



Qualification specification

**NCFE CACHE Level 2 Certificate in Preparing to
Work in Adult Social Care
QN: 600/0047/8**

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v7.1	February 2020	Resources section added.
v7.2	September 2020	Removal of reference to 'England only' as the qualification is now approved by CCEA for delivery in Northern Ireland.
v7.3	June 2022	<p>Further information added to the qualification summary (additional assessment requirements) to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the qualification summary (entry requirements/recommendations) to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the mandatory documents section about how to access support handbooks.</p>

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.			
	1.2. Identify substances which are commonly misused.			

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The public website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications NCFE website.

Section 2: About this qualification

Qualification summary			
Title	NCFE CACHE Level 2 Certificate in Preparing to Work in Adult Social Care		
Qualification number	600/0047/8		
Aim	<p>This qualification provides an ideal taster for learners who may be new to the sector or new to the world of work. It is accessible to learners of all ages who may want to understand more about working in health and social care. It aims to introduce some basic concepts of caring and preparation for employment in the sector.</p> <p>It aims to introduce knowledge around the following areas relating to working in adult social care:</p> <ul style="list-style-type: none"> • 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. <p>It relates to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at Level 2. Learners progressing to the Health and Social Care Diploma at Level 2 will therefore have gained the underpinning knowledge for these units.</p>		
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B2. Develop knowledge and/or skills in a subject area</p> <p>Note: Does not confer competence or licence to practice</p>		
Total Qualification Time (hours)	200		
Guided learning (hours)	179		
Credit value	20	Minimum credits at / above Level	20
Minimum age of learner	14		

Age ranges covered by the qualification	18+
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.
Rules of combination	To achieve this qualification, learners must complete all 9 mandatory units, gaining them a total of 20 credits.
Progression	It is anticipated that learners who achieve the Level 2 Certificate in Preparing to Work in Adult Social Care will progress to either the Level 3 Certificate in Preparing to Work in Adult Social Care or the Level 2 Diploma in Health and Social Care.
Recommended assessment methods	Portfolio of evidence.
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development Assessment Strategy. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
Grading system	The qualification will be achieved or not yet achieved, all the assessment criteria for the chosen units must be achieved.
How long will it take to complete?	The qualification can usually be completed in 6 months.
Entry requirements / recommendations	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/0047/8.

Qualification support

This qualification is supported by Skills for Care.

Introduction to this qualification

The NCFE CACHE Level 2 Certificate in Preparing to Work in Adult Social Care provides an ideal taster for learners who may be new to the sector or new to the world of work. It is accessible to learners of all ages - school leavers who are eligible for employment and pre-apprenticeship programmes, adult returners or those undergoing a career change and who may want to understand more about working in health and social care. It aims to introduce some basic concepts of caring and preparation for employment in the sector.

This qualification is aimed at learners interested in, or new to, working in adult social care. It 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.

It does not confirm competence but relates to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at Level 2. Learners progressing to the Health and Social Care Diploma at Level 2 will therefore have gained the underpinning knowledge for these units.






Rules of combination





To achieve this qualification, learners must complete all 9 mandatory units, gaining them a total of 20 credits.

Progression

It is anticipated that learners who achieve the Level 2 Certificate in Preparing to Work in Adult Social Care will progress to either the Level 3 Certificate in Preparing to Work in Adult Social Care or the Level 2 Diploma in Health and Social Care.

Unit achievement log Level 2 Certificate in Preparing to Work in Adult Social Care

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GL	Page	Notes
	L/602/2905	PWCS 21	Principles of communication in adult social care settings	Knowledge	2	2	17	22	
	L/602/3035	PWCS 22	Principles of personal development in adult social care settings	Knowledge	2	2	17	28	
	H/602/3039	PWCS 23	Principles of diversity, equality and inclusion in adult social care settings	Knowledge	2	2	18	32	
	A/601/8574	HSC 024	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	36	
	H/601/5474	SHC 24	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9	43	

