www.highfieldqualifications.com

Qualification Specification

Highfield Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)

Qualification Number: 603/6437/3

Highfield Level 1 Certificate in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)

Qualification Number: 603/6438/5

Highfield Level 1 Diploma in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)

Qualification Number: 603/6439/7

Version 1.3 May 2023

Copyright © 2021. HABC Ltd. All rights reserved
Highfield Icon, First Point, Balby Carr Bank, Doncaster, DN4 5JQ, United Kingdom
Tel +44 01302363277

Contents

Contents 2

Introduction 3

Qualification regulation and support 3

Key facts 3

Qualification overview and objective 4

Entry requirements 4

Geographical coverage 4

Assessor requirements 5

Internal quality assurance (IQA) requirements 5

Countersigning strategy 5

Reasonable adjustments and special considerations 5

ID requirements 6

Progression opportunities 6

Useful websites 6

Appendix 1: Qualification structure 7

Appendix 2: Qualification content 9

Appendix 3: Sample assessment material 54

Return to Contents

Highfield Level 1 Award in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)
Highfield Level 1 Certificate in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)
Highfield Level 1 Diploma in Introduction to Health and Social Care and Children's and Young People's Settings (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 1 Award in Introduction to Health and Social Care and Children's and Young People's Settings (RQF), Highfield Level 1 Certificate in Introduction to Health and Social Care and Children's and Young People's Settings (RQF) and Highfield Level 1 Diploma in Introduction to Health and Social Care and Children's and Young People's Settings (RQF) have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualifications are also regulated by Qualifications Wales.

Key facts

Highfield Level 1 Award in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)

Qualification number:	603/6437/3
Learning aim reference:	60364373
Credit value:	10
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	85
Total qualification time (TQT):	100

Highfield Level 1 Certificate in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)

Qualification number:	603/6438/5
Learning aim reference:	60364385
Credit value:	24
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	200
Total qualification time (TQT):	240

Highfield Level 1 Diploma in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)

Qualification number:	603/6439/7
Learning aim reference:	60364397
Credit value:	38

Return to Contents

Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	294
Total qualification time (TQT):	380

Qualification overview and objective

The objective of these qualifications is to provide learners with an introduction to the health and social care environment and/or provide support in preparation for a role in health and social care. The content of these qualifications is designed to equip learners with essential knowledge that can be used in a health and social care environment.

The qualifications cover health and social care topics including duty of care, communication, equality and diversity, mental health awareness and personal development. There is also the option to include units relating to employability with these qualifications.

Entry requirements

Learners should be 14 or over and it is recommended that they have a good level of literacy (verbal and written) skills.

Geographical coverage

This qualification is suitable for delivery in England and Northern Ireland.

Guidance on delivery

The total qualification time (TQT) and recommended guided learning hours (GLH) for these qualifications are:

	TQT	GLH
Award	100	85
Certificate	240	200
Diploma	380	294

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

These qualifications are assessed by a portfolio of evidence. Suggested paperwork is available to download from the members' area of the Highfield website.

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.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of

Return to Contents

the delivery or assessment of the course they are quality assuring. Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. 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 Qualifications requires nominated assessors for this qualification to meet the following:

- have relevant subject area experience
- hold or be working towards a recognised assessing qualification, which could include any of the following:
    - 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.
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

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

- be occupationally knowledgeable in relation to the learning outcomes
- 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

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.

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.

Return to Contents

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 2 Certificate in Preparing to Work in Adult Care (RQF)
- Highfield Level 2 Diploma in Care (RQF)
- Highfield Level 2 Award in Awareness of Dementia (RQF)
- Highfield Level 2 Certificate in Introduction to Autistic Spectrum Conditions (RQF)

Useful websites

www.skillsforcareanddevelopment.org.uk

Return to Contents

Appendix 1: Qualification structure

To complete the **Highfield Level 1 Award in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)**, learners must complete the following:

- both mandatory units
- a minimum of 4 credits from either optional group

To complete the **Highfield Level 1 Certificate in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)**, learners must complete the following:

- both mandatory units
- a minimum of 18 credits from the optional units comprising:
    - a minimum of 9 credits from Optional Group 1
    - a maximum of 9 credits from Optional Group 2

To complete the **Highfield Level 1 Diploma in Introduction to Health and Social Care and Children's and Young People's Settings (RQF)**, learners must complete the following:

- both mandatory units
- a minimum of 32 credits from the optional units comprising:
    - a minimum of 16 credits from Optional Group 1
    - a maximum of 16 credits from Optional Group 2

Mandatory Group

Learners must achieve **all** units in this group

Unit reference	Unit title	Level	GLH	Credit
A/602/6187	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	1	26	3
J/602/6189	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	1	26	3

Optional Group 1

Unit reference	Unit title	Level	GLH	Credit
T/618/3913	Introduction to communication in children's services and adult social care settings	1	15	2
A/618/3914	Introduction to diversity, equality and inclusion in children's services and adult social care settings	1	15	2
F/618/3915	Principles of personal development in children's services and adult social care settings	1	13	2
J/618/3916	Awareness of protection and safeguarding in children's services and adult social care settings	1	15	2

Return to Contents

L/618/3917	Introduction to the prevention and control of infection in children's services and adult health and social care settings	1	16	2
R/618/3918	Health and safety in children's services and adult health and social care settings	1	16	2
Y/618/3919	Principles of healthy eating and drinking for children and adults	1	12	2
L/618/3920	Introduction to mental health awareness	1	15	2
R/618/3921	Understand how to handle information in children's services and adult social care settings	1	12	2
Y/618/3922	Introduction to privacy and dignity in children's services and adult social care settings	1	14	2
M/618/2954	Keeping yourself and others safe from COVID-19	1	4	1
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	9	1
A/602/3113	Understand the role of the social care worker	2	9	1
J/601/2874	Dementia Awareness	2	17	2
T/617/5732	Introduction to autistic spectrum conditions	2	30	4

Optional Group 2

Unit reference	Unit title	Level	GLH	Credit
A/505/6926	Developing personal presentation skills for the workplace	E3	10	1
H/506/4700	Developing time-management skills for the workplace	E3	10	1
D/504/3361	Personal behaviour for success	E3	30	3
A/502/0461	Preparation for work	E3	20	2
A/616/6546	Produce a curriculum vitae	E3	20	2
R/617/7293	Using devices and handling information	E3	9	2
D/617/7295	Communicating	E3	4	1
H/503/2832	Applying for a job	1	10	1
J/503/2841	Communicating solutions to others	1	20	2
M/506/4702	Developing effective communication skills for the workplace	1	20	2
Y/600/0616	Effective teamwork	1	19	2
M/503/2834	Interview skills	1	10	1
Y/503/2844	Learning from more experienced people	1	20	2
H/617/5824	Understanding mindset towards work	1	20	2
K/617/5419	Listening techniques	1	16	2
J/617/5427	Use of online and digital software and systems	1	22	3

