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Qualification Specification

Highfield Level 3 Certificate in Preparing to Work in Adult Social Care (RQF)

Qualification Number: 600/3827/5

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Highfield Level 3 Certificate in Preparing to Work in Adult Social Care (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation.

Key facts

Qualification number:	600/3827/5
Learning aim reference:	60038275
Credit value:	21
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	190
Total qualification time (TQT):	210

Qualification overview and objective

The objective of this qualification is to prepare learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding. It is aimed at those working or preparing to work in adult social care and aims to introduce knowledge only around areas relating to adult social care, including:

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

This qualification is not part of an Apprenticeship Standard.

Entry requirements

These qualifications are approved for delivery to learners aged 16+.

It is advised that learners hold a Level 2 qualification in literacy or numeracy or both.

Guidance on delivery

The total qualification time for this qualification is 210 hours, of this 190 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence which will be internally quality assured by the centre. EQS (External Quality Support) engagements from Highfield will also take place.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Suggested assessment paperwork is available on the Highfield website.

Please refer to the Assessment Strategy for guidance on simulation and witness testimony.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

There are a number of units within this qualification which are located in others. Learners can therefore transfer the achievement of these unit to the other qualifications. Details of units and qualifications are given below.

A/601/8574	Principles of safeguarding and protection in health and social care	600/3825/1	Highfield Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)
		600/8456/X	Highfield Level 1 Award in Personal Development for Employability (RQF)
		600/8457/1	Highfield Level 2 Award in Personal Development for Employability (RQF)

		600/8458/3	Highfield Level 1 Certificate in Personal Development for Employability (RQF)
		600/8459/5	Highfield Level 2 Certificate in Personal Development for Employability (RQF)
		600/8460/1	Highfield Level 2 Diploma in Personal Development for Employability (RQF)
		600/8566/6	Highfield Level 1 Diploma in Personal Development for Employability (RQF)
A/602/3113	Understand the role of the social care worker	600/3825/1	Highfield Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

Highfield requires that assessment decisions for knowledge-based learning outcomes must be:

- made by occupationally qualified and knowledgeable assessors;
- made by an assessor qualified to make assessment decisions, holding an assessor qualification such as:
  - Level 3 Award in Assessing Competence in the Work Environment, or
  - Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess Learner Performance Using a Range of Methods, or
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence.
- Be occupationally knowledgeable in relation to the learning outcomes.

Internal quality assurance (IQA) requirements

This qualification is assessed and Internally Quality Assured. IQA must:

- Hold or be working towards an IQA qualification, such as:
  - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
  - Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
  - D34 or V1 Verifier Awards
- Be occupationally knowledgeable in relation to the learning outcomes

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Mapping to National Occupational Standards (NOS)

Details of NOS mapping is contained at the end of each unit, where applicable.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Diploma in Adult Care (RQF)
- Highfield Level 3 Diploma in Healthcare Support (RQF)

Useful websites

Skills for Care and Development: www.skillsforcareanddevelopment.org.uk

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism

strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website: https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the **Highfield Level 3 Certificate in Preparing to Work in Adult Social Care (RQF),** learners must complete **all units** contained within the mandatory group.

Mandatory group

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

Appendix 2: Qualification content

Unit 1: **Principles of Communication in Adult Social Care Settings**
Unit number: R/602/2906
Credit: 2
GLH: 17
Level: 3

Unit Introduction
The unit develops knowledge of the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand why effective communication is important in adult social care settings	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in an adult social care setting
2. Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Compare ways to establish the communication and language needs, wishes and preferences of an **individual** 2.2 Describe the factors to consider when promoting effective communication 2.3 Describe a range of **communication methods** and styles to meet individual needs 2.4 Explain why it is important to respond to an individual's reactions when communicating
3. Understand how to overcome barriers to communication	3.1 Explain how individuals from different backgrounds may use communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Explain how to overcome barriers to communication 3.4 Describe strategies that can be used to clarify misunderstandings 3.5 Explain how to access extra support or **services** to enable individuals to communicate effectively

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Understand principles and practices relating to confidentiality	4.1 Explain the meaning of the term 'confidentiality' 4.2 Describe ways to maintain confidentiality in day to day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to **agreed others** 4.4 Explain how and when to seek advice about confidentiality