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GL	Page	Notes
 A/602/311 3	PWCS 25	Understand the role of the social care worker	Knowledge	2	1	9	45	
 J/602/3180	PWCS 26	Understand person-centred approaches in adult social care settings	Knowledge	2	4	34	50	
 R/602/317 9	PWCS 27	Understand health and safety in social care settings	Knowledge	2	4	40	57	
 Y/602/311 8	PWCS 28	Understand how to handle information in social care settings	Knowledge	2	1	9	67	
Total					20	179		

Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

Explanation of terms used at Level 2:
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(Not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

PWCS 21: Principles of communication in adult social care settings



Unit reference	L/602/2905	Level	2
Credit value	2	GL	17
Unit aim	The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why communication is important in adult social care settings.	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.		
2. Understand how to meet the communication and language needs, wishes and preferences of an individual.	2.1. Explain why it is important to find out an individual's communication and language needs, wishes and preferences .		
	2.2. Describe a range of communication methods .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to reduce barriers to communication.	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.		
4. Understand confidentiality in adult social care settings.	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.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 21

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 21

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

Preferences may be based on:

- beliefs
- values
- culture.

Communication methods include:

- non-verbal communication:
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
 - gestures
- verbal communication:
 - vocabulary
 - linguistic tone
 - pitch.

Services may include:

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

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.

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

Assessment task – PWCS 21 Principles of communication in adult social care settings

Effective communication is vital when working in adult social care. As part of your preparation for work and to show your understanding of the importance of communication in this area produce an information folder in the following 4 sections:

Section 1: Why communication is important**Section 2: How to meet individual's communication needs****Section 3: Reducing barriers to communication****Section 4: Confidentiality when working in adult social care settings**

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1: Why communication is important

- Identify the different reasons people communicate.
- Explain how effective communication affects all aspects of working in adult social care settings.
- Explain why it is important to observe an individual's reactions, when communicating with them.

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.1.

Section 2: How to meet individual's communication needs

- Explain why it is important to find out an individual's communication and language needs, wishes and preferences.
- Describe a range of communication methods.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3: Reducing barriers to communication

- Identify barriers to communication.
- Describe ways to reduce barriers to communication.
- Describe ways to check that communication has been understood.
- Identify sources of information and support or services to enable more effective communication.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4: Confidentiality when working in adult social care settings

- Define the term “confidentiality”.
- Describe ways to maintain confidentiality in day to day communication.
- Describe situations where information normally considered to be confidential might need to be shared with agreed others.

Explain how and when to seek advice about confidentiality.

PWCS 22: Principles of personal development in adult social care settings



Unit reference	L/602/3035	Level	2
Credit value	2	GL	17
Unit aim	The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand what is required for good practice in adult social care roles.	1.1. Identify standards that influence the way adult social care job roles are carried out.		
	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.		
2. Understand how learning activities can develop knowledge, skills and understanding.	2.1. Describe how a learning activity has improved own knowledge, skills and understanding.		
	2.2. Describe how reflecting on a situation has improved own knowledge, skills and understanding.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe how feedback from others has developed own knowledge, skills and understanding.		
3. Know how a personal development plan can contribute to own learning and development.	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.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 22

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 23
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Standards may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • national occupational standards. <p>Situation – this may include a learning activity.</p> <p>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.</p> <p>Who could be involved may include:</p> <ul style="list-style-type: none"> • the individual • carers • advocates • supervisor, line manager or employer • other professionals. <p>Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>

Assessment task – PWCS 22 Principles of personal development in adult social care

Personal development and reflective practice is fundamental to working in adult social care. To show an understanding of these two important principles prepare a project file which shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, and 1.3.

- identify standards that influence the way adult social care job roles are carried out
- explain why reflecting on work activities is an important way to develop own knowledge and skills
- describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- describe how a learning activity has improved own knowledge, skills and understanding
- describe how reflecting on a situation has improved own knowledge, skills and understanding
- describe how feedback from others has developed own knowledge, skills and understanding

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- define the term “personal development plan”
- identify who could be involved in the personal development plan process
- identify sources of support for own learning and development
- list the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding.

