TQUK Level 2 Certificate in Caring for the Elderly (RQF)

Qualification Specification

Qualification Number: 603/5097/0

Introduction

Welcome to TQUK.

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress on to further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org.

Qualification specifications can be found also be found on our website www.tquk.org.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 2 Certificate in Caring for the Elderly (RQF) is regulated by Ofqual.

The qualification was developed in association with TSN

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding relevant to working with the elderly

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Diploma in Care (RQF)

TQUK Level 3 Diploma in Adult Care (RQF)

TQUK Level 2 Certificate in Dementia Care (RQF)

TQUK Level 2/3 Award in Awareness of Dementia (RQF)

TQUK Level 2 Certificate in the Principles of Dementia Care (RQF)

TQUK Level 3 Certificate in Understanding the Principles of Dementia Care (RQF)

TQUK Level 3 Award in Awareness of End of Life Care (RQF)

TQUK Level 2/3 Certificate in the Principles of End of Life Care (RQF)

TQUK Level 3 Certificate in Working in End of Life Care (RQF)

TQUK Level 2/3 Certificate in Preparing to Work in Adult Social Care (RQF)

TQUK Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (RQF)

Structure

Learners must achieve the six mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of elderly care in the UK	D/617/7927	2	9	1
Maintaining health and well-being in elderly care	H/617/7928	2	17	2
Common health issues affecting individuals in elderly care	K/617/7929	2	31	4
Individual rights in elderly care	D/617/7930	2	23	3
Minimising risk in elderly care	H/617/7931	2	26	3
Communication with the elderly Care	K/617/7932	2	9	3

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 115 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 45 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 160 hours

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

Useful Websites

Office of Qualifications and Examinations Regulation   www.ofqual.gov.uk

Register of Regulated Qualifications   http://register.ofqual.gov.uk

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency http://skillsfundingagency.bis.gov.uk/ for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)
https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data

Title:	Principles of elderly care in the UK
Unit reference number:	D/617/7927
Level:	2
Credit:	1
Guided learning hours:	9

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the context of elderly care in the UK	1.1	Define the term "elderly person"
		1.2	Define the term "aging population"
		1.3	Describe the effects of an aging population on: • Society • The economy • The NHS • Social Care
		1.4	Identify the different types of care that the elderly may need to access
2.	Understand the range of care available	2.1	Identify service users' physical, emotional and social needs in elderly care settings
		2.2	Outline the levels of care that can be offered according to service user needs
		2.3	Explain the level of care appropriate for service users in the following situations: • Immobile/unable to stand or walk, able to carry out own personal care • Limited mobility, not able to carry out own personal care • Mild dementia • Advanced/severe dementia
3.	Understand regulation by the Care Quality Commission (CQC)	3.1	Explain the role of the Care Quality Commission (CQC) in elderly care settings
		3.2	Outline the CQC inspection ratings

Assessment Guidance:

1.1
Learner to define the term and contextualise to the role i.e. vulnerable adult/ fragility

1.2

Learner to define the term and contextualise to the role. The learner to add the ratio of under 30 to over 65.

1.3

Learner to contextualise the effects to the below areas.
- Society
- The economy
- The NHS
- Social Care

1.4

Learners may include
- Domiciliary
- Residential
- Nursing Home
- Elderly Shelter
- Hospice

2.1

Physical (mobility) Emotional (family and friends) Social (day centres)

2.2

Learners may include
- Assisted living
- Residential social care
- Residential Nursing care
- Specialised residential; care

2.3

Learners to contextualise the situations below
- Immobile/unable to stand or walk, able to carry out own personal care
- Limited mobility, not able to carry out personal care
- Mild dementia
- Advanced/severe dementia