Amplification

- **LO2 - Understand how to meet the communication and language needs, wishes and preferences of an individual**
- **2.1 - individual**:
  - someone requiring care or support
- **2.3 -** range of **communication methods**:
  - including:
    - non-verbal communication
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
    - verbal communication
    - vocabulary
    - linguistic tone
    - pitch
- **LO3 - Understand how to overcome barriers to communication**
- **3.5 -** extra support or **services**:
  - may include:
    - translation services
    - interpreting services
    - speech and language services
    - advocacy services
- **LO4 - Understand principles and practices relating to confidentiality**

- **4.3 - agreed others**:
  - may include:
    - colleagues
    - social worker
    - occupational Therapist
    - GP
    - speech and language therapist
    - physiotherapist
    - pharmacist
    - nurse
    - specialist nurse
    - psychologist
    - psychiatrist
    - advocate
    - dementia care advisor
    - family or carers

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS Unit HSC 31

Unit 2: **Principles of Personal Development in Adult Social Care Settings**
Unit number: R/602/3036
Credit: 2
GLH: 19
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to reflect on practice in adult social care	1.1 Explain what reflective practice is 1.2 Explain the importance of reflective practice in continuously improving the quality of service provided 1.3 Explain how **standards** inform reflective practice in adult social care 1.4 Describe how own values, belief systems and experiences may affect working practice
2. Understand the importance of feedback in improving own practice	2.1 Explain how people may react and respond to receiving **constructive feedback** 2.2 Explain the importance of seeking feedback to improve practice and inform development 2.3 Explain the importance of using feedback in improving own practice
3. Understand how a personal development plan can contribute to own learning and development	3.1 Describe the components of a personal development plan 3.2 Identify **sources of support** for planning and reviewing own development 3.3 Explain the role of **others** in the development of a personal development plan in identifying: • strengths • areas for development 3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding

Amplification

- **LO1 - Understand how to reflect on practice in adult social care**
- **1.3 -** how **standards** inform reflective practice:
  - may include:
    - codes of practice
    - regulations
    - minimum standards
    - National Occupational Standards
- **LO2 - Understand the importance of feedback in improving own practice**
- **2.1 -** receiving **constructive feedback**:
  - including both positive feedback and opportunities for development
- **LO3 - Understand how a personal development plan can contribute to own learning and development**
- **3.2 - sources of support**:
  - may include:
    - formal support
    - informal support
    - supervision
    - appraisal
    - within the organisation
    - beyond the organisation
- **3.3 -** role of **others**:
  - may include:
    - the individual
    - carers
    - advocates
    - supervisor, line manager or employer
    - other professionals

Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS Unit HSC 33

Unit 3: **Principles of Diversity, Equality and Inclusion in Adult Social Care Settings**
Unit number: M/602/3044
Credit: 2
GLH: 19
Level: 3

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by • diversity • equality • inclusion • discrimination 1.2 Describe the potential **effects** of discrimination 1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity
2. Understand how to work in an inclusive way	2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.3 Describe how own beliefs, culture, values and preferences may affect working practice 2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences 2.5 Compare inclusive practice with practice which excludes an **individual**
3. Understand how to raise awareness of diversity, equality and inclusion	3.1 Describe how to challenge discrimination in a way that promotes change

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.2 Explain how to raise awareness of diversity, equality and inclusion 3.3 Explain how to support others to promote diversity, equality and inclusion

Amplification

- **LO1 - Understand the importance of diversity, equality and inclusion**
- **1.2 -** potential **effects** of discrimination:
  - on:
    - the individual
    - families or friends of the individual
    - those who discriminate
    - wider society
- **LO2 - Understand how to work in an inclusive way**
- **2.5 - individual**:
  - someone requiring care or support

Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS Unit HSC 34, 35 and 3116

Unit 4: **Principles of Safeguarding and Protection in Health and Social Care**
Unit number: A/601/8574
Credit: 3
GLH: 26
Level: 2

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others 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 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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	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: • 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 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

Amplification

- **LO1 - Know how to recognise signs of abuse**
- **1.3 - factors** that may contribute to an individual being more vulnerable to abuse:
  - may include:
    - a setting or situation
    - the individual
- **1.3 - individual**:
  - will usually refer to the person supported by the learner but may include those for whom there is no formal duty of care
- **LO2 - Know how to respond to suspected or alleged abuse**
- **2.1 - 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

- **LO3 - Understand the national and local context of safeguarding and protection from abuse**
- **3.1 - local systems** that relate to safeguarding and protection from abuse:
  - may include:
    - employer/organisational policies and procedures
    - multi-agency adult protection arrangements for a locality
- **LO4 - Understand ways to reduce the likelihood of abuse**
- **4.1 -** working with **person-centred values**:
  - including:
    - individuality
    - rights
    - choice
    - privacy
    - independence
    - dignity
    - respect
    - partnership
- **4.1 -** encouraging **active participation**:
  - 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
- **LO5 - Know how to recognise and report unsafe practices**
- **5.1 - unsafe practices** that may affect the well-being of individuals:
  - may include:
    - poor working practices
    - resource difficulties
    - operational difficulties

Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS Unit HSC 24 and HSC 240

Unit 5: Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit number: R/601/1436
Credit: 1
GLH: 5
Level: 3

Unit Introduction

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 considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain the main points of agreed procedures for handling complaints

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS Units: CCLD 305, GCU 2, HSC 24, HSC 34, HSC 35. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Unit 6: **Understand the Role of the Social Care Worker**
Unit number: A/602/3113
Credit: 1
GLH: 9
Level: 2

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
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
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: • partnership working • resolving conflicts

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 23, 227

Unit 7: **Understand Person-Centred Approaches in Adult Social Care Settings**
Unit number: R/602/3182
Credit: 4
GLH: 37
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand person centred approaches in adult social care	1.1 Describe person centred approaches 1.2 Explain why **person-centred values** must influence all aspects of social care work 1.3 Explain how person-centred values should influence all aspects of social care work
2. Understand how to implement a person-centred approach in an adult social care setting	2.1 Explain how finding out the history, preferences, wishes and needs of an **individual** contributes to their care plan 2.2 Describe ways to put person centred values into practice in a **complex or sensitive** situation 2.3 Evaluate the use of **care plans** in applying person centred values 2.4 Explain the importance of monitoring an individual's changing needs or preferences
3. Understand the importance of establishing consent when providing care or support	3.1 Describe factors that influence the capacity of an individual to express consent 3.2 Explain how to establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established
4. Understand how to implement and promote active participation	4.1 Explain the principles of active participation 4.2 Explain how the **holistic** needs of an individual can be addressed by active participation

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.3 Explain how to work with an individual and others to agree how active participation will be implemented 4.4 Explain how to promote the understanding and use of active participation
5. Understand how to support an individual's right to make choices	5.1 Describe different approaches to support an individual to make informed choices 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by **others** 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices
6. Understand how to promote individual's well-being	6.1 Explain the links between identity, self-image and self esteem 6.2 Explain factors that contribute to the **well-being** of an individual 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self esteem 6.4 Describe ways to contribute to an **environment** that promotes well-being
7. Understand the role of risk assessment in enabling a person centred approach	7.1 Compare different uses of risk assessment in adult social care settings 7.2 Explain how risk assessment relate to rights and responsibilities 7.3 Explain how risk-taking relate to rights and responsibilities 7.4 Explain why risk assessments need to be regularly revised 7.5 Explain the importance of using agreed risk assessment processes to support choice

Amplification

- **LO1 - Understand person centred approaches in adult social care**
- **1.2 - person-centred values**:
  - including:
    - individuality
    - rights
    - choice
    - privacy
    - independence
    - dignity
    - respect
    - partnership
- **LO2 - Understand how to implement a person-centred approach in an adult social care setting**
- **2.1 - individual**:
  - someone requiring care or support
- **2.2 - complex or sensitive** situation:
  - may include those that are:
    - distressing or traumatic
    - threatening or frightening
    - likely to have serious implications or consequences
    - of a personal nature
    - involving complex communication or cognitive needs
- **2.3 - care plans**:
  - 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
- **LO4 - Understand how to implement and promote active participation**
- **4.2 - holistic** needs:
  - covers all aspects of an individual's well-being
- **LO5 - Understand how to support an individual's right to make choices**
- **5.2 -** decisions concerning them that are made by **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

- **LO6 - Understand how to promote individual's well-being**
- **6.2 - well-being** of an individual:
  - may include aspects that are:
    - spiritual
    - emotional
    - cultural
    - religious
    - social
    - political
    - sexual
    - physical
    - mental
- **6.4 - environment** that promotes well-being:
  - may include physical environments and social or emotional environments:
    - physical environments:
      - bedroom
      - handbag
      - personal belongings
    - social or emotional environments:
      - personal boundaries
      - subjective feelings