PWCS 23: Principles of diversity, equality and inclusion in adult social care settings

Unit reference	H/602/3039	Level	2
Credit value	2	GL	18
Unit aim	This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the importance of diversity, equality and inclusion.	1.1. Define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination. 		
	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.		
2. Know how to work in an inclusive way.	2.1. List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.		
	2.2. Describe how to interact with individuals in an inclusive way.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe ways in which discrimination may be challenged in adult social care settings.		
3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination.	3.1. Identify sources of information, advice and support about diversity, equality, inclusion and discrimination.		
	3.2. Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 23

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 24 HSC 234
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	An individual is someone requiring care or support. This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment task – PWCS 23 Principles of diversity, equality and inclusion in adult social care settings

An appreciation of the individuality of service users is fundamental to working in adult social care settings. To develop an understanding of this concept, prepare an information brochure. Your target audience is for new workers in an adult social care setting. Your brochure will need to contain the following content:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- a definition of what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
- a description of how direct or indirect discrimination may occur in the work setting
- an explanation of how practices that support diversity, equality and inclusion reduce the likelihood of discrimination

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- a list of key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- a description of how to interact with individuals in an inclusive way
- a description of ways in which discrimination may be challenged in adult social care settings

Task 3 links to learning outcome 3, assessment criteria 3.1, and 3.2.

- identification of sources of information, advice and support about diversity, equality, inclusion and discrimination
- a description of how and when to access information, advice and support about diversity, equality, inclusion and discrimination.

HSC 024: Principles of safeguarding and protection in health and social care



Unit reference	A/601/8574	Level	2
Credit value	3	GL	26
Unit aim	This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others. 		
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		
	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.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • 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.		
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the well-being of individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 024

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Factors may include: <ul style="list-style-type: none"> • a setting or situation • the individual. An individual will usually mean the person supported by

the learner but may include those for whom there is no formal duty of care.

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.

A setting where there is no formal duty of care includes adult health or social care settings.

Local systems may include:

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

Person-centred values include:

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

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.

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties.

Additional unit assessment requirements - provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
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Assessment task – HSC 024 Principles of safeguarding and protection in health and social care

In your work role you have been asked to produce a reference document for use in your work place. This document will be used to support understanding and raise awareness of the principles of safeguarding and protection in health and social care. Present the following information in five sections:

Section 1: How to recognise signs of abuse**Section 2: How to respond to suspected or alleged abuse****Section 3: The national and local context of safeguarding and protection from abuse****Section 4: Ways to reduce the likelihood of abuse****Section 5: How to recognise and report unsafe practices**

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1: How to recognise signs of abuse

- Define the following types of abuse:
 - physical abuse
 - sexual abuse
 - emotional/psychological abuse
 - financial abuse
 - institutional abuse
 - self-neglect
 - neglect by others.
- Identify the signs and/or symptoms associated with each type of abuse.
- Describe factors that may contribute to an individual being more vulnerable to abuse.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

Section 2: How to respond to suspected or alleged abuse

- Explain the actions to take if there are suspicions that an individual is being abused.
- Explain the actions to take if an individual alleges that they are being abused.
- Identify ways to ensure that evidence of abuse is preserved.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3: The national and local context of safeguarding and protection from abuse

- Identify national policies and local systems that relate to safeguarding and protection from abuse.
- Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
- Identify reports into serious failures to protect individuals from abuse.
- Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2.

Section 4: Ways to reduce the likelihood of abuse

- Explain how the likelihood of abuse may be reduced by:
 - working with person-centred values
 - encouraging active participation
 - promoting choice and rights.
- Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5: How to recognise and report unsafe practices

- Describe unsafe practices that may affect the well-being of individuals.
- Explain the actions to take if unsafe practices have been identified.
- Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

SHC 24: Introduction to duty of care in health, social care or children's and young people's settings

Unit reference	H/601/5474	Level	2
Credit value	1	GL	9
Unit aim	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.		
	1.2. Describe how the duty of care affects own work role.		
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.		
	2.2. Explain where to get additional support and advice about how to resolve such dilemmas.		
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Identify the main points of agreed procedures for handling complaints.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SHC 24

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

CCLD 203
HSC 24
GCU 2

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements provided with the unit

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

Assessment task - SHC 24 Introduction to duty of care in health, social care or children's and young people's settings

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 2.1 and 2.2.

