to work in Adult Social Care
- NCFE Level 2 Diploma in Health and Social Care (Adults) for England

Credit Accumulation and Transfer

Credit Transfer:

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Exemption:

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. There are no exemptions currently identified for this qualification.

Equivalent Units:

This qualification has no equivalent units identified.

Recognition of Prior Learning:

Recognition of Prior Learning (RPL) is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to 'claim' that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

Qualification dates

Qualifications on the QCF have renewal, operational and certification end dates.

Qualification renewal dates are the date by which we'll have carried out a review of the qualification. These show as the 'review date' on the Register. This date is the final date by which we'll have made a decision on whether to extend or amend a qualification, or withdraw it completely. This date will be shown on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new renewal date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

Operational end dates will only show on the Register when we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

Certification end dates will only show on the Register when we've made the decision to withdraw a qualification and have set the operational end date. After this date we can no longer process certification claims.

Resource requirements

There aren't any specific resource requirements for this qualification.

For staffing resources required for this qualification, please refer to our Occupational Competence Guidelines and Skills for Care and Developments Assessment Principles, available on our website www.ncfe.org.uk.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website

www.ncfe.org.uk or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Useful websites

Tutors might find the following websites useful to assist with delivery of the qualification:

Skills for Care: www.skillsforcare.org.uk

Care Quality Commission: www.cqc.org.uk

Social Care Institute for Excellence: www.scie.org.uk

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL, instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 2 Certificate in Preparing to Work in Adult Social Care has been mapped against the relevant Health and Social Care NOS. More detailed mapping is provided in Section 5 (page 63).

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Basic Skills and Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Literacy/English skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or

Functional Skills assessments.

Section 4 (page 60) shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This qualification has also been mapped to the Wider Key Skills and Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed by the Qualification and Curriculum Development Agency (QCDA) over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 60).

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Internal Assessment

The NCFE Level 2 Certificate in Preparing to Work in Adult Social Care is internally assessed.

The units in this qualification must be assessed in line with Skills for Care and Development's Assessment Principles. You can download this document from our website

www.ncfe.org.uk.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid,

reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work?

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

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Section 3:

Structure and Content

Structure and Content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Summaries

Unit 01

Principles of communication in adult social care settings

(regulators' unit reference no. L/602/2905)

This unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Guided learning hours: 17

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 02

Principles of personal development in adult social care settings

(regulators' unit reference no. L/602/3035)

This unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles.

Guided learning hours: 17

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 03

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

(regulators' unit reference no. H/602/3039)

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings.

Guided learning hours: 18

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 04

Principles of safeguarding and protection in health and social care

(regulators' unit reference no. A/601/8574)

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

Guided learning hours: 26

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 05

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

(regulators' unit reference no. H/601/5474)

This unit introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Guided learning hours: 9

Credit value: 1

Level: 2

This unit is **mandatory**

Unit 06

Understand the role of the social care worker

(regulators' unit reference no. A/602/3113)

This unit provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

Guided learning hours: 9

Credit value: 1

Level: 2

This unit is **mandatory**

Unit 07

Understand person-centred approaches in adult social care settings

(regulators' unit reference no. J/602/3180)

This unit introduces the concept of person-centred support as a fundamental principle of social care.

Guided learning hours: 34

Credit value: 4

Level: 2

This unit is **mandatory**

Unit 08

Understand health and safety in social care settings

(regulators' unit reference no. R/602/3179)

This unit introduces knowledge and understanding of areas of health and safety required to working in a social care setting.

Guided learning hours: 40

Credit value: 4

Level: 2

This unit is **mandatory**

Unit 09

Understand how to handle information in social care settings

(regulators' unit reference no. Y/602/3118)

This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting.

