1.1.1

Qualification Specification

Highfield Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)

Qualification Number: 600/3825/1

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Highfield Level 2 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 2 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:	600/3825/1
Learning aim reference:	60038251
Credit value:	20
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	179
Total qualification time (TQT):	200

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 age 14+.

It is advised that learners hold a Level 1 qualification in literacy or numeracy or both.

Geographical coverage

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

Guidance on delivery

The total qualification time for this qualification is 200 hours, of this 179 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 units 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	600/3827/5	Highfield Level 3 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	600/3827/5	Highfield Level 3 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)
		601/4205/4	Highfield Level 2 Certificate for the Children and Young People's Workforce (RQF)
H/602/3039	Principles of diversity, equality and inclusion in adult social care settings	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)
L/602/2905	Principles of communication in adult social care settings	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)
L/602/3035	Principles of personal development in adult social care settings	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)

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

Useful websites

www.highfieldqualifications.com

http://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 2 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
L/602/2905	Principles of communication in adult social care settings	2	17	2
L/602/3035	Principles of personal development in adult social care settings	2	17	2
H/602/3039	Principles of diversity, equality and inclusion in adult social care settings	2	18	2
A/601/8574	Principles of safeguarding and protection in health and social care	2	26	3
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/602/3180	Understand person-centred approaches in adult social care settings	2	34	4
R/602/3179	Understand health and safety in social care settings	2	40	4
Y/602/3118	Understand how to handle information in social care settings	2	9	1

Appendix 2: Qualification content

Unit 1: **Principles of communication in adult social care settings**
Unit number: L/602/2905
Credit: 2
GLH: 17
Level: 2

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

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand why communication is important in adult social care settings	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of working in adult social care settings 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an **individual's** communication and language needs, wishes and **preferences** 2.2 Describe a range of **communication methods**
3. Understand how to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Describe ways to reduce barriers to communication 3.3 Describe ways to check that communication has been understood 3.4 Identify sources of information and support or **services** to enable more effective communication
4. Understand confidentiality in adult social care settings	4.1 Define the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.3 Describe situations where information normally considered to be confidential might need to be shared with **agreed others** 4.4 Explain how and when to seek advice about confidentiality

Amplification

- **LO2 - Understand how to meet the communication and language needs, wishes and preferences of an individual**
- **2.1 - individual's** communication and language needs, wishes and preferences
  - someone requiring care or support
- **2.1 -** individual's communication and language needs, wishes and **preferences**
  - may be based on:
    - Beliefs
    - values
    - culture
- **2.2 -** range of **communication methods**:
  - non-verbal communication:
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
    - gestures
  - verbal communication
    - vocabulary
    - linguistic tone
    - pitch
- **LO3 - Understand how to reduce barriers to communication**
- **3.4 -** information and support or **services**:
  - translation services
  - interpreting services
  - speech and language services
  - advocacy services
- **LO4 - Understand confidentiality in adult social care settings**
- **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
The unit is mapped to Skills for Health NOS Unit HSC 21

Unit 2: **Principles of personal development in adult social care settings**
Unit number: L/602/3035
Credit: 2
GLH: 17
Level: 2

Unit Introduction

The unit introduces the concept of personal development which is fundamental to 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 what is required for good practice in adult social care roles	1.1 Identify **standards** that influence the way adult social care job roles are carried out 1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2. Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding 2.2 Describe how reflecting on a **situation** has improved own knowledge, skills and understanding 2.3 Describe how feedback from others has developed own knowledge, skills and understanding
3. Know how a personal development plan can contribute to own learning and development	3.1 Define the term "**personal development plan**" 3.2 Identify **who could be involved** in the personal development plan process 3.3 Identify **sources of support** for own learning and development 3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

Amplification

- **LO1 - Understand what is required for good practice in adult social care roles**
- **1.1 -** identify **standards**
  - may include:
    - Codes of practice
    - Regulations
    - Minimum Standards
    - National Occupational Standards
- **LO2 - Understand how learning activities can develop knowledge, skills and understanding**
- **2.2 - situation**:
  - may include a learning activity
- **LO3 - Know how a personal development plan can contribute to own learning and development**
- **3.1 - 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
- **3.2 - who could be involved**
  - may include:
    - the individual
    - carers
    - advocates
    - supervisors, line managers or employers
    - other professionals
- **3.3 - sources of support** for own learning and development
  - may include:
    - formal support
    - informal support
    - supervision
    - appraisal
    - within the organisation
    - beyond the organisation

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

Unit 3: **Principles of diversity, equality and inclusion in adult social care settings**
Unit number: H/602/3039
Credit: 2
GLH: 18
Level: 2

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: • diversity • equality • inclusion • discrimination 1.2 Describe how direct or indirect discrimination may occur in the work setting 1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
2. Know how to work in an inclusive way	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Describe how to interact with **individuals** in an inclusive way 2.3 Describe ways in which discrimination may be challenged in adult social care settings
3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination 3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS Unit HSC 24 and HSC 234

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 -** factors that may contribute to an **individual** being more vulnerable to abuse
  - the person supported by the learner
  - 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** if there are suspicions that an individual is being abused
  - 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
  - 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**:
  - 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: **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

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 introduces the concept of duty of care and awareness of 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 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

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS CCLD 203 HSC 24 GCU 2

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: J/602/3180
Credit: 4
GLH: 34
Level: 2

