

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Certificate in Preparing to Work in Adult Social Care.

This qualification is aimed at learners interested in, or new to, working in adult social care in England. It doesn't confirm competence but relates to the knowledge elements covered in the mandatory units of the Level 3 Diploma in Health and Social Care (Adults) for England. It forms the knowledge component of the Health and Social Care Apprenticeship Framework.

All information contained in this specification is correct at the time of publishing.

About this qualification

The NCFE Level 3 Certificate in Preparing to Work in Adult Social Care has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

This qualification may be eligible for funding under the Learning and Skills Act 2000 under Sections 96 and 97. For further guidance on funding, please contact your local funding provider.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England only.

Things you need to know

- Qualification accreditation number: 600/0689/4
- Aim reference: 60006894

- Guided learning hours (GLH): 190
- QCF level: 3
- Qualification credit value: 21
- Assessment requirements: Internally assessed and externally moderated portfolio

Aims of the qualification

This qualification aims to develop knowledge around the following areas relating to working in adult social care:

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

Entry guidance

This qualification is designed for learners interested, or new to, working in adult social care in England.

There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 2 qualification.

Entry is at the discretion of the centre; however learners should be 16 to undertake the qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding

levels.

Achieving this qualification

This qualification consists of 9 mandatory units:

- unit 01 Principles of communication in adult social care settings
- unit 02 Principles of personal development in adult social care settings
- unit 03 Principles of diversity, equality and inclusion in adult social care settings
- unit 04 Principles of safeguarding and protection in health and social care
- unit 05 Principles for implementing duty of care in health, social care or children's and young people's settings
- unit 06 Understand the role of the social care worker
- unit 07 Understand person-centred approaches in adult social care settings
- unit 08 Understand health and safety in social care settings
- unit 09 Understand how to handle information in social care settings

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 14.

To be awarded the NCFE Level 3 Certificate in Preparing to Work in Adult Social Care learners are required to successfully complete all 9 mandatory units.

To achieve the NCFE Level 3 Certificate in Preparing to Work in Adult Social Care learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria detailed in this Qualification Specification. Grades are **not** awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to the NCFE Level 3 Diploma in Health and Social Care (Adults) for England.

Credit Accumulation and Transfer

Credit Transfer:

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Exemption:

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. There are no exemptions currently identified for this qualification.

Equivalent Units:

This qualification has no equivalent units identified.

Recognition of Prior Learning:

Recognition of Prior Learning (RPL) is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to 'claim' that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

Qualification

Qualifications on the QCF have renewal, operational and certification end dates.

dates

Qualification renewal dates are the date by which we'll have carried out a review of the qualification. These show as the 'review date' on the Register. This date is the final date by which we'll have made a decision on whether to extend or amend a qualification, or withdraw it completely. This date will be shown on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new renewal date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

Operational end dates will only show on the Register when we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

Certification end dates will only show on the Register when we've made the decision to withdraw a qualification and have set the operational end date. After this date we can no longer process certification claims.

Resource requirements

There aren't any specific resource requirements for this qualification.

For staffing resources required for this qualification, please refer to our Occupational Competence Guidelines and Skills for Care and Development's Assessment Principles, available on our website www.ncfe.org.uk.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Useful websites

Tutors might find the following websites useful to assist with delivery of this qualification:

Skills for Care: www.skillsforcare.org.uk

Care Quality Commission: www.cqc.org.uk

Social Care Institute for Excellence: www.scie.org.uk

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help

learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL, instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 3 Certificate in Preparing to Work in Adult Social Care has been mapped against the relevant Health and Social Care NOS. More detailed mapping is provided in Section 5 (page 64).

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Basic Skills and Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Literacy/English skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 (page 61) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This qualification has also been mapped to the Wider Key Skills and Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed by the Qualification and Curriculum Development Agency (QCDA) over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 61).

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Internal Assessment

The NCFE Level 3 Certificate in Preparing to Work in Adult Social Care is internally assessed.

The units in this qualification must be assessed in line with Skills for Care and Development's Assessment Principles. You can download this document from our website

www.ncfe.org.uk.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid,

reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the previous list.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work?

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

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Section 3:

Structure and Content

Structure and Content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Summaries

Unit 01

Principles of communication in adult social care settings

(regulators' unit reference no. R/602/2906)

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

Guided learning hours: 17

Credit value: 2

Level: 3

This unit is **Mandatory**

Unit 02

Principles of personal development in adult social care settings

(regulators' unit reference no. R/602/3036)

This unit develops the concepts of personal development and reflective practice which are fundamental to adult social care roles.