Guided learning hours: 9

Credit value: 1

Level: 2

This unit is **mandatory**

Unit 01 Principles of communication in adult social care settings (L/602/2905)

The learner will:

1 Understand why communication is important in adult social care settings

The learner can:

1.1 Identify different reasons why people communicate

1.2 Explain how effective communication affects all aspects of working in adult social care settings

1.3 Explain why it is important to observe an individual's reactions when communicating with them

The learner will:

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

The learner can:

2.1 Explain why it is important to find out an individual's communication and language needs, wishes and preferences

2.2 Describe a range of communication methods

The learner will:

3 Understand how to reduce barriers to communication

The learner can:

3.1 Identify barriers to communication

3.2 Describe ways to reduce barriers to communication

3.3 Describe ways to check that communication has been understood

3.4 Identify sources of information and support or services to enable more effective

communication

The learner will:

4 Understand confidentiality in adult social care settings

The learner can:

4.1 Define the term “confidentiality”

4.2 Describe ways to maintain confidentiality in day to day communication

4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others

4.4 Explain how and when to seek advice about confidentiality

Unit 01 - Assessment Guidance

Guidance for Developing Assessment

1.3 An **individual** is someone requiring care or support

2.1 **Preferences** may be based on:

- beliefs
- values
- culture

2.2 **Communication** methods include:

non-verbal communication:

- eye contact
- touch
- physical gestures
- body language
- behaviour
- gestures

verbal communication:

- vocabulary
- linguistic tone
- pitch

3.4 **Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

4.3 **Agreed others** may include:

- colleagues
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist

- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- advocate
- dementia care advisor
- family or carers

Discussion

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 1.1

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.2, 1.3, 2.1, 2.2

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 3.1-3.4

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 4.1-4.4

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Principles of personal development in adult social care settings (L/602/3035)

The learner will:

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

The learner can:

1.1 Identify standards that influence the way adult social care job roles are carried out

1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills

1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

The learner will:

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

The learner can:

2.1 Describe how a learning activity has improved own knowledge, skills and understanding

2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding

2.3 Describe how feedback from others has developed own knowledge, skills and understanding

The learner will:

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

The learner can:

3.1 Define the term “personal development plan”

3.2 Identify who could be involved in the personal development plan process

3.3 Identify sources of support for own learning and development

3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

Unit 02 - Assessment Guidance

Guidance for Developing Assessment

1.1 **Standards** – may include:

- codes of practice
- regulations
- minimum standards
- National Occupational Standards

2.2 **Situation** – this may include a learning activity

3.1 A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

3.2 **Who could be involved** may include:

- the individual
- Carers
- Advocates
- Supervisor, line manager or employer
- other professionals

3.3 **Sources of support** may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 1.1-1.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Presentation

Type of evidence: Individual notes and visual aides from a presentation

Assessment criteria: 2.1-2.3

Additional information: Candidates could prepare and deliver a presentation covering the assessment criteria which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 3.1-3.4

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

List

Type of evidence: List

Assessment criteria: 3.4

Additional information: Candidates to produce a focused list based on the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Principles of diversity, equality and inclusion in adult social care settings (H/602/3039)

The learner will:

1 Understand the importance of diversity, equality and inclusion

The learner can:

1.1 Define what is meant by:

- diversity
- equality
- inclusion
- discrimination

1.2 Describe how direct or indirect discrimination may occur in the work setting

1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination

The learner will:

2 Know how to work in an inclusive way

The learner can:

2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings

2.2 Describe how to interact with individuals in an inclusive way

2.3 Describe ways in which discrimination may be challenged in adult social care settings

The learner will:

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

The learner can:

3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination

3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

Unit 03 - Assessment Guidance

Guidance for Developing Assessment

2.2 An **individual** is someone requiring care or support

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Discussion

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 1.2, 1.3

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

List

Type of evidence: List

Assessment criteria: 2.1

Additional information: Candidates to produce a focused list based on the assessment criteria.