Return to Contents

Appendix 2: Qualification content

Mandatory Unit 1

Unit Title: **Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare**
Unit number: A/602/6187
Credit: 3
GLH: 26
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare	1.1 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area 1.2 Outline the purpose of provision offered by different types of service 1.3 Give examples of who would access different types of service provision 1.4 Outline the difference between statutory, and independent service provision 1.5 Outline how informal care contributes to service provision
2. Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare	2.1 Identify the range of job roles within different types of service 2.2 Identify the knowledge and skills required to work in a job role in the sector 2.3 Outline a range of progression routes for a worker within the sector

Unit Guidance
AC 1.1 – Learner should be able to identify at least 3 different service provisions AC 1.3 – Learner should be able to provide at least 2 examples of who would access different types of service provision AC 2.1 – Learner should provide a minimum of 2 different job roles AC 2.3 – Learner should provide a minimum of 3 different progression routes

Return to Contents

Mandatory Unit 2

Unit Title: **Understand the principles and values in health and social care (adults and children and young people), early years and childcare**
Unit number: J/602/6189
Credit: 3
GLH: 26
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare	1.1 Identify the **principles and values** that underpin work in health and social care (adults and children and young people), early years and childcare 1.2 Identify guidance and standards that underpin the principles and values
2. Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare	2.1 Describe why those who access services should be valued as individuals 2.2 Give examples of ways to value adults who access services 2.3 Give examples of ways to value children and young people who access services 2.4 Outline what is meant by person-centred practice or child-centred practice 2.5 Define confidentiality in the context of the sectors 2.6 Identify how confidentiality promotes respect for and values individuals

Unit Guidance
AC 2.2 – Learner should provide at least 3 examples of ways to value adults who access services AC 2.3 – Learner should give a minimum of 2 ways to value adults who access services

Return to Contents

Optional Group 1

Unit Title: **Introduction to communication in children's services and adult social care settings**
Unit number: T/618/3913
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know different forms of communication in children's services and adult social care settings	1.1 Identify appropriate **communication methods** to use in social care settings 1.2 Identify different non-verbal communication methods 1.3 Outline why it is important to find out an **individual's** communication and language needs, wishes and **preferences**
2. Understand how to communicate with individuals in adult social care settings	2.1 State how to identify an individual's communication and language requirements 2.2 List the different barriers there are to communicating with an individual 2.3 Outline ways to check that communication has been understood 2.4 Identify ways to overcome communication barriers 2.5 Identify sources of information and support or **services** to enable more effective communication

Amplification

1.1 – **Communication methods**
• Non-verbal communication
  ○ Eye contact
  ○ Touch
  ○ Physical gestures
  ○ Body language
  ○ Behaviour
  ○ Gestures
• Verbal communication
  ○ Vocabulary
  ○ Linguistic tone
  ○ Pitch
 	
1.3 – **Individual's**

Return to Contents

- Someone requiring care or support

1.3 – **Preferences**

- May be based on:
  - Beliefs
  - Values
  - Culture

2.5 – **Services**

- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

Unit Guidance
AC 1.1 – Learner should be able to identify at least 2 different non-verbal communication methods AC 1.2 – Learner should be able to list at least 2 communication methods to use in a social care setting AC 2.2 – The learner should list at least 2 different barriers to communicating with individuals

Return to Contents

Unit Title: **Introduction to diversity, equality and inclusion in children's services and adult social care settings**
Unit number: A/618/3914
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of diversity, equality and inclusion in social care	1.1 Define the terms: • diversity • equality • inclusion • discrimination 1.2 State how direct or indirect discrimination may occur in the care setting 1.3 Outline ways to reduce the likelihood of discrimination
2. Know the effects of discrimination on individuals and why diversity is important in children's services and adult social care	2.1 State how different types of discrimination can affect individuals 2.2 State why it is important to respect diversity, different cultures and their values 2.3 Outline why it is important to find out an individual's history, needs, wishes, likes and dislikes
3. Know factors that affect inclusion	3.1 Identify the social and physical barriers that affect inclusion 3.2 Outline how social and physical barriers can be overcome 3.3 Identify behaviours that promote equality and inclusion

Unit Guidance
AC 1.3 – The learner should outline at least 2 ways to reduce the likelihood of discrimination AC 2.1 – The learner should list a minimum of 2 different types of discrimination AC 3.3 – The learner should identify a minimum of 2 behaviours

Return to Contents

Unit Title: **Principles of personal development in children's services and adult social care settings**
Unit number: F/618/3915
Credit: 2
GLH: 13
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand what is required for good practice in children's services and adult social care roles	1.1 Identify **standards** that influence the way adult social care job roles are carried out 1.3 Outline 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 Outline how reflecting on a **situation** will improve own knowledge, skills and understanding 2.3 State how feedback from others can develop 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

Amplification

Standards – may include:

- Codes of practice
- Regulations
- Minimum Standards
- National Occupational Standards

Situation – this may include a learning activity
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.

Who could be involved may include:

- the individual

Return to Contents

- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Unit Guidance
AC 3.4 – The learner should provide a minimum of 2 benefits to using a personal development plan

Return to Contents

Unit Title: **Awareness of protection and safeguarding in children's services and adult social care settings**
Unit number: J/618/3916
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the principles of protection and safeguarding	1.1 Define the term 'protection of vulnerable individuals' 1.2 Define what child protection is 1.3 Outline the roles of different agencies in safeguarding and protecting individuals from abuse
2. Know how to handle suspected or alleged abuse	2.1 List types of abuse 2.2 Identify the signs and/or symptoms associated with each type of abuse 2.3 State the actions that can be taken if indicators of harm, abuse and neglect are identified 2.4 State the actions to take if an individual alleges that they are being abused
3. Know own boundaries and responsibilities when working in a social care setting	3.1 Identify **who** is responsible for protecting vulnerable adults and children within the health and social care setting 3.2 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

Amplification
3.1 – **who** Who is responsible within the health and social care setting for assisting with vulnerable children and adults, for example, a police officer or a social care worker?