As a new member of staff, as part of your induction you have been asked to provide a resource folder about 'Duty of Care.' You will need to put evidence into the folder that shows that you can:

- define the term 'Duty of care'
- describe how the duty of care affects own work role
- describe dilemmas that may arise between the duty of care and individual's rights
- explain where to get additional support and advice about how to resolve such dilemmas.

Make sure that your folder also contains evidence to show that you can:

- describe how to respond to complaints
- identify the main points of the agreed procedures for handling complaints.

Task 2 links to learning outcome 3, assessment criteria 3.1 and 3.2.

Make sure that your folder also contains evidence to show that you can:

- describe how to respond to complaints

identify the main points of the agreed procedures for handling complaints.

PWCS 25: Understand the role of the social care worker

Unit reference	A/602/3113	Level	2
Credit value	1	GL	9
Unit aim	This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand working relationships in social care settings.	1.1. Explain how a working relationship is different from a personal relationship.		
	1.2. Describe different working relationships in social care settings.		
2. Understand the importance of working in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role.		
	2.2. Outline what is meant by agreed ways of working .		
	2.3. Explain the importance of full and up-to-date details of agreed ways of working.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the importance of working in partnership with others.	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: <ul style="list-style-type: none"> • partnership working • resolving conflicts. 		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 25

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 23, 227
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>Others who are important to an individual may include:</p> <ul style="list-style-type: none"> • carers • family members • friends • advocates. <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>

Assessment task – PWCS 25 Understand the role of the social care worker

Working in social care settings requires the worker to understand the parameters of the job role, and those of the organisation and the sector. In this task you will show your knowledge and understanding of:

1. The nature of working relationships when working in adult social care
2. Working in ways that are agreed with the employer
3. Working in partnership with others.

Produce a document giving the following information:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- an explanation of how a working relationship is different from a personal relationship
- a description of different working relationships in social care settings

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- a description why it is important to adhere to the agreed scope of the job role
- an outline of what is meant by agreed ways of working
- an explanation of the importance of full and up-to-date details of agreed ways of working

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- an explanation of why it is important to work in partnership with others
- identification of ways of working that can help improve partnership working
- identification skills and approaches needed for resolving conflicts
- an explanation of how and when to access support and advice about:
 - partnership working
 - resolving conflicts.

PWCS 26: Understand person-centred approaches in adult social care settings

Unit reference	J/602/3180	Level	2
Credit value	4	GL	34
Unit aim	This unit introduces the concept of person-centred support as a fundamental principle of social care. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand person-centred approaches for care and support.	1.1. Define person-centred values.		
	1.2. Explain why it is important to work in a way that embeds person-centred values.		
2. Understand how to implement a person-centred approach in an adult social care setting.	2.1. Describe how to find out the history, preferences, wishes and needs of an 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the importance of establishing consent when providing care or support.	3.1. Define the term “consent”.		
	3.2. Explain the importance of gaining consent when providing care or support.		
	3.3. Describe how to establish consent for an activity or action.		
	3.4. Explain what steps to take if consent cannot be readily established.		
4. Understand how to encourage active participation .	4.1. Define what is meant by active participation.		
	4.2. Describe how active participation benefits an individual.		
	4.3. Describe ways of reducing barriers to active participation.		
	4.4. Describe ways of encouraging active participation.		
5. Understand how to support an individual’s right to make choices.	5.1. Identify ways of supporting an individual to make informed choices.		
	5.2. Explain why risk-taking can be part of an individual’s choices.		
	5.3. Explain how agreed risk assessment processes are used to support the right to make choices.		
	5.4. Explain why a worker’s personal views should not influence an individual’s choices.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.5. Describe how to support an individual to question or challenge decisions concerning them that are made by others .		
6. Understand how to promote an individual's well-being .	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.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 26

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 24, 26, 234
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership. <p>An individual is someone requiring care or support.</p> <p>A care plan may be known by other names (e.g. support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>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.</p> <p>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.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • colleagues • social worker • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist

- nurse
- specialist nurse
- psychologist
- psychiatrist
- advocate
- dementia care advisor
- family or carers.