3.1

Learners to explain the role CQC has in regulating the sector

3.2

Inspections ratings
- Outstanding
- Good
- Requires improvement
- Inadequate

Title:		Maintaining health and well-being in elderly care	
Unit reference number:		H/617/7928	
Level:		2	
Credit:		2	
Guided learning hours:		17	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand individuality and independence	1.1	Explain the importance of maintaining individuality and independence within an elderly care setting
		1.2	Explain the benefits to the service users of promoting individuality and independence
		1.3	Identify ways to support the service user in maintaining individuality and independence
		1.4	Explain the importance of giving service users choices and give examples of choices available
2.	Understand the importance of service users maintaining contact with and support from friends and family	2.1	Identify ways in which friends and family can support and maintain contact with service users in elderly care settings.
3.	Understand how to maintain health and wellbeing of the elderly in care	3.1	Explain the nutritional requirements of the elderly
		3.2	Explain the importance of fluids in the elderly
		3.3	Explain the importance of physical activities for service users in elderly care settings.
		3.4	Give examples of physical activities for service users in elderly care settings.
		3.5	Explain the importance of mindfulness activities for service users in elderly care settings.
		3.6	Give examples of activities which can promote mindfulness and alternative therapies for service users in elderly care settings.
		3.7	Explain the importance of special adjustments for service users in elderly care settings.

Assessment Guidance:

1.1

Person centred approach/ diversity (religion beliefs)/ Active participation/ Choice/ Preferences

1.2

Benefits to include and explain

Social inclusion/ health and well- being/ exercising/ healthy diet

1.3

Give the service user choice, promote community inclusion, public transport

1.4

Sport events/leisure activities/holidays

2.1

Regular communication/ organised travel opportunities/ pen pals/Photographs to update individual on events

3.1

Balanced diet- monitoring salt, sugar, carbohydrate intake

3.2

Answers should include: functions of fluids in the body such as:

- Regulation of blood volume/pressure
- Healthy kidneys
- Healthy digestive system
- Regulating body temperature

Consequences of poor hydration to include: Impaired mental functions- memory, attention, concentration and reaction time; low blood pressure, weakness, dizziness, tiredness and increased **risk** of falls.

3.3

- combating depression
- promoting socialisation and avoiding loneliness
- improving mental wellbeing
- lessening the impact of Dementia and Alzheimer's
- improving physical health
- promoting sense of purpose

3.4

Physical activities could include: exercises to improve fitness and mobility

- stretching exercises
- musical exercise including aerobics
- chair exercises,
- dancing

- light gardening
- Hydrotherapy

3.5
Answers could include:

- maintaining mental and physical health
- increased ability to recognise health problems earlier
- avoiding depression

3.6
Improving self-awareness, Appreciating the present and not dwelling on the past or future- positive thinking Alternative therapies include Music therapy, Aromatherapy, sensory therapy and animal therapy.

3.7
- Physical (mobility, hearing)
- Emotional
- Social
- Dietary

Title:		Common health issues affecting individuals in elderly care	
Unit reference number:		K/617/7929	
Level:		2	
Credit:		4	
Guided learning hours:		31	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to deal with health issues in elderly care	1.1	List the most common health concerns that may arise in elderly care
		1.2	Explain the process for reporting a health issue
2.	Understand the impact of dementia	2.1	Define the term "dementia"
		2.2	Identify different types of dementia
		2.3	Explain the effects on an individual of living with dementia
		2.4	Identify support that may be required for an individual living with dementia
		2.5	Explain how dementia can affect the family of an individual of living with dementia
		2.6	Identify support that may be required for the family of an individual of living with dementia
3.	Understand urinary tract health issues	3.1	Explain what is meant by urinary tract infection (UTI)
		3.2	Give examples of common causes of urinary tract infection (UTI)
		3.3	Identify symptoms of a UTI
4.	Understand pneumonia	4.1	Define the term "pneumonia"
		4.2	Identify symptoms of pneumonia
		4.3	Explain the long-term effects of pneumonia on an elderly individual