Guided learning hours: 19

Credit value: 2

Level: 3

This unit is **Mandatory**

Unit 03

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

(regulators' unit reference no. M/602/3044)

This unit develops concepts of inclusion, which are fundamental to working in adult social care settings.

Guided learning hours: 19

Credit value: 2

Level: 3

This unit is **Mandatory**

Unit 04

Principles of safeguarding and protection in health and social care

(regulators' unit reference no. A/601/8574)

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.

Guided learning hours: 26

Credit value: 3

Level: 2

This unit is **Mandatory**

Unit 05

Principles for implementing duty of care in health, social care or children's and young people's settings

(regulators' unit reference no. R/601/1436)

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

Guided learning hours: 5

Credit value: 1

Level: 3

This unit is **Mandatory**

Unit 06

Understand the role of the social care worker

(regulators' unit reference no. A/602/3113)

This unit 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.

Guided learning hours: 9

Credit value: 1

Level: 2

This unit is **Mandatory**

Unit 07

Understand person-centred approaches in adult social care settings

(regulators' unit reference no. R/602/3182)

This unit develops the understanding of person-centred support as a fundamental principle of adult social care.

Guided learning hours: 37

Credit value: 4

Level: 3

This unit is **Mandatory**

Unit 08

Understand health and safety in social care settings

(regulators' unit reference no. L/602/3178)

This unit develops learner's knowledge and understanding of areas of health and safety required to working in a social care setting.

Guided learning hours: 49

Credit value: 5

Level: 3

This unit is **Mandatory**

Unit 09

Understand how to handle information in social care settings

(regulators' unit reference no. D/602/3119)

This unit develops the knowledge and understanding needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings.

Guided learning hours: 9

Credit value: 1

Level: 3

This unit is **Mandatory**

Unit 01 Principles of communication in adult social care settings (R/602/2906)

The learner will:

1 Understand why effective communication is important in adult social care settings

The learner can:

1.1 Identify the different reasons people communicate

1.2 Explain how communication affects relationships in an adult social care setting

The learner will:

2 Understand how to meet the communication and language needs, wishes and preferences of an individual

The learner can:

2.1 Compare ways to establish the communication and language needs, wishes and preferences of an individual

2.2 Describe the factors to consider when promoting effective communication

2.3 Describe a range of communication methods and styles to meet individual needs

2.4 Explain why it is important to respond to an individual's reactions when communicating

The learner will:

3 Understand how to overcome barriers to communication

The learner can:

3.1 Explain how individuals from different backgrounds may use communication methods in different ways

3.2 Identify barriers to effective communication

3.3 Explain how to overcome barriers to communication

3.4 Describe strategies that can be used to clarify misunderstandings

3.5 Explain how to access extra support or services to enable individuals to communicate effectively

The learner will:

4 Understand principles and practices relating to confidentiality

The learner can:

4.1 Explain the meaning of the term “confidentiality”

4.2 Describe ways to maintain confidentiality in day to day communication

4.3 Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns to agreed others

4.4 Explain how and when to seek advice about confidentiality

Assessment Guidance – Unit 01

Guidance for developing assessment

2.1: An **individual** is someone requiring care or support

2.3: **Communication methods** include:

Non-verbal communication

- eye contact
- touch
- physical gestures
- body language
- behaviour

Verbal communication

- vocabulary
- linguistic tone
- pitch

3.5: **Services** may include:

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

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

Discussion

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 1.1

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.2, 2.1-2.4

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 3.1-3.5

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 4.1-4.4

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and

assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Principles of personal development in adult social care settings (R/602/3036)

The learner will:

1 Understand how to reflect on practice in adult social care

The learner can:

1.1 Explain what reflective practice is

1.2 Explain the importance of reflective practice in continuously improving the quality of service provided

1.3 Explain how standards inform reflective practice in adult social care

1.4 Describe how own values, belief systems and experiences may affect working practice

The learner will:

2 Understand the importance of feedback in improving own practice

The learner can:

2.1 Explain how people may react and respond to receiving constructive feedback

2.2 Explain the importance of seeking feedback to improve practice and inform development

2.3 Explain the importance of using feedback in improving own practice

The learner will:

3 Understand how a personal development plan can contribute to own learning and development

The learner can:

3.1 Describe the components of a personal development plan

3.2 Identify sources of support for planning and reviewing own development

3.3 Explain the role of others in the development of a personal development plan in identifying:

- strengths
- areas for development

3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding

Assessment Guidance - Unit 02

Guidance for Developing Assessment

1.3: **Standards** – may include:

- codes of practice
- regulations
- minimum standards
- National Occupational Standards

2.1: **Constructive feedback** should include both positive feedback and opportunities for development.

3.1: 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.