Unit Guidance
AC 2.1 – Learner should list a minimum of 4 different types of abuse AC 2.2 – The learner should identify signs and/or symptoms of abuse for 2 different types of abuse they listed in their response to AC 2.1 AC 3.2 – The learner should list a minimum of 2 different sources of support

Return to Contents

Unit Title: **Introduction to the prevention and control of infection in children's services and adult health and social care settings**

Unit number: L/618/3917
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand common infections	1.1 Identify the causes of infection 1.2 Outline common infections found in health or care settings 1.3 Outline controls to prevent the spread of coronavirus and other respiratory infections 1.4 Identify the roles and responsibilities of: • individuals • others • staff in preventing infections
2. Know the importance of handwashing, cleaning and personal protective equipment (PPE)	2.1 State the importance of handwashing for the prevention and control of infection 2.2 Identify the appropriate resources and facilities required for correct hand washing 2.3 Identify when individuals should be advised to wash their hands 2.4 Outline the correct procedure for hand washing 2.5 List appropriate forms of PPE 2.6 Identify the responsibilities of employees and employers relating to the provision and use of PPE 2.7 Outline the standard procedures for infection prevention and control 2.8 Outline the correct cleaning methods and different types of chemicals used in the decontamination process
3. Understand waste management procedures and the associated risks	3.1 State why waste management is important 3.2 Identify how to dispose of contaminated waste 3.3 Outline the correct procedure for the management of sharps
4. Understand the roles and responsibilities in preventing infection	4.1 Identify the purpose of risk assessment in reducing the spread of infection

Amplification
LO1 Understand common infections 1.1 Identify the causes of infection • Bacteria • Viruses • Fungi

Return to Contents

- Parasites
- Protozoa

1.2 Outline common infections found in health or care settings

- Common cold and flu
- Gastroenteritis
- Food Poisoning
- E-coli
- Norovirus
- Influenza

1.3 Outline controls to prevent the spread of coronavirus and other respiratory infections

- Regular handwashing with hot water and soap
- Use of hand sanitisers
- Wearing PPE including gloves, aprons and facemask
- Social distancing

LO2 Know the importance of handwashing, cleaning and personal protective equipment (PPE)

2.1 State the importance of handwashing for the prevention and control of infection

- Reduce bacteria to a safer level
- Prevents the spread of infection
- Reduce the chances of illness

2.2 Identify the appropriate resources and facilities required for correct hand washing

- Running water
- Cleanser
- Disposable Towels
- Waste bin

2.3 Identify when individuals are advised to wash their hands

- Individuals receiving care
  - Before eating food
  - After using the toilet
  - After blowing your nose, coughing or sneezing

2.4 Outline the correct procedure for hand washing

- Wet hands and apply soap to create lather
- Rub palms together
- Rub the back of hands
- Interlink fingers
- Cup fingers
- Clean thumbs
- Rub palms with fingers
- Rinse well under clean, warm running water
- Dry with a clean disposable paper towel

2.7 Outline the standard procedures for infection prevention and control

- The teaching of standard precautions should include (WHO):

Return to Contents

- Hand hygiene
- Use of PPE
- Respiratory hygiene and cough etiquette
- Environmental cleaning (inc. equipment and furniture cleaning)

LO3 Understand waste management procedures and the associated risk

3.1 Outline what personal protective equipment should be used for different risks

- Apron and gloves
- Prevent contamination with chemicals
- Safety shoes

3.2 Identify the responsibilities of employees and employers relating to the provision and use of PPE

- Employers
  - Mandatory training,
  - To provide PPE free of charge
  - Risk assessment to identify what is required
- Employees
  - Reporting hazards,
  - Use as instructed
  - Not to misuse

LO4 Understand the roles and responsibilities in preventing infection

4.1 Identify the purpose of risk assessment in reducing the spread of infection

- The assessment of hazards in the workplace
- Evaluate risks
- Decide on precautions
- Record significant findings and review

Unit Guidance
AC 1.2 – Learners should outline a minimum of 3 infections
AC 2.5 – Learners should list at least 3 appropriate forms of PPE

Return to Contents

Unit Title: **Health and Safety in children's services and adult health and social care settings**
Unit number: R/618/3918
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. **Know the main roles and responsibilities for health and safety in health and social care**	1.1 Outline the main health and safety responsibilities of: • the **social care worker** • the **employer or manager** • **individuals** 1.2 List legislation relating to general health and safety in a social care setting 1.3 Outline **tasks** that should not be carried out without additional training 1.4 Outline the **benefits** of good health and safety in the workplace
2. **Know about the hazards and measures to help prevent them in health and social care settings**	2.1 Define the terms hazard, risk, accident, near miss and risk assessment 2.2 Identify common hazards in a typical health and social care setting 2.3 Identify hazardous substances that may be found in the social care setting 2.4 List sources of information on hazards found within a health and social care setting 2.5 Identify measures that can help prevent common hazards in a health and social care setting 2.6 Identify different **types** of health and safety signage
3. **Know the procedures for responding to accidents, near misses and ill-health in health and social care**	3.1 List different types of accidents or sudden illness that may occur 3.2 Outline the procedures to be followed if an accident or sudden illness should occur 3.3 Outline why it is important to record all accidents, near misses and ill health occurrences

Amplification
1.1 Outline the main health and safety responsibilities of: • **Social care worker** ○ To follow health and safety policy and procedures ○ To report shortcomings of employer ○ To assist with managing risk and working to risk assessment ○ To cooperate with the employer to provide a safe working environment ○ To provide a duty of care and to be compliant within the duty of candour ○ To comply with Covid-19 guidelines and rules • **Employer or manager** ○ To ensure all staff are competent within their role

Return to Contents

- To ensure that health and safety policy is relevant, up to date and accessible
- To follow the duty of candour if things go wrong
- Provide employees and stakeholders with relevant information
- To provide relevant and adequate training
- Effectively manage and assess the risks
- Protect employees, individuals, and the general public from harm
- To keep up to date with Covid-19 guidelines and share with stakeholders and employees as appropriate

- **Individuals**
  - To work with the care provider to meet their (the individual's) needs
  - To inform the provider if they feel unsafe
  - To follow health and safety guidelines

1.3 Outline **tasks** that should not be carried out without additional training

- First aid/basic life support
- Administration of medication (as appropriate to setting/organisation's policy/procedures)
- Clinical procedures e.g. blood pressure, temperature checks, blood sugar levels, specialised feeding techniques
- Food handling and preparation
- Assisting with moving and positioning of individuals
- Use of moving and assisting equipment