5.	Understand wounds and healing	5.1	Identify different types of wounds likely to be sustained in a care setting
		5.2	Explain how to assess wounds and actions to take
		5.3	Define the term "tissue viability" relating to wound healing
		5.4	Describe complications that might slow wound healing
6.	Understand depression	6.1	Define the term "depression"
		6.2	Describe signs and symptoms of depression
		6.3	Explain how to support an individual with depression
7.	Understand arthritis	7.1	Define the term "arthritis"
		7.2	Describe signs and symptoms of arthritis
		7.3	Explain how to support individuals with arthritis
8.	Understand end of life care	8.1	Define the term "end of life"
		8.2	Define the term "Advance care plan"
		8.3	Define the term "Hospice"

Assessment Guidance
1.1
Common health concerns
Mobility/ dementia/ sensory loss/ diabetes

1.2
Identify and record the issue. Refer the issue to a senior member of staff.

2.1
Learner to define the term and contextualise.

2.2
- Alzheimer's Disease.
- Vascular Dementia.
- Dementia with Lewy Bodies.

2.3
Loss of memory/ confusion/ loss of appetite/ weight loss/ challenging behaviours

2.4
Effective communication/ eye contact/ consistent routine/ balanced diet/ hydration/ family contact
2.5
Emotional strain/ frustration/ confusion

2.6
Counsellors support/ health practitioners advise/ awareness courses

3.1
Define the term and contextualise

3.2
Dehydration/ system collapse/ no balanced diet/ heatwaves

3.3
Pain/ blood in urine/ discomfort

4.1
Define the term and contextualise

4.2
Dry cough/ cold/ flu

4.3
Severe fragility/ weight loss/ loss of mobility

5.1
Pressure sores/ skin damage

5.2
Discolouration/ bleeding/ dryness/ skin discharge/ refer to knowledge specialist (appropriate trained staff)

5.3
Define the term and contextualise

5.4
Infections/ miss-treatments/ delayed treatments/ poor hygiene

6.1
Define the term and contextualise

6.2
Withdrawn/ isolation/ neglect/ self-neglect/ challenging behaviours

6.3
Referrals to GP/ Psychologist/ psychiatrist
7.1
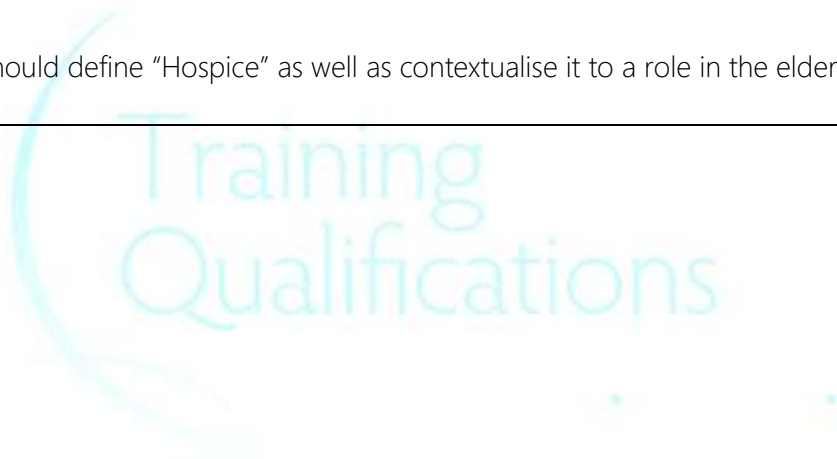Define the term and contextualise