3.2: **Sources of support** may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

3.3: **Others** may include:

- the individual
- carers
- Advocates
- Supervisor, Line Manager or employer
- other professionals

Assignment

Type of evidence: Assignment

Assessment criteria: 1.1-1.4

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Candidate Report **Type of evidence:** Individual notes or candidate report
Assessment criteria: 2.1-2.3
Additional information: Candidates could conduct research and prepare notes or a candidate report.

Questioning **Type of evidence:** Oral or written questioning
Assessment criteria: 3.1-3.4
Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Principles of diversity, equality and inclusion in adult social care settings (M/602/3044)

The learner will:

1 Understand the importance of diversity, equality and inclusion

The learner can:

1.1 Explain what is meant by

- diversity
- equality
- inclusion
- discrimination

1.2 Describe the potential effects of discrimination

1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity

The learner will:

2 Understand how to work in an inclusive way

The learner can:

2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings

2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings

2.3 Describe how own beliefs, culture, values and preferences may affect working practice

2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences

2.5 Compare inclusive practice with practice which excludes an individual

The learner will:

3 Understand how to raise awareness of diversity, equality and inclusion

The learner can:

3.1 Describe how to challenge discrimination in a way that promotes change

3.2 Explain how to raise awareness of diversity, equality and inclusion

3.3 Explain how to support others to promote diversity, equality and inclusion

Assessment Guidance - Unit 03

Guidance for Developing Assessment

1.2: **Effects** may include effects on:

- the individual
- families or friends of the individual
- those who discriminate
- wider society

2.5: An **individual** is someone requiring care or support

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1-1.3

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Assignment

Type of evidence: Assignment

Assessment criteria: 2.1-2.5

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Case Study

Type of evidence: Case study

Assessment criteria: 3.1-3.3

Additional information: Tutors could construct case studies to illustrate scenarios based on the assessment criteria, these could be supported by focussed questions for the candidate.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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Unit 04 Principles of safeguarding and protection in health and social care (A/601/8574)

The learner will:

1 Know how to recognise signs of abuse

The learner can:

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

The learner will:

2 Know how to respond to suspected or alleged abuse

The learner can:

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

The learner will:

3 Understand the national and local context of safeguarding and protection from abuse

The learner can:

3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse

3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse

3.3 Identify reports into serious failures to protect individuals from abuse

3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

The learner will:

4 Understand ways to reduce the likelihood of abuse

The learner can:

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

The learner will:

5 Know how to recognise and report unsafe practices

The learner can:

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

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Assessment Guidance - Unit 04

Guidance for Developing Assessment

1.3: An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

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

1.3: **Factors** may include:

- a setting or situation
- the individual

2.1: The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others

3.1: **Local systems** may include:

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

4.1: **Person-centred values** include:

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

4.1: **Active participation** is a way of working that recognises

an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support rather than a passive recipient.

5.1: **Unsafe practices** may include:

- poor working practices
- resource difficulties
- operational difficulties

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1-1.3

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 2.1-2.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 3.1-3.4

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 4.1-4.2

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Discussion

Type of evidence: Individual notes from a small group

discussion

Assessment criteria: 5.1-5.3

Additional information: Candidates could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Candidates could also prepare a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 05 Principles for implementing duty of care in health, social care or children's and young people's settings (R/601/1436)

The learner will:

1 Understand how duty of care contributes to safe practice

The learner can:

1.1 Explain what it means to have a duty of care in own work role

1.2 Explain how duty of care contributes to the safeguarding or protection of individuals

The learner will:

2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

The learner can:

2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights

2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care

2.3 Explain where to get additional support and advice about conflicts and dilemmas

The learner will:

3 Know how to respond to complaints

The learner can:

3.1 Describe how to respond to complaints

3.2 Explain the main points of agreed procedures for handling complaints

Assessment Guidance - Unit 05

Guidance for Developing Assessment

There is no specific guidance for this unit.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1, 1.2

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 2.1-2.3, 3.1, 3.2

Additional information: Candidates could conduct research and prepare notes or a candidate report.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Understand the role of the social care worker (A/602/3113)

The learner will:

1 Understand working relationships in social care settings

The learner can:

1.1 Explain how a working relationship is different from a personal relationship

1.2 Describe different working relationships in social care settings

The learner will:

2 Understand the importance of working in ways that are agreed with the employer

The learner can:

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

The learner will:

3 Understand the importance of working in partnership with others

The learner can:

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

Assessment Guidance - Unit 06

Guidance for Developing Assessment

2.2: **Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers

3.1: **Others** who are important to an individual may include:

- carers
- family members
- friends
- advocates

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 1.1, 1.2, 2.1-2.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 3.1-3.4