1.4 Outline the **benefits** of good health and safety in the workplace

- Economic
- Moral
- Compliance and duty of care
- Improved staff retention
- Reduces injuries and harm to all
- Good reputation
- Compliance with standards

2.6 Identify different **types** of health and safety signage

- Fire exits
- Apply PPE before entering
- IPC
- Barrier nursing
- Social distancing
- Wash hands
- Covid-19 notices
- Do not enter
- Hot water
- Drinking water
- First aid kit
- Dementia-friendly signage
- Wet floor sign
- No smoking
- COSHH
- Fire extinguisher
- Defibrillator
- Fire marshal and first aider

Return to Contents

Unit Title: **Principles of healthy eating and drinking for children and adults**
Unit number: Y/618/3919
Credit: 2
GLH: 12
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know why healthy eating is important	1.1 Outline what is meant by a 'balanced diet' 1.2 Outline the effects of not following a balanced diet 1.3 Outline how food can contribute to staying healthy 1.4 List ways to inform individuals how to eat healthily
2. Understand the relationship between keeping hydrated and staying healthy	2.1 Identify what the recommended daily fluid intake is for adults and children 2.2 State the effects of being well hydrated 2.3 State the long-term effects of not being well hydrated 2.4 List the signs and symptoms that an individual has not had enough to drink 2.5 Give examples of ways to encourage individuals to stay hydrated

Unit Guidance
AC 1.4 – The learner should list a minimum of 3 ways AC 2.4 – The learner should list at least 2 signs and symptoms AC 2.5 – The learner should provide at least 2 examples of ways to encourage individuals to stay hydrated

Return to Contents

Unit Title: **Introduction to mental health awareness**
Unit number: L/618/3920
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand mental health and wellbeing	1.1 State the meaning of mental health and mental ill health 1.2 List different mental illnesses 1.3 State factors that can affect an individual's mental health 1.4 Outline **stigma** associated with mental ill health 1.5 State signs that an individual's mental health is deteriorating 1.6 Define what is meant by wellbeing
2. Know ways to promote mental health and prevent mental ill health	2.1 Identify ways to contribute to an **environment** that promotes wellbeing 2.2 State what is meant by a 'person-centred approach' when supporting an individual with mental ill health 2.3 State the benefits of good communication 2.4 State the benefits of active listening 2.5 List different **sources** of support for promoting mental health and preventing ill health 2.6 Identify **key protective factors** for good mental health 2.7 Outline **strategies** to manage mental health, including self-help

Amplification

1.4 – **stigma**:
• This can either be self-perceived stigma or social stigma
 	
2.1 - Contribute to an **environment**:
• May include physical environments and social or emotional environments:
  ○ Examples of physical environments:
  ▪ Bedroom
  ▪ Handbag
  ▪ Personal belongings

Return to Contents

- Examples of social or emotional environments:
  - Personal boundaries
  - Subjective feelings

2.5 – different **sources**

- Health Promotion initiatives, mental health charities, GP, other medical support

2.6 – **Key protective factors**

- Families, carers and friends.
- Appropriate use of medication.
- Positive relationships.
- Social connections, peer support and community participation.
- Coping mechanisms e.g. therapies, defence mechanisms, can be on a continuum as well (me-time) and do not always require intervention.

2.7 – **strategies**

- May include self-care and self-help, e.g. sleep, healthy eating, exercise, therapies, socialising, exploring alternative viewpoints, etc. May also include the use of technology such as virtual health spaces.

Unit Guidance
AC 1.2 – Learners should list a minimum of 2 different mental illnesses AC 2.5 – Learners should provide a minimum of 3 different sources

Return to Contents

Unit Title: **Understand how to handle information in children's services and adult social care settings**
Unit number: R/618/3921
Credit: 2
GLH: 12
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the importance of secure handling of information in children's services and adult social care settings	1.1 List types of personal information that might be stored on devices in a health and social care setting 1.2 Identify the legislation that relates to the recording, storage and sharing of information in social care 1.3 State why it is important to have secure systems in a social care setting
2. Know how to handle information securely in social care settings	2.1 Identify the risks of storing information on devices 2.2 Identify the benefits of storing information on devices 2.3 State how to protect the personal information of individuals 2.4 Outline the actions to take when there are concerns over the recording, storing or sharing of information

Unit Guidance
AC 1.1 – The learner should give 3 examples of personal information AC 2.1 – The learner should provide a minimum of 2 risks AC 2.2 – The learner should provide a minimum of 2 benefits

Return to Contents

Unit Title: **Introduction to privacy and dignity in children's services and adult social care settings**
Unit number: Y/618/3922
Credit: 2
GLH: 14
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the principles of dignity in children's settings and adult care	1.1 Outline what is meant by privacy and dignity in care settings 1.2 Give examples of situations where an individual's privacy and/or dignity could be affected 1.3 List ways to ensure privacy and dignity in a care setting
2. Know the role of the care worker in relation to promoting dignity	2.1 List ways to promote **dignity** 2.2 State what the **benefits** of promoting dignity are 2.3 Outline the importance of using appropriate language to promote dignity 2.4 List potential consequences of not using appropriate language

Amplification
2.1 – Promote **dignity** • This can include offering choice, respecting privacy and good communication 2.2 – The **benefits** • This applies to the company and/or the individual

Unit Guidance
AC 1.2 – The learner should provide a minimum of 2 examples AC 1.3 – A minimum of 2 ways should be provided AC 2.1 – A minimum of 3 ways should be provided AC 2.4 – The learner should list a minimum of 3 consequences

Return to Contents

Unit Title: **Keeping yourself and others safe from COVID-19**
Unit number: M/618/2954
Credit: 1
GLH: 4
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know what Coronavirus and COVID-19 are	1.1 State the difference between coronavirus and COVID-19 1.2 State how coronavirus **spreads,** both directly and indirectly 1.3 State the incubation period of coronavirus 1.4 Define the term '**carrier'** in the context of infectious diseases
2. Know how COVID-19 can affect the body	2.1 State the **symptoms** of COVID-19 2.2 Define the term immunity 2.3 State the **ways an immune system can fight a virus** 2.4 Identify the **high-risk groups** of COVID-19
3. Know how to protect yourself from COVID-19	3.1 State the most effective way of washing hands 3.2 State why it is important to maintain a safe distance from others 3.3 State **practical ways** of reducing the spread of infection to keep yourself and others safe 3.4 State **sources** of information regarding COVID-19