7.2
Mobility/ imbalance/ joint pain/ swollen joints

7.3
Mobility equipment/ refer to GP for creams and medication

8.1
Learners should define "end of life" as well as contextualise it to a role in the elderly care setting

8.2
Learners should define "Advance care plan" as well as contextualise it to a role in the elderly care setting

8.3
Learners should define "Hospice" as well as contextualise it to a role in the elderly care setting

Title:		Individual rights in elderly care	
Unit reference number:		D/617/7930	
Level:		2	
Credit:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to safeguard and protect vulnerable adults in elderly care settings	1.1	Define the term "vulnerable adult"
		1.2	Define the term "safeguarding"
		1.3	Explain what is meant by "safeguarding vulnerable adults"
2.	Understand how to recognise that a vulnerable adult has been abused	2.1	Define the following types of abuse: • Physical abuse • Domestic violence or abuse • Sexual abuse • Psychological or emotional abuse • Financial or material abuse • Modern slavery • Discriminatory abuse • Organisational or institutional abuse • Neglect or acts of omission • Self-neglect
		2.2	Describe the signs and symptoms of abuse in elderly care settings.
		2.3	Give reasons why abuse or harm is not always recognised
3.	Understand how to respond to evidence or concerns that a vulnerable adult has been abused	3.1	Describe the actions to take in the event of suspicions or allegations that an individual is being abused or harmed by • another service user • staff member • family member

		3.2	Describe how to respond to a service user disclosing abuse or harm
		3.3	Explain why service users may not disclose neglect or abuse
		3.4	Outline procedures for reporting and recording disclosure or suspicion of abuse or harm
4.	Understand equality and diversity in a care setting	4.1	Explain what is meant by equality and diversity
		4.2	Summarise the main purpose of the Equality Act 2010
		4.3	Describe examples of equality and diversity within the elderly care setting
		4.4	Explain how staff and carers can promote equality and diversity in the elderly care setting
5.	Understand legislation affecting patients' rights in a care setting	5.1	Summarise the main purpose of the Mental Capacity Act 2005
		5.2	Give examples of how the Mental Capacity Act supports: • People living with dementia • A person who has had a stroke
		5.3	Summarise the main purpose of Human Rights Act 1998
		5.4	Identify the impact of Human Rights Act within the elderly care settings
		5.5	Summarise the main points of the Care Act 2014 within elderly care setting.

Assessment Guidance:

1.1
Define the term and contextualise

1.2
Define the term and contextualise

1.3

Define and contextualise- emphasis on vulnerable

2.1
Define all the terms and contextualise

2.2
Service user has trouble sleeping, depressed, confused, unexplainable weight loss,
Displays of trauma, agitated acts, withdrawn, looks messy/unwashed, bed sores.
Physical abuse- unexplainable bruises
Emotional abuse- caregiver saying hurtful words, ignoring the service user. Service user not seeing friends or family.
Abandonment- leaving the service user alone without help
Neglect- Caregiver does not try respond to the service user

2.3
Lack of communication/ over communication/ dismissed due to the service users personality/ fragile (elderly bruise remarkably easy)

3.1
Learner to contextualise the below
- another service user
- staff member
- family member

3.2
Reassure/ confirm confidentiality/ record verbal dialog (word by word)/ report to line manager

3.3
Fear/ familiarity with abuser/ lack of trust in the system

3.4
Word by word recordings/ report to line manager/ maintain confidentiality/ monitor investigation/ escalate to CQC

4.1
Define equality and diversity include the differences between.

4.2
Learner to research the Equality Act

4.3
- Residents are treated fairly with no discrimination and have equal access to facilities, treatments
- Activities are offered to all regardless of their abilities
- Service users choice with what they eat i.e halal
- All individuals are treated with the same level of respect

- All individuals are treated fairly to meet their needs
- All individuals and their homes and are treated with respect
- There is no discrimination in treatment or services offered
- All individuals are treated fairly to meet their needs
- The privacy of individuals' homes is respected and protected

4.4

- keep up to date with legislation
- encourage individuals to take part in activities- social inclusion/ communal areas
- give all the same opportunities/ offer options (diet)
- reassure individuals that no discrimination is tolerated
- demonstrate commitment to equality at all times
- challenge/report any discriminatory behaviour
- treat all individuals fairly
- demonstrate commitment to equality at all times
- challenge/report discriminatory behaviour by other professionals