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand person-centred approaches for care and support	1.1 Define **person-centred values** 1.2 Explain why it is important to work in a way that embeds person centred values
2. Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the history, preferences, wishes and needs of an **individual** 2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support 2.3 Explain how using an individual's **care plan** contributes to working in a person centred way
3. Understand the importance of establishing consent when providing care or support	3.1 Define the term "**consent**" 3.2 Explain the importance of gaining consent when providing care or support 3.3 Describe how to establish consent for an activity or action 3.4 Explain what steps to take if consent cannot be readily established
4. Understand how to encourage active participation	4.1 Define what is meant by **active participation** 4.2 Describe how active participation benefits an individual 4.3 Describe ways of reducing barriers to active participation 4.4 Describe ways of encouraging active participation

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
5. Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices 5.2 Explain why risk-taking can be part of an individual's choices 5.3 Explain how agreed risk assessment processes are used to support the right to make choices 5.4 Explain why a worker's personal views should not influence an individual's choices 5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by **others**
6. Understand how to promote an individual's well-being	6.1 Explain how individual identity and self-esteem are linked with **well-being** 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being 6.3 Identify ways to contribute to an **environment** that promotes well-being

Amplification

- **LO1 - Understand person-centred approaches for care and support**
- **1.1 - person-centred values**
  - 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 -** an **individual**
  - someone requiring care or support
- **2.3 -** 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

- **LO3 - Understand the importance of establishing consent when providing care or support**
- **3.1 - consent**
  - an informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. Consent may be implied, written, or verbal
- **LO4 - Understand how to encourage active participation**
- **4.1 - 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 - Understand how to support an individual's right to make choices**
- **5.5 -** 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 an individual's well-being**
- **6.1 - well-being**:
  - may include aspects that are:
    - spiritual
    - emotional
    - cultural
    - religious
    - social
    - political
    - sexual

- physical
- mental

- **6.3 -** ways to contribute to an **environment**:
  - may include physical environments and social or emotional environments:
    - examples of physical environments:
      - bedroom
      - handbag
      - personal belongings
    - examples of social or emotional environments:
      - personal boundaries
      - subjective feelings

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 24, 26, 234

Unit 8: **Understand health and safety in social care settings**
Unit number: R/602/3179
Credit: 4
GLH: 40
Level: 2

Unit Introduction

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

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 List legislation relating to general health and safety in a social care setting 1.2 Describe the main points of health and safety **policies and procedures** 1.3 Outline the main health and safety responsibilities of: • the social care worker • the employer or manager • **individuals** 1.4 Identify **tasks** relating to health and safety that should only be carried out with special training 1.5 Describe how to access additional support and information relating to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by "hazard" and "risk" 2.2 Describe how to use a health and safety risk assessment 2.3 Explain how and when to report potential health and safety risks that have been identified 2.4 Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in a social care setting

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
4. Know how to reduce the spread of infection	4.1 List routes by which an infection can get into the body 4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work 4.3 Explain the most thorough method for hand washing 4.4 Describe when to use different types of **personal protective equipment**
5. Know how to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling 5.2 List principles for safe moving and handling 5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training
6. Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual 6.2 Explain the importance of following an individual's **care plan** and fully engaging with them when assisting and moving
7. Know how to handle hazardous substances	7.1 Identify hazardous substances that may be found in the social care setting 7.2 Describe safe practices for: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
8. Know environmental safety procedures in the social care setting	8.1 Outline procedures to be followed in the social care setting to prevent: • Fire • Gas leak • Floods • Intruding • Security breach 8.2 Outline procedures to be followed in the social care setting in the event of: • Fire • Gas leak • Floods • Intruding • Security breach
9. Know how to manage stress	9.1 Identify common signs and indicators of **stress** 9.2 Identify circumstances that tend to trigger own stress 9.3 Describe ways to manage stress
10. Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about **handling medication** 10.2 Identify who is responsible for medication in a social care setting 10.3 Explain why medication must only be handled following specialist training
11. Understand how to handle and store food safely	11.1 Identify food safety standards relevant to a social care setting 11.2 Explain how to: • Store food • Maximise hygiene when handling food • Dispose of food 11.3 Identify common hazards when handling and storing food

Amplification

- **LO1 - Understand the different responsibilities relating to health and safety in social care settings**
- **1.2 -** health and safety **policies and procedures**:
  - including agreed ways of working as well as formal policies and procedures
- **1.3 - individuals**:
  - someone requiring care or support
- **1.4 - tasks** relating to health and safety:
  - 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 - Know how to reduce the spread of infection**
- **4.4 -** different types of **personal protective equipment**:
  - including:
    - gloves
    - aprons
    - masks
    - hair nets
- **LO6 - Understand the principles of assisting and moving an individual**
- **6.2 -** 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
- **LO9 - Know how to manage stress**
- **9.1 -** signs and indicators of **stress**:
  - referring in this unit to negative stress
- **LO10 - Understand procedures regarding handling medication**
- **10.1 -** agreed procedures about **handling medication**:
  - may include:
    - ordering
    - receiving
    - storage
    - administration
    - recording

- disposal

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 22, 221, 223

Unit 9: **Understand how to handle information in social care settings**
Unit number: Y/602/3118
Credit: 1
GLH: 9
Level: 2

Unit Introduction
This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the need for secure handling of information in social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care 1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting
2. Know how to access support for handling information in social care settings	2.1 Describe how to access guidance, information and advice about handling information 2.2 Outline the actions to take when there are concerns over the recording, storing or sharing of information

Mapping to National Occupational Standards
This unit is mapped to Skills for Health NOS HSC 21

Appendix 3: Sample assessment material



Assessment Pack

Highfield Level 2
Certificate in Preparing to Work
in Adult Social Care (RQF)

Qualification Number: 600/3825/1

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