Amplification

- **How spread**:
  - Coughing
  - Sneezing
  - Being in close contact with an infected person
  - Touching a contaminated surface

- **Carrier**:
  - An infected person who does not show symptoms

- **Symptoms**:
  - Fever
  - Tiredness
  - Persistent dry cough
  - Breathing difficulties
  - Bad sore throat

Return to Contents

- Loss of sense of smell or taste

- **Ways an immune system can fight a virus:**
  - Expelling the infection e.g. mucous, vomiting, diarrhoea, pus, sneezing
  - Fevers
  - Developing immunity

- **High-risk groups**:
  - Very old
  - Very young
  - Already ill
  - Weakened immune systems
  - Expectant mothers

- **Practical ways**:
  - Sneeze or cough into elbow or shoulder
  - Maintain distance from others
  - Use face coverings
  - Self-isolate for 14 days if you have symptoms
  - Use hand santiser and/or wash hands regularly
  - Don't touch the face with unwashed hands
  - Pay using contactless payment methods
  - Don't share food or utensils
  - Good ventilation of areas
  - Keep hand-contact surfaces clean and disinfected regularly

- **Sources of information:**
  - Government websites
  - NHS
  - World Health Organisation

Unit Guidance
AC 1.2 – at least 3 methods must be identified AC 2.1 – at least 3 symptoms must be identified AC 3.3 – at least 3 ways must be identified AC 3.4 – at least 2 sources must be identified

Return to Contents

Unit Title: **Introduction to duty of care in health, social care or children's and young people's settings**
Unit number: H/601/5474
Credit: 1
GLH: 9
Level: 2

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

Return to Contents

Unit Title: **Understand the role of the social care worker**
Unit number: A/602/3113
Credit: 1
GLH: 9
Level: 2

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

Return to Contents

Unit Title: **Dementia awareness**
Unit number: J/601/2874
Credit: 2
GLH: 17
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand what dementia is	1.1 Explain what is meant by the term 'dementia' 1.2 Describe the key functions of the brain that are affected by dementia 1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia
2. Understand the key features of the theoretical models of dementia	2.1 Outline the medical model of dementia 2.2 Outline the social model of dementia 2.3 Explain why dementia should be viewed as a disability
3. Know the most common types of dementia and their causes	3.1 List the most common causes of dementia 3.2 Describe the likely signs and symptoms of the most common causes of dementia 3.3 Outline the risk factors for the most common causes of dementia 3.4 Identify prevalence rates for different types of dementia
4. Understand factors relating to an individual's experience of dementia	4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability 4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia

Return to Contents

Unit Title: **Introduction to autistic spectrum conditions**
Unit number: T/617/5732
Credit: 4
GLH: 30
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand autism, its related conditions and underpinning theories	1.1 **Describe autistic spectrum conditions** and related diagnoses
	1.2 Outline the **prevalence** of autism within the UK
	1.3 Describe **signs and behaviours** associated with autism and autistic spectrum conditions
	1.4 Describe common **theoretical models** of autism
2. Understand how autism is diagnosed	2.1 Describe tools and guidelines for **diagnosing** autism in the UK
	2.2 Describe the advantages and disadvantages of the diagnostic process for individuals and their **carers**
	2.3 Explain why individuals may be reluctant to seek a diagnosis
	2.4 Outline **legislation** and **guidelines** that underpin support for individuals with autism
	2.5 Identify sources of information and guidance on autism and autism spectrum conditions
	2.6 Describe how to **support** individuals with autism to access information and guidance relating to diagnoses
3. Understand how autism affects individuals	3.1 Describe how the characteristics of autistic spectrum conditions affect individuals
	3.2 Explain the relevance of routine to individuals on the autism spectrum.
	3.3 Explain how individuals with autism and others they interact with are affected by each other's behaviour
	3.4 Outline **conditions** that may co-occur with autism
	3.5 Explain how autism **affects** the lives of individuals and their carers
	3.6 Describe **positive aspects** of living with autism for individuals and their carers

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

Return to Contents

1.1 Description must include:

- What the condition is.
- The common characteristics of the condition, e.g. sensory issues, difficulties with social communication, social interaction and restricted/repetitive interests or behaviours.
- The lifelong nature of the condition.

1.1 Autistic spectrum conditions and related diagnoses include autism, Asperger's, high functioning autism.

1.2 Prevalence is the measurement of how common a condition is in a demographic.

1.3 Signs may include delayed speech, communication difficulties including use of single words, reduced awareness of socially expected behaviours, limited social interaction, dislike of change, preference for highly specific interests, reduced use of social eye contact, reduced use of gesture etc. **(at least 3 should be covered)**

1.3 Behaviours may include restricted/repetitive behaviours, unusual sensory behaviours, unimaginative play, the need for clear routines and schedules. **(at least 3 should be covered)**

1.4 Theoretical models may include Kanner, Asperger, Wing and Gould (Triad of impairments), Pennington, Ozonoff, Baron-Cohen etc. **(at least 2 should be covered, one being Wing and Gould)**

2.1 Diagnosis of autism spectrum conditions is detailed in NICE clinical guidelines. The current diagnostic manuals used in the UK are the ICD-11 and the DSM-V. Assessment and diagnosis are usually done by a team of multi-disciplinary health professionals using a range of tools including questionnaires, developmental history and direct observation. **(The NICE guidelines and at least 2 tools should be covered)**

2.2 Carers could be formal and/or informal

2.4 Legislation may include Mental Capacity Act, Deprivation of Liberty Safeguards, Care Act 2014, Autism Act 2009, Equality Act 2010, Mental Health Act 1983, Children's Act 2004. **(at least 2 should be covered)**

2.4 Guidance may include Nice guidelines, adult autism strategy, SEND 205. **(at least 1 should be covered)**

2.6 Support means to direct an individual to information or guidance, helping them to find the information or guidance. This is **not** helping them to interpret their diagnosis.