5.1
Learner to research Mental Capacity Act. Mention the Mental Capacity Act amendment act 2019.

5.2
Since the MCA Amendment Act 2019 was passed in May 2019 the deprivation of liberty safeguards are now referred to as Liberty Protection Safeguards

5.3
Learner to research Human Rights Act The Articles are 2,3,5,8 and 14.

5.4
Freedom of movement/ consent/ how you treat someone generally

5.5
Learner to research the Care Act

Title:		Minimising risk in elderly care	
Unit reference number:		H/617/7931	
Level:		2	
Credit:		3	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of risk assessment in elderly care settings	1.1	Explain the principles of risk assessment in the elderly care setting
		1.2	Describe the five stages of a risk assessment in elderly care settings
2.	Understand manual handling in elderly care settings	2.1	Summarise the main points of the Manual Handling Operations Regulations
		2.2	Explain with examples the role of manual handling in the elderly care settings.
3.	Understand risks from hazardous substances in elderly care settings	3.1	Summarise the main points of the Health and Safety Act 1974 relevant to elderly care settings
		3.2	Identify the legislation that relates to the use and control of substances that are hazardous to health
		3.3	Give examples of substances found in care settings that could be hazardous
		3.4	Explain how health and safety can be improved by reducing risk from hazardous substances
4.	Understand the risk of infection in elderly care settings	4.1	Explain what is meant by the term infection
		4.2	Explain the importance of infection control within elderly care settings

		4.3	Describe common causes of infection in elderly care settings
		4.4	Describe procedures that are used to reduce the spread of infection in elderly care settings
		4.5	Identify cleaning and chemical agents used in elderly care settings
5.	Understand how to deal with accidents in elderly care settings	5.1	Describe the types of accidents which commonly occur in elderly care settings
		5.2	Explain why trained first aiders must be present in the workplace
		5.3	Describe the role and responsibilities of a first aider
		54.	Explain how to help prevent slips, trips and falls within the elderly care setting
		5.5	Explain how to report injuries and disease within elderly care settings
6.	Understand the safe administration of medicines in elderly care settings	6.1	Give examples of the types of medication most commonly used in elderly care settings
		6.2	Outline the importance of keeping accurate records of medication management • Administration • Storage • Dispose
		6.3	Describe ways that medicines are administered in elderly care settings
		6.4	Give examples of safe storage locations for medicine in elderly care settings

Assessment Guidance:

1.1
Define term and contextualise to the role and environment- some examples
- Identify hazards including those common to all staff and residents and those specific to the individual or a specific activity
- Assess risk of each hazard causing harm
- Identify measures that can be taken to reduce risk of harm

- Review risk assessments regularly

1.2
Use the 5 stages and contextualise to role and environment

2.1
Learner to research the Manual Handling Operations Regulations.

2.2
Hoist, Wheelchair, walking frame, sliding boards, walking sticks

3.1
Learners to research Health and Safety Act 1974

3.2
The Control of Substances Hazardous to Health Regulations 2002 (COSHH)

3.3
Cleaning products/ medication

3.4
Lockable cabinet/ labelling/ waste management/ coloured bins

4.1
Define the term and contextualise

4.2
Prevent outbreak/ height hygiene standard

4.3
Open wounds/ poor hygiene/ dehydration/ lack of personal protective equipment (PPE)

4.4
Use of PPE/ hand gel/ hand wash technique

4.5
Bleach/ liquid soap/ cleaning all equipment/ hand gel

5.1
Slips/ Trips/ Fall/ Burns(lack of senses)

5.2
Deliver initial care until medical help is on scene

5.3
Attend individual/ first intervention/ call specialist

5.4
Thorough risk assessment/ environment regularly monitored (carpet, wet floors, unattended objects, electrics/ equipment)

5.5

Assess injury, record injury. Report injury, seek medical help

6.1

Injections/ diabetes/ tablets- relate to common illnesses

6.2

- To monitor that individuals have received correct medication
- To monitor medication use and identify misuse or theft
- To be able identify any side effects of medication
- To ensure that shift changes of staff do not lead to errors