Assignment

Type of evidence: Assignment

Assessment criteria: 2.2, 2.3, 3.1, 3.2

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates'

portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Principles of safeguarding and protection in health and social care (A/601/8574)

The learner will:

1 Know how to recognise signs of abuse

The learner can:

1.1 Define the following types of abuse:

- physical abuse
- sexual abuse
- emotional/psychological abuse
- financial abuse
- institutional abuse
- self-neglect
- neglect by others

1.2 Identify the signs and/or symptoms associated with each type of abuse

1.3 Describe factors that may contribute to an individual being more vulnerable to abuse

The learner will:

2 Know how to respond to suspected or alleged abuse

The learner can:

2.1 Explain the actions to take if there are suspicions that an individual is being abused

2.2 Explain the actions to take if an individual alleges that they are being abused

2.3 Identify ways to ensure that evidence of abuse is preserved

The learner will:

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

The learner can:

3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse

3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse

3.3 Identify reports into serious failures to protect individuals from abuse

3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

The learner will:

4 Understand ways to reduce the likelihood of abuse

The learner can:

4.1 Explain how the likelihood of abuse may be reduced by:

- working with person-centred values
- encouraging active participation
- promoting choice and rights

4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

The learner will:

5 Know how to recognise and report unsafe practices

The learner can:

5.1 Describe unsafe practices that may affect the well-being of individuals

5.2 Explain the actions to take if unsafe practices have been identified

5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

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Unit 04 - Assessment Guidance

Guidance for Developing Assessment

1.3 An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. A setting where there is no formal duty of care includes adult health or social care settings

1.3 **Factors** may include:

- a setting or situation
- the individual

2.1 The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others

3.1 **Local systems** may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

4.1 **Person-centred values** include

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

4.1 **Active participation** is a way of working that recognises an individual's right to participate in the activities and

relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

5.1 Unsafe practices may include

- poor working practices
- resource difficulties
- operational difficulties

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1-1.3

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 2.1-2.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 3.1-3.4

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 4.1, 4.2

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Discussion

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 5.1-5.3

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 05 Introduction to duty of care in health, social care or children's and young people's settings (H/601/5474)

The learner will:

1 Understand the implications of duty of care

The learner can:

1.1 Define the term 'duty of care'

1.2 Describe how the duty of care affects own work role

The learner will:

2 Understand support available for addressing dilemmas that may arise about duty of care

The learner can:

2.1 Describe dilemmas that may arise between the duty of care and an individual's rights

2.2 Explain where to get additional support and advice about how to resolve such dilemmas

The learner will:

3 Know how to respond to complaints

The learner can:

3.1 Describe how to respond to complaints

3.2 Identify the main points of agreed procedures for handling complaints

Unit 05 - Assessment Guidance

Guidance for Developing Assessment

There is no specific guidance for this unit.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1, 1.2

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 2.1, 2.2, 3.1, 3.2

Additional information: Candidates could conduct research and prepare notes or a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Understand the role of the social care worker (A/602/3113)

The learner will:

1 Understand working relationships in social care settings

The learner can:

1.1 Explain how a working relationship is different from a personal relationship

1.2 Describe different working relationships in social care settings

The learner will:

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

The learner can:

2.1 Describe why it is important to adhere to the agreed scope of the job role

2.2 Outline what is meant by agreed ways of working

2.3 Explain the importance of full and up-to-date details of agreed ways of working

The learner will:

3 Understand the importance of working in partnership with others

The learner can:

3.1 Explain why it is important to work in partnership with others

3.2 Identify ways of working that can help improve partnership working

3.3 Identify skills and approaches needed for resolving conflicts

3.4 Explain how and when to access support and advice about:

- partnership working
- resolving conflicts

Unit 06 - Assessment Guidance

Guidance for Developing Assessment

2.2 Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers

3.1 Others who are important to an individual may include:

- carers
- family members
- friends
- advocates

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 1.1, 1.2, 2.1-2.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 3.1-3.4

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

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Unit 07 Understand person-centred approaches in adult social care settings (J/602/3180)

The learner will:

1 Understand person-centred approaches for care and support

The learner can:

1.1 Define person-centred values

1.2 Explain why it is important to work in a way that embeds person-centred values

The learner will:

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

The learner can:

2.1 Describe how to find out the history, preferences, wishes and needs of an individual

2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support

2.3 Explain how using an individual's care plan contributes to working in a person-centred way

The learner will:

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

The learner can:

3.1 Define the term "consent"

3.2 Explain the importance of gaining consent when providing care or support

3.3 Describe how to establish consent for an activity or action

3.4 Explain what steps to take if consent cannot be readily established

The learner will:

4 Understand how to encourage active participation

The learner can:

4.1 Define what is meant by active participation

4.2 Describe how active participation benefits an individual

4.3 Describe ways of reducing barriers to active participation

4.4 Describe ways of encouraging active participation

The learner will:

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

The learner can:

5.1 Identify ways of supporting an individual to make informed choices

5.2 Explain why risk-taking can be part of an individual's choices

5.3 Explain how agreed risk assessment processes are used to support the right to make choices

5.4 Explain why a worker's personal views should not influence an individual's choices

5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by others

The learner will:

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

The learner can:

6.1 Explain how individual identity and self-esteem are linked with well-being

6.2 Describe attitudes and approaches that are likely to promote an individual's well-being

6.3 Identify ways to contribute to an environment that promotes well-being

Unit 07 - Assessment Guidance

Guidance for Developing Assessment

1.1 **Person centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

2.1 An **individual** is someone requiring care or support

2.3 A **care plan** may be known by other names (eg: support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.

3.1 **Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. Consent may be implied, written, or verbal.

4.1 **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

5.5 **Others** may include:

- colleagues
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist

- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- advocate
- dementia care advisor
- family or carers

6.1 **Well-being** may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political
- sexual
- physical
- mental

6.3 **Environment** may include physical environment and social environment.

- eg: physical environment - bedroom, handbag, personal belongings.
- eg: social or emotional environment – personal boundaries, subjective feelings etc.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1, 1.2

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Case Study

Type of evidence: Case study

Assessment criteria: 2.1-2.3

Additional information: Tutors could construct case studies to illustrate scenarios based on the assessment criteria, these could be supported by focussed questions for the candidate.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 3.1-3.4, 4.1-4.4

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 5.1-5.5, 6.1-6.3

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

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Unit 08 Understand health and safety in social care settings (R/602/3179)

The learner will:

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

The learner can:

1.1 List legislation relating to general health and safety in a social care setting

1.2 Describe the main points of health and safety policies and procedures

1.3 Outline the main health and safety responsibilities of

a) the social care worker

b) the employer or manager

c) individuals

1.4 Identify tasks relating to health and safety that should only be carried out with special training

1.5 Describe how to access additional support and information relating to health and safety

The learner will:

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

The learner can:

2.1 Define what is meant by “hazard” and “risk”

2.2 Describe how to use a health and safety risk assessment

2.3 Explain how and when to report potential health and safety risks that have been identified

2.4 Describe how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns

The learner will:

3 Understand procedures for responding to accidents and sudden illness

The learner can:

3.1 Describe different types of accidents and sudden illness that may occur in a social care setting

3.2 Outline the procedures to be followed if an accident or sudden illness should occur

3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders

The learner will:

4 Know how to reduce the spread of infection

The learner can:

4.1 List routes by which an infection can get into the body

4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work

4.3 Explain the most thorough method for hand washing

4.4 Describe when to use different types of personal protective equipment

The learner will:

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

The learner can:

5.1 Identify legislation that relates to moving and handling

5.2 List principles for safe moving and handling

5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training

The learner will:

6 Understand the principles of assisting and moving an individual

The learner can:

6.1 Explain why it is important to have specialist training before assisting and moving an individual

6.2 Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving

The learner will:

7 Know how to handle hazardous substances

The learner can:

7.1 Identify hazardous substances that may be found in the social care setting

7.2 Describe safe practices for:

- storing hazardous substances
- using hazardous substances
- disposing of hazardous substances

The learner will:

8 Know environmental safety procedures in the social care setting

The learner can:

8.1 Outline procedures to be followed in the social care setting to prevent:

- fire
- gas leak
- floods
- intruding
- security breach

8.2 Outline procedures to be followed in the social care setting in the event of:

- fire
- gas leak
- floods
- intruding
- security breach

The learner will:

9 Know how to manage stress

The learner can:

9.1 Identify common signs and indicators of stress

9.2 Identify circumstances that tend to trigger own stress

9.3 Describe ways to manage stress

The learner will:

10 Understand procedures regarding handling medication

The learner can:

10.1 Describe the main points of agreed procedures about handling medication

10.2 Identify who is responsible for medication in a social care setting

10.3 Explain why medication must only be handled following specialist training

The learner will:

11 Understand how to handle and store food safely

The learner can:

11.1 Identify food safety standards relevant to a social care setting

11.2 Explain how to:

- store food
- maximise hygiene when handling food

- dispose of food

11.3 Identify common hazards when handling and storing food

Unit 08 - Assessment Guidance

Guidance for Developing Assessment

1.2 **Policies and procedures** may include agreed ways of working as well as formal policies and procedures

1.3 **Individual** refers to someone requiring care or support

1.4 **Tasks** that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- assisting and moving
- emergency procedures
- food handling and preparation

4.4 **Personal protective equipment** – refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:

- gloves
- aprons
- masks
- hair nets

6.2 **Care Plan** – may be known by other names (eg: support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed

9.1 **Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

10.1 **Handling medication** - may include:

- ordering
- receiving
- storage
- administration
- recording

- disposal

List**Type of evidence:** List**Assessment criteria:** 1.1**Additional information:** Candidates to produce a focused list based on the assessment criteria.**Questioning****Type of evidence:** Oral or written questioning**Assessment criteria:** 1.2-1.5**Additional information:** Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.**Candidate Report****Type of evidence:** Individual notes or candidate report**Assessment criteria:** 2.1-2.4, 3.1-3.3**Additional information:** Candidates could conduct research and prepare notes or a candidate report.**List****Type of evidence:** List**Assessment criteria:** 4.1**Additional information:** Candidates to produce a focused list based on the assessment criteria.**Questioning****Type of evidence:** Oral or written questioning**Assessment criteria:** 4.2-4.4**Additional information:** Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.**Assignment****Type of evidence:** Assignment

Assessment criteria: 5.1-5.3, 6.1-6.3

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Discussion

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 7.1, 7.2

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 8.1, 8.2

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Discussion

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 9.1-9.3

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 10.1-10.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 11.1-11.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

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Unit 09 Understand how to handle information in social care settings (Y/602/3118)

The learner will:

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

The learner can:

- 1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care
- 1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting

The learner will:

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

The learner can:

- 2.1 Describe how to access guidance, information and advice about handling information
- 2.2 Outline what actions to take when there are concerns over the recording, storing or sharing of information

Unit 09 - Assessment Guidance

Guidance for Developing Assessment

There is no specific guidance for this unit.

Assignment

Type of evidence: Assignment

Assessment criteria: 1.1, 1.2, 2.1, 2.2

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

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Section 4:

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Basic Skills/Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Wider Key Skills and personal learning and thinking skills (PLTS) link into the units of the qualifications.

The mapping is only at the level of the unit eg Level 2.

For further information please contact a member of the Research and Product Development team.

Literacy/English	All units
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Numeracy/ Mathematics	There are no specific opportunities to develop these skills
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ICT	All units
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Working With Others	All units
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Improving own Learning and Performance	All units
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Problem solving	Units 01, 03, 04, 08
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PLTS Independent enquirers	All units
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PLTS Creative	Units 01, 02, 04, 07, 08
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thinkers

PLTS Reflective learners

Units 01, 02

PLTS Team workers

No explicit opportunities exist

PLTS Self-managers

Units 07, 08

PLTS Effective participators

Units 01, 02, 04, 05, 06, 07, 08, 09

Section 5:

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.

Skills for Care and Development and Skills for Care standards for Health and Social Care

Unit 01	HSC 21
Unit 02	HSC 23
Unit 03	HSC 24, HSC 234
Unit 04	HSC 24, HSC 240
Unit 05	HSC 24, CCLD 203, GCU 2
Unit 06	HSC 23, HSC 227
Unit 07	HSC 24, HSC 26, HSC 234
Unit 08	HSC 21, HSC 221, HSC 223
Unit 09	HSC 21