3.4 Conditions that may co-occur with autism include learning (intellectual) disabilities, ADHD, epilepsy and anxiety disorders. (at least 2 should be covered)

3.5 How autism affects the lives of individuals and their carers can include those relating to personal development, puberty, social life, relationships with family members and others, education, employment, access to services and facilities, hobbies etc. **(at least 3 should be covered)**

Return to Contents

3.5 Positive aspects require a positive outlook to appreciate the traits, abilities and strengths associated with autism, which vary and may include long-term memory, artistic skills, honesty, intelligence, independent thinking etc. **(at least 2 should be covered)**

Return to Contents

Optional Group 2

Unit Title: **Developing personal presentation skills for the workplace**
Unit number: A/505/6926
Credit: 1
GLH: 10
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about personal presentation for the workplace	1.1 State why personal presentation is important at work 1.2 Identify appropriate personal presentation for an area of work 1.3 Identify inappropriate personal presentation for an area of work
2. Be able to present self appropriately for the workplace	2.1 Adhere to dress codes in line with workplace requirements 2.2 Follow workplace requirements for own hygiene and cleanliness

Return to Contents

Unit Title: **Developing time-management skills for the workplace**
Unit number: H/506/4700
Credit: 1
GLH: 10
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of time-management skills for the workplace	1.1 Identify time-management skills used in the workplace 1.2 List the benefits of time-management skills for the workplace
2. Be able to use time-management skills	2.1 List own tasks for a work-related activity, with help 2.2 Estimate the time needed for each task, with help 2.3 Prioritise own tasks for a work-related activity 2.4 Complete tasks within the time agreed 2.5 Identify what action to take if you are unable to complete agreed work activities

Return to Contents

Unit Title: **Personal behaviour for success**
Unit number: D/504/3361
Credit: 3
GLH: 30
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how behaviours influence different situations	1.1 List different situations where behaviours change 1.2 Give examples of positive behaviour in given situations
2. Know how own behaviour impacts on others	2.1 Describe how verbal communication influences given situations 2.2 Describe how non-verbal communication influences given situations 2.3 Describe appropriate dress for given situations 2.4 Describe how own behaviour impacts on others
3. Know strategies that can be used to modify behaviour in different situations	3.1 Identify techniques to manage different types of behaviours in self 3.2 Identify techniques to respond to different types of behaviour in others
4. Know how personal behaviour affects personal success	4.1 List factors that contribute to personal success

Return to Contents

Unit Title: **Preparation for work**
Unit number: A/502/0461
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need 1.2 Identify how their own skills and qualities compare with the skills and qualities employees need 1.3 Identify areas for development
2. Investigate personal career opportunities	2.1 Find out about potential job roles which interest them 2.2 Identify a suitable potential job role 2.3 Prepare key personal information needed to apply for the job role

Return to Contents

Unit Title: **Produce a curriculum vitae**
Unit number: A/616/6546
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1 Know the purpose of a Curriculum Vitae (CV)	1.1 Outline why a CV might be used when applying for a job
2 Know information required in a CV	2.1 Identify core information needed to complete a CV
3 Be able to produce a CV	3.1 Produce a curriculum vitae (CV) with personal information for use when seeking employment, to include: • name • contact details • work experience (with dates) • education (with dates) • personal skills and attributes • other relevant information 3.2 Produce a curriculum vitae (CV) for use when seeking employment, checking that it is: • legible • logical • in an appropriate format • checked and free from errors

Return to Contents

Unit Title: **Using devices and handling information**
Unit number: R/617/7293
Credit: 2
GLH: 9
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know what is meant by hardware, software, operating systems and applications	2.1 List items of **hardware** 2.2 List **software or applications** 2.3 State the role of an **operating system** 2.4 Outline how to install software 2.5 State **software requirements** 2.6 State how **system settings** can be changed 2.7 State how **accessibility settings** can be used
2. Be able to navigate online content	2.1 Use a web browser to access a page on the internet 2.2 Navigate online content using hyperlinks, menus and **browser navigation controls** 2.3 Use a search engine to find a website 2.4 Search online for information
3. Be able to open, read and save information	3.1 List different types of **file format** 3.2 Outline the factors that contribute to the size of a file 3.3 Demonstrate how to open a file in a suitable program 3.4 Demonstrate how to save a file to your device with an appropriate name 3.5 Demonstrate how to create a new folder for files 3.6 State what **local storage** and **remote storage** are 3.7 Open a file from a local storage device 3.8 Open a file from remote storage 3.9 Save a file to a local storage device 3.10 Save a file to a remote storage device
4. Be able to recognise when a technical problem has been encountered	4.1 Give examples of **technical problems** 4.2 List typical **user errors** 4.3 Demonstrate **typical troubleshooting** methods for a technical problem 4.4 Seek assistance when unable to solve a technical problem

Amplification
• **Hardware**   ○ The machines, wiring, and other physical components of a computer or other electronic system. • **Software or applications**

Return to Contents

- Programs and other operating information used by a computer, tablet or mobile device.

- **Operating system**
  - The basic software that supports a computer's basic functions, such as scheduling tasks and controlling peripherals.
- **Software requirements**
  - The hardware requirements to be able to run software, for example, disk space or memory.
- **System settings**
  - Configure the appearance or actions in an application, operating system or the hardware, for example, display settings, mouse sensitivity, etc.
- **Accessibility settings**
  - Can help visually or physically impaired people to use the computer, tablet or device.
- **Browser navigation controls**
  - These are features in a web browser that enable movement around the web such as the back/forward buttons, refresh and bookmark.
- **File format**
  - e.g. JPEG, BMP, DOCX, PDF
- **Local storage**
  - A local storage device is a physical device that can be attached to or linked physically to a computer or device and used to store documents and files.
- **Remote storage**
  - Examples of this are iCloud, Google Drive, SharePoint.
- **Technical problems**
  - Includes when there is a problem with a device or software and knowing that some problems are caused by user error
- **User errors**
  - Typical user errors could include using incorrect credentials or incorrectly connecting hardware
- **Typical troubleshooting**
  - Application restart, device reboot or network reconnection

Unit Guidance
AC 1.1 – Learner should be able to list 5 items of hardware
AC 1.2 – Learner should be able to list 5 examples of software/application
AC 1.5 – Learner should state 2 examples of software requirements
AC 1.6 – State at least 1 example of how to change a system setting
AC 1.7 – State at least 1 example of how accessibility settings can be used
AC 3.1 – List 4 different file format types
AC 4.1 – Give at least 2 examples of different technical problems
AC 4.2 – List 2 different user errors

Return to Contents

Unit Title: **Communicating**
Unit number: D/617/7295
Credit: 1
GLH: 4
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to create, edit and use contacts	1.1 Use an **online communication application/program** to create, edit and use contacts 1.2 Use an online communication application/program to **manage** contacts 1.3 Use an application/program to **send** content to another user 1.4 Use a program/application to conduct a **one-to-one video call**
2. Know the types of digital activities that leave a 'digital footprint' and understand the implications	2.1 State what a **digital footprint** is 2.2 Give examples of **public and private** communication 2.3 Identify when it is appropriate to send public and/or private communications 2.4 Understand the **implications** of your own digital activities

Amplification

- **Online communication application/program**
  - Websites used online to communicate with others including social media
- **Manage**
  - Add, edit, block and delete
- **Send**
  - Sending content can include images, sound or video files and other contact information.
- **One-to-one video call**
  - Refers to a simple one-to-one communication via live video; it does not include a video conference involving groups of people or scheduling meetings.
- **Digital footprint**
  - The trail of electronic data a user leaves when using most internet services or apps
- **Public and private**
  - e.g. private messaging or posting on social media
- **Implications**
  - What are the consequences of the online activity you have been undertaking?