Well being may include aspects that are:

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

Environment may include physical environment and social environment, e.g. physical environment - bedroom, handbag, personal belongings - social or emotional environment – personal boundaries, subjective feelings etc.

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

Assessment task – PWCS 26 Understand person-centred approaches in adult social care

When working in adult social care it is important to develop a person-centred approach to all that you do. To develop an understanding of this concept, which is a fundamental principle of social care, produce a project folder in the following sections.

Section 1: Person-centred approaches for care and support

Section 2: How to implement a person-centred approach in an adult social care setting

Section 3: The importance of establishing consent when providing care or support

Section 4: How to encourage active participation

Section 5: How to support an individual's right to make choices

Section 6: How to promote an individual's well-being

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Section 1: Person-centred approaches for care and support

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

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

Section 2: How to implement a person-centred approach in an adult social care setting

- Describe how to find out the history, preferences, wishes and needs of an individual.
- Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support.
- Explain how using an individual's care plan contributes to working in a person-centred way.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3: The importance of establishing consent when providing care or support

- Define the term "consent".
- Explain the importance of gaining consent when providing care or support.
- Describe how to establish consent for an activity or action.
- Explain what steps to take if consent cannot be readily established.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4: How to encourage active participation

- Define what is meant by active participation.
- Describe how active participation benefits an individual.
- Describe ways of reducing barriers to active participation.
- Describe ways of encouraging active participation.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.4.

Section 5: How to support an individual's right to make choices

- Identify ways of supporting an individual to make informed choices.
- Explain why risk-taking can be part of an individual's choices.
- Explain how agreed risk assessment processes are used to support the right to make choices.
- Explain why a worker's personal views should not influence an individual's choices.
- Describe how to support an individual to question or challenge decisions concerning them that are made by others.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2, and 6.3.

Section 6: How to promote an individual's well-being

- Explain how individual identity and self-esteem are linked with well-being.
- Describe attitudes and approaches that are likely to promote an individual's well-being.
- Identify ways to contribute to an environment that promotes well-being.

PWCS 27: Understand health and safety in social care settings

Unit reference	R/602/3179	Level	2
Credit value	4	GL	40
Unit aim	This unit is aimed at those who are interested in, or new to, working in a social care setting. It introduces knowledge and understanding of areas of health and safety required to working in a social care setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the different responsibilities relating to health and safety in social care settings.	1.1. List legislation relating to general health and safety in a social care setting.		
	1.2. Describe the main points of health and safety policies and procedures .		
	1.3. Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • the social care worker • the employer or manager • individuals. 		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the use of risk assessments in relation to health and safety.	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.		
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.		
	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.		
4. Know how to reduce the spread of infection.	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 .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Know how to move and handle equipment and other objects safely.	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.		
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.		
	6.2. Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving.		
7. Know how to handle hazardous substances.	7.1. Identify hazardous substances that may be found in the social care setting.		
	7.2. Describe safe practices for: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances. 		
8. Know environmental safety procedures in the social care setting.	8.1. Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	8.2. Outline procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach. 		
9. Know how to manage stress .	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.		
10. Understand procedures regarding handling medication .	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.		
11. Understand how to handle and store food safely.	11.1. Identify food safety standards relevant to a social care setting.		
	11.2. Explain how to: <ul style="list-style-type: none"> • store food • maximise hygiene when handling food • dispose of food. 		

	11.3. Identify common hazards when handling and storing food.		
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Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 27

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 22, 221, 223

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

Individual refers to someone requiring care or support.

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.

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.

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

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

Handling medication may include:

- ordering
- receiving
- storage
- administration
- recording
- disposal.