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 35, 332, 350

Unit 8: **Understand Health and Safety in Social Care Settings**
Unit number: L/602/3178
Credit: 5
GLH: 49
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the different responsibilities relating to health and safety in social care settings	1.1 Identify legislation relating to health and safety in a social care setting 1.2 Explain how health and safety **policies and procedures** protect those in social care settings 1.3 Compare the differences in the main health and safety responsibilities of: • the social care worker • the employer or manager • **others** in the social care setting 1.4 Identify situations in which the responsibility for health and safety lies with the **individual** 1.5 Explain why specific **tasks** should only be carried out with special training 1.6 Explain how to access additional support and information relating to health and safety
2. Understand risk assessments and their importance in relation to health and safety	2.1 Explain why it is important to assess health and safety risks 2.2 Explain the steps to carrying out a risk assessment 2.3 Explain how to address potential health and safety risks identified 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	2.5 Explain how to promote health and safety within the social care setting
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 Explain 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 3.4 Explain the consequences of failing to follow emergency first aid procedures
4. Understand how to reduce the spread of infection	4.1 Describe the routes by which an infection can get into the body 4.2 Explain the following prevention methods: • Hand washing • Own personal hygiene • Encouraging the individual's personal hygiene 4.3 Evaluate different types of **personal protective equipment** and how they can prevent the spread of infection 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection
5. Understand how to move and handle equipment and other objects safely	5.1 Describe the main points of legislation that relates to moving and handling 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm 5.3 Explain situations that may require additional supports necessary for safer moving and handling

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	5.4 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 potential consequences of assisting and moving an individual without specialist training 6.3 Explain the consequences of not following an individual's **care plan** or fully engaging with them when assisting and moving
7. Understand how to handle hazardous substances	7.1 Describe types of hazardous substances that may be found in the social care setting 7.2 Explain safe practices for: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances 7.3 Explain the dangers associated with not following these safe practices
8. Understand how to promote environmental safety procedures in the social care setting	8.1 Explain procedures to be followed in the social care setting to prevent: • Fire • Gas leak • Floods • Intruding • Security breach 8.2 Explain procedures to be followed in the social care setting in the event of: • Fire • Gas leak • Floods • Intruding • Security breach

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	8.3 Explain how you would encourage others to adhere to environmental safety procedures 8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents
9. Understand how to manage stress	9.1 Describe common signs and indicators of stress 9.2 Describe factors that tend to trigger own stress 9.3 Evaluate strategies for managing stress
10. Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication 10.2 Explain why medication must only be handled following specialist training 10.3 Explain the consequences of handling medication without specialist training
11. Understand how to handle and store food safely	11.1 Describe the main points of food safety standards in a social care setting 11.2 Explain how to: • Store food • Maximise hygiene when handling food • Dispose of food 11.3 Explain the potential consequences of not following food safety standards

Amplification

• **LO1 - Understand the different responsibilities relating to health and safety in social care settings**
• **1.2 -** health and safety **policies and procedures**:
  ○ may include agreed ways of working as well as formal policies and procedures
• **1.3 - others** in the social care setting:
  ○ may include:
  – team members
  – other colleagues

  - those who use or commission their own health or social care services
  - families, carers and advocates
  - external third parties such as IT specialists

- **1.4 - individual**:
  - someone requiring care or support
- **1.5 -** specific **tasks**:
  - that the learner should not carry out without special training, including:
    - use of equipment
    - first aid
    - medication
    - assisting and moving
    - emergency procedures
    - food handling and preparation
- **LO4 - Understand how to reduce the spread of infection**
- **4.3 -** types of **personal protective equipment**:
  - including:
    - gloves
    - aprons
    - masks
    - hair nets
- **LO6 - Understand the principles of assisting and moving an individual**
- **6.3 -** individual's **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

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 35, 332, 350

Unit 9: **Understand How to Handle Information in Social Care Settings**
Unit number: D/602/3119
Credit: 1
GLH: 9
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand requirements for handling information in social care settings	1.1 Identify legislation and codes of practice that relate to handling information in social care settings 1.2 Explain how legal requirements and codes of practice inform practice in handling information
2. Understand good practice in handling information in social care settings	2.1 Explain how to maintain records that are up to date, complete, accurate and legible 2.2 Describe practices that ensure security when storing and accessing information 2.3 Describe features of manual and electronic information storage systems that help ensure security
3. Understand how to support others to handle information	3.1 Explain how to support **others** to understand the need for secure handling of information 3.2 Explain how to support others to understand and contribute to records

Amplification

• **LO3 Understand how to support others to handle information**
• **3.1 - others**:
  ○ may include:
  – colleagues
  – external third party such as it specialist
  – social worker
  – occupational therapist

- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- advocate
- dementia care advisor

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 31

Appendix 3: Sample assessment material

Highfield has produced assessment packs that learners can use to track the progress of their portfolio of evidence. This is available to download from the members' area of the Highfield Qualifications website.