Unit Guidance

AC 1.1 – Create 1 contact, edit it and then use it
AC 1.2 – Create, edit and use at least 2 contacts
AC 1.3 – Send 1 item of content to another contact
AC 2.2 – Learner should be giving at least 1 example of public communication and at least 1 example of private communication

Return to Contents

AC 2.4 – Name at least 2 implications of own digital activities

Return to Contents

Unit Title: **Applying for a job**
Unit number: H/503/2832
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand different methods of applying for jobs	1.1 Outline different methods of applying for a job 1.2 Explain why different methods of applying for a job are used
2. Be able to complete a job application	2.1 Present relevant information collected for a job application 2.2 Complete a job application form accurately 2.3 Complete a CV for a job application in a given format 2.4 Present an appropriate covering letter for a job application

Return to Contents

Unit Title: **Communicating solutions to others**
Unit number: J/503/2841
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to solve problems	1.1 Identify an appropriate problem that can be solved 1.2 Identify a way in which to solve the problem
2. Know how to communicate the solution appropriately to others	2.1 Identify appropriate communication methods to present the solution to others 2.2 Identify appropriate information to communicate the solution
3. Be able to communicate the solution appropriately to others	3.1 Present the solution to others in an appropriate way 3.2 Respond appropriately to others' views
4. Be able to review own performance	4.1 Identify one aspect that went well and one that did not go so well 4.2 Suggest a solution for the aspect that did not go so well

Return to Contents

Unit Title: **Developing effective communication skills for the workplace**
Unit number: M/506/4702
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of effective communication for the workplace	1.1 List types of communication used in the workplace 1.2 Identify types of communication used for different purposes 1.3 Identify the benefits of effective communication for the workplace 1.4 State the importance of listening to instructions
2. Understand how to communicate effectively with others	2.1 Identify how to communicate effectively with others 2.2 Outline the importance of communicating effectively with others
3. Be able to use communication skills with others	3.1 Demonstrate effective communication skills with others 3.2 Demonstrate how to listen to instructions

Return to Contents

Unit Title: **Effective teamwork**
Unit number: Y/600/0616
Credit: 2
GLH: 19
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to organise their own work	1.1 State the order of work to complete a task 1.2 Describe situations when it is appropriate to ask for help 1.3 Describe situations when it is appropriate to help and support others 1.4 State the importance of working to deadlines 1.5 State why it is important to follow instructions accurately 1.6 State the importance of keeping work areas clean and tidy
2. Know how to support the work of a team	2.1 State the benefits of helping team members 2.2 State the importance of passing information to the relevant people 2.3 State the importance of clear communication 2.4 Describe ways to maintain good working relationships in a team 2.5 State problems in working relationships that should be reported to line managers
3. Know how to contribute to their own learning and development	3.1 List benefits of self-development 3.2 State the importance of feedback from team members 3.3 Describe how a learning plan could improve aspects of work 3.4 List types of activities that help learning

Return to Contents

Unit Title: **Interview skills**
Unit number: M/503/2834
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to prepare to be interviewed	1.1 Demonstrate punctuality for the interview 1.2 Demonstrate care in personal appearance relevant to the interview
2. Be able to respond to questions in an interview	2.1 Answer questions asked by the interviewer with appropriate informative responses 2.2 Demonstrate attention through the use of non-verbal communication
3. Be able to assess own performance in an interview	3.1 Outline what went well in the interview and what did not

Return to Contents

Unit Title: **Learning from more experienced people**
Unit number: Y/503/2844
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to identify more experienced people	1.1 Identify people with more experience they could come into contact within the workplace or place of learning 1.2 Identify people with more experience they could come into contact with outside the workplace or place of learning
2. Be able to learn from people with more experience	2.1 Identify what is useful about the ways to learn from people with more experience 2.2 Identify appropriate ways to learn from someone with more experience 2.3 Use an appropriate method to learn from someone with more experience
3. Understand what they have learned from people with more experience	3.1 Identify skills that people with more experience have demonstrated 3.2 Describe how these skills could be used in own context

Return to Contents

Unit Title: **Understanding mindset towards work**
Unit number: H/617/5824
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
5. Know why having the right mindset is important	1.1 Define what **mind-set** is 1.2 State why having a positive mindset is important 1.3 Define what a positive mindset in work is 1.4 Identify the impact a negative attitude can have on self, team and organisation
6. Know how to improve mind-set	2.8 Describe how own mindset could be improved 2.9 State how a better mindset can improve opportunities

Amplification
• **The right mind-set includes** ○ Definition of how attitude drives behaviours ○ Positive approach to work ○ Teamworking, helpful, sharing ideas & suggestions ○ Respect for others ○ Awareness of diversity & bias. ○ Building relationships and networks

Return to Contents

Unit Title: **Listening techniques**
Unit number: K/617/5419
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand active listening	1.1 Outline the difference between listening and hearing 1.2 Define what **active listening** is 1.3 Identify what **behaviours** you could display to demonstrate active listening
2. Know how to listen to customers effectively	2.1 State **different ways to listen to people** 2.2 State what key information should be listened for when dealing with customers 2.3 State **why it is important to listen** to a customer 2.4 Describe the **barriers to listening** 2.5 Describe the implications of not listening 2.6 Describe **techniques to enable effective listening**

Amplification

- **Different ways to listen to people:**
  - Face to face, telephone, video calls, two-way radio, intercom.
- **Exhibited Behaviours**:
  - Verbal nods, leaning forward, tilting head, summarising, relevant questions, clarification, paraphrasing.
- **Why it is important to listen:**
  - Customer wants, needs and expectations. Passing messages to colleagues. Gathering information, problem-solving, avoid misunderstandings, conflict and complaints.
- **Barriers to listening**:
  - Assumptions, distractions, language, background noise, system/signal quality, disability.
- **Techniques to enable effective listening:**
  - Focus, open mind, minimisation of distractions, allowing enough time, using notepaper and pen.