6.3

2 members of staff to administer medication. Note medication down on mark sheet (MAR) administered oral, topical, anal

6.4

Prevent overdose, under dose, loss of medication

6.5

Lockable cabinets/ fridges/ labelling/ MAR chart / blister packs
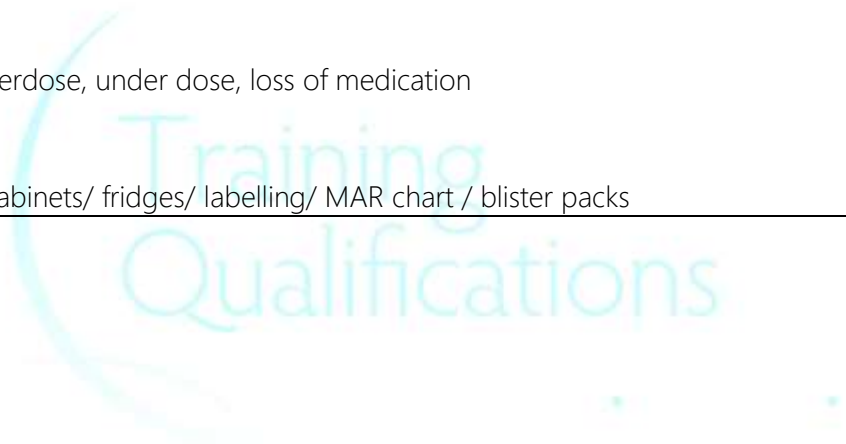
Title:	Communication in elderly care
Unit reference number:	K/617/7932
Level:	2
Credit:	1
Guided learning hours:	9
Learning outcomes	Assessment criteria

The learner will:			The learner can:	
1.	Understand the importance of communication in elderly care settings	1.1	Describe a range of communication methods that may be used in elderly care	
		1.2	Identify the roles of those people likely to be involved in multidisciplinary teams who work within elderly care settings	
		1.3	Describe why effective communication between families, friends and care staff is important	
2.	Understand how to communicate with a client moving into a care home and their family	2.1	Identify factors that may indicate that a service user would benefit from moving into a care home	
		2.2	Identify emotions service users may feel when first entering care home	
		2.3	Describe effective ways for care staff to communicate with vulnerable adults during the process of moving into care home	
3.	Understand the skills required to work in elderly care settings	3.1	Describe the term "person-centred approach"	
		3.2	Identify characteristics and skills that may be needed for working in elderly care	
		3.3	Identify common interventions that might be needed	

Assessment Guidance:

1.1
Verbal/ non- verbal
Clear communication/eye contact/ simplistic wording/tones and pace/ facial expressions/ posture/ proximity

1.2
Psychiatrists, Psychologists, Occupational therapist, Doctors, Social Workers, Physiotherapists, Specialist Nurses, GPs; family and carers may also be involved

1.3
Everyone is on the 'same page'. Everyone communicates the same message to the service user. No misunderstandings

2.1
Significant deterioration in physical health/ mental health/ mobility/ signs of loneliness/ isolation/ depression.

Struggling to live alone even with friends and family/ paid carers help

2.2
Confusion/ helpless/ sadness/ burden/ anger/ anxious/ nervous/ fear

2.3 Answers to include:
Involve family/friends
Involve the individuals preferences

3.1
Learner to define the term and contextualise to a role or environment

3.2 Answers to include:
- Good listening skills
- Ability to multitask
- Good timekeeping/punctuality
- Empathy
- Positive cheerful outlook
- Quick thinking
- Willingness to learn
- Willing and able to take responsibility

3.3 Answers to include:
- administration of medication
- turning individual to prevent bed sores
- assisting in feeding
- controlling pain
- falls prevention

Centre Devised Assessment (CDA) guidance

This qualification is a level 2, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
State	Define
List	Explain
Outline	Identify

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com .

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at quality@tquk.org.