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

Assessment task – PWCS 27 Understand health and safety in social care settings

Understanding the issues around health and safety is important for service users and staff working in health and social care settings. To show your knowledge in this area produce a health and safety pack which includes the following sections:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Section 1: Responsibilities relating to health and safety in social care settings

- List legislation relating to general health and safety in a social care setting.
- Describe the main points of health and safety policies and procedures.
- Outline the main health and safety responsibilities of:
 - the social care worker
 - the employer or manager
 - individuals.
- Identify tasks relating to health and safety that should only be carried out with special training.
- Describe how to access additional support and information relating to health and safety.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2: The use of risk assessments in relation to health and safety

- Define what is meant by “hazard” and “risk”.
- Describe how to use a health and safety risk assessment.
- Explain how and when to report potential health and safety risks that have been identified.
- Describe how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Section 3: Procedures for responding to accidents and sudden illness

- Describe different types of accidents and sudden illness that may occur in a social care setting.
- Outline the procedures to be followed if an accident or sudden illness should occur.
- Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4: How to reduce the spread of infection

- List routes by which an infection can get into the body.
- Describe ways in which own health or hygiene might pose a risk to an individual or to others at work.

- Explain the most thorough method for hand washing.
- Describe when to use different types of personal protective equipment.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5: How to move and handle equipment and other objects safely

- Identify legislation that relates to moving and handling.
- List principles for safe moving and handling.
- Explain why it is important for moving and handling tasks to be carried out following specialist training.

Task 6 Links to learning outcome 6, assessment criteria 6.1 and 6.2.

Section 6: Understand the principles of assisting and moving an individual

- Explain why it is important to have specialist training before assisting and moving an individual.
- Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving.

Task 7 links to learning outcome 7, assessment criteria 7.1, 7.2.

Section 7: How to handle hazardous substances

- Identify hazardous substances that may be found in the social care setting.
- Describe safe practices for:
 - storing hazardous substances
 - using hazardous substances
 - disposing of hazardous substances.

Task 8 links to learning outcome 8, assessment criteria 8.1 and 8.2.

Section 8: Environmental safety procedures in the social care setting

- Outline procedures to be followed in the social care setting to prevent:
 - fire
 - gas leak
 - floods
 - intruding
 - security breach.
- Outline procedures to be followed in the social care setting in the event of:
 - fire
 - gas leak
 - floods
 - intruding
 - security breach.

Task 9 links to learning outcome 9, assessment criteria 9.1, 9.2 and 9.3.

Section 9: How to manage stress

- Identify common signs and indicators of stress.
- Identify circumstances that tend to trigger own stress.
- Describe ways to manage stress.

Task 10 links to learning outcome 10, assessment criteria 10.1, 10.2 and 10.3.

Section 10: Procedures regarding handling medication

- Describe the main points of agreed procedures about handling medication.
- Identify who is responsible for medication in a social care setting.
- Explain why medication must only be handled following specialist training.

Task 11 links to learning outcome 11, assessment criteria 11.1, 11.2 and 11.3.

Section 11: How to handle and store food safely

- Identify food safety standards relevant to a social care setting.
- Explain how to:
 - store food
 - maximise hygiene when handling food
 - dispose of food.

Identify common hazards when handling and storing food.

PWCS 28: Understand how to handle information in social care settings

Unit reference	Y/602/3118	Level	2
Credit value	1	GL	9
Unit aim	This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the need for secure handling of information in social care settings.	1.1. Identify the legislation that relates to the recording, storage and sharing of information in social care.		
	1.2. Explain why it is important to have secure systems for recording and storing information in a social care setting.		
2. Know how to access support for handling information in social care settings.	2.1. Describe how to access guidance, information and advice about handling information.		
	2.2. Explain what actions to take when there are concerns over the recording, storing or sharing of information.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 28

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 21

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

Assessment task – PWCS 28 Understand how to handle information in social care settings

Task links to learning outcome 1 and 2, assessment criteria 1.1, 1.2, 2.1 and 2.2.

Effective handling, storing and sharing information when working in social care settings is vital for the ongoing quality care of the service user. To gain an understanding of good practice in this area prepare an information document which:

- identifies the legislation that relates to the recording, storage and sharing of information in social care
- explains why it is important to have secure systems for recording and storing information in a social care setting
- describes how to access guidance, information and advice about handling information
- outlines what actions to take when there are concerns over the recording, storing or sharing of information.

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the “Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Learning Resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group

- Hallmark Education

For more information about these resources and how to access them, please visit our dedicated qualifications website www.ncfe.org.uk.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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