Return to Contents

Unit Title: **Use of online and digital software and systems**
Unit number: J/617/5427
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to safely use systems	1.1 Identify **systems** used in an organisation 1.2 Outline how systems/software are used to support customer service 1.3 Identify legislation governing data/information management 1.4 Identify what indicates that a website is trusted/secure 1.5 Identify how to keep information secure
2. Understand the uses of Social Media	2.1 List possible **uses of social media** in a customer service environment 2.2 Outline an organisations policies governing the use of social media 2.3 Identify **possible regulations/legislation that could be broken** when communicating with customers online 2.4 Outline ways to gather customer feedback on social media 2.5 List different ways of communicating information over social media 2.6 Identify when to take an issue 'offline'
3. Know how to communicate by email and online chat facilities	3.1 State possible **greetings in emails** 3.2 State possible ways of ending emails 3.3 Identify the **language that is appropriate** for communicating on email 3.4 Identify **appropriate timescales** to respond to emails 3.5 Describe a situation when communication by email/online chat may not be appropriate

Amplification

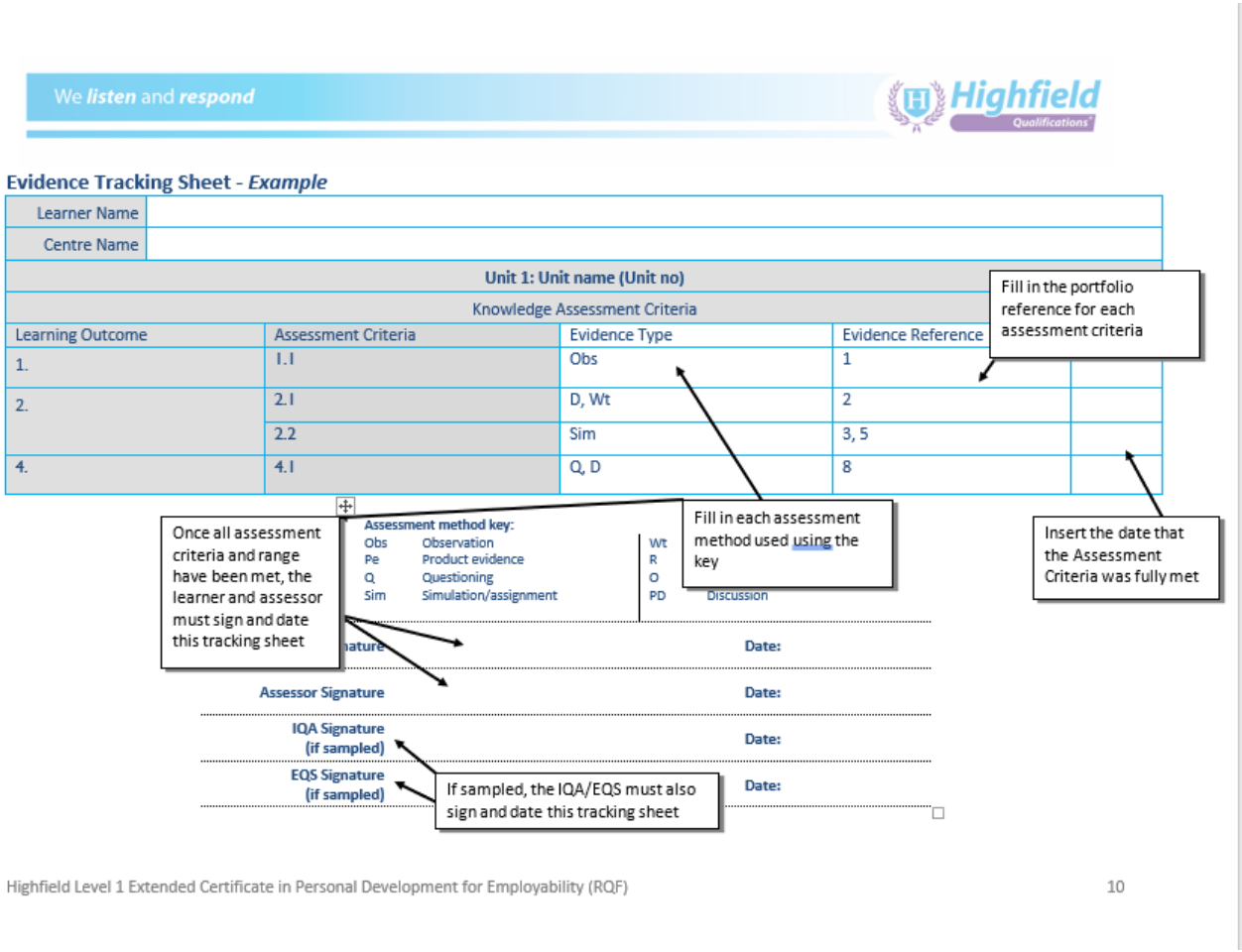
- **Systems**
  - CRM and other internal databases, Intranet, internal drive.
- **Uses of Social Media:**
  - Marketing & promoting products/services, information gathering/sharing, customer preferences, publicity, news & updates.
- **Possible regulation/legislation that could be broken**
  - Ownership/responsibility and management of information

Return to Contents

- **Language that is appropriate**
  - Language – formal/informal, tone, words.
- **Greetings to emails**
  - Email etiquette e.g. CC/BC/Reply to all, email chains.
- **Appropriate timescales**
  - Organisation guidelines/service level agreements

Return to Contents

Appendix 3: Sample assessment material



We listen and respond

Evidence Tracking Sheet - *Example*

Learner Name				
Centre Name				
Unit 1: Unit name (Unit no)				
Knowledge Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Assessment method key:

Obs	Observation	Wt	
Pe	Product evidence	R	
Q	Questioning	O	
Sim	Simulation/assignment	PD	Discussion

Date:

Assessor Signature **Date:**

IQA Signature (if sampled) **Date:**

EQS Signature (if sampled) **Date:**

If sampled, the IQA/EQS must also sign and date this tracking sheet

Highfield Level 1 Extended Certificate in Personal Development for Employability (RQF) 10

Return to Contents