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

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Unit 07 Understand person-centred approaches in adult social care settings (R/602/3182)

The learner will:

1 Understand person-centred approaches in adult social care

The learner can:

1.1 Describe person-centred approaches

1.2 Explain why person-centred values must influence all aspects of social care work

1.3 Explain how person-centred values should influence all aspects of social care work

The learner will:

2 Understand how to implement a person-centred approach in an adult social care setting

The learner can:

2.1 Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan

2.2 Describe ways to put person-centred values into practice in a complex or sensitive situation

2.3 Evaluate the use of care plans in applying person-centred values

2.4 Explain the importance of monitoring an individual's changing needs or preferences

The learner will:

3 Understand the importance of establishing consent when providing care or support

The learner can:

3.1 Describe factors that influence the capacity of an individual to express consent

3.2 Explain how to establish consent for an activity or action

3.3 Explain what steps to take if consent cannot be readily established

The learner will:

4 Understand how to implement and promote active participation

The learner can:

4.1 Explain the principles of active participation

4.2 Explain how the holistic needs of an individual can be addressed by active participation

4.3 Explain how to work with an individual and others to agree how active participation will be implemented

4.4 Explain how to promote the understanding and use of active participation

The learner will:

5 Understand how to support an individual's right to make choices

The learner can:

5.1 Describe different approaches to support an individual to make informed choices

5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by others

5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices

The learner will:

6 Understand how to promote an individual's well-being

The learner can:

6.1 Explain the links between identity, self image and self-esteem

6.2 Explain factors that contribute to the well-being of an individual

6.3 Explain the importance of supporting an individual in a way that promotes their

sense of identity, self image and self-esteem

6.4 Describe ways to contribute to an environment that promotes well-being

The learner will:

7 Understand the role of risk assessment in enabling a person-centred approach

The learner can:

7.1 Compare different uses of risk assessment in adult social care settings

7.2 Explain how risk assessment relates to rights and responsibilities

7.3 Explain how risk-taking relates to rights and responsibilities

7.4 Explain why risk assessments need to be regularly revised

7.5 Explain the importance of using agreed risk assessment processes to support choice

Assessment Guidance - Unit 07

Guidance for Developing Assessment

1.2: **Person-centred values** include:

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

2.1: An **individual** is someone requiring care or support

2.2: **Complex or sensitive** situations may include those that are:

- distressing or traumatic
- threatening or frightening
- likely to have serious implications or consequences
- of a personal nature
- involving complex communication or cognitive needs

2.3: A **care plan** may be known by other names (eg support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.

3.1: **Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.

4.1: **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

4.2: **Holistic** covers all aspects of an individual's well-being

5.2: **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

6.2: **Well-being** may include aspects that are:

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

6.4: **Environment** may include physical environment and social environment eg physical environment - bedroom, handbag, personal belongings. Social or emotional environment – personal boundaries, subjective feelings etc.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 1.1-1.3

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Candidate Report	Type of evidence: Individual notes or candidate report Assessment criteria: 2.1-2.4 Additional information: Candidates could conduct research and prepare notes or a candidate report.
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Candidate Report	Type of evidence: Individual notes or candidate report Assessment criteria: 3.1-3.3, 4.1-4.4 Additional information: Candidates could conduct research and prepare notes or a candidate report.
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Assignment	Type of evidence: Assignment Assessment criteria: 5.1-5.3, 6.1-6.4 Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.
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Candidate Report	Type of evidence: Individual notes or candidate report Assessment criteria: 7.1-7.5 Additional information: Candidates could conduct research and prepare notes or a candidate report.
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Unit 08 Understand health and safety in social care settings (L/602/3178)

The learner will:

1 Understand the different responsibilities relating to health and safety in social care settings

The learner can:

- 1.1 Identify legislation relating to health and safety in a social care setting
- 1.2 Explain how health and safety policies and procedures protect those in social care settings
- 1.3 Compare the differences in the main health and safety responsibilities of:
 - a) the social care worker
 - b) the employer or manager
 - c) others in the social care setting
- 1.4 Identify situations in which the responsibility for health and safety lies with the individual
- 1.5 Explain why specific tasks should only be carried out with special training
- 1.6 Explain how to access additional support and information relating to health and safety

The learner will:

2 Understand risk assessments and their importance in relation to health and safety

The learner can:

- 2.1 Explain why it is important to assess health and safety risks
- 2.2 Explain the steps to carrying out a risk assessment
- 2.3 Explain how to address potential health and safety risks identified
- 2.4 Explain how risk assessment can help address dilemmas between an individual's

rights and health and safety concerns

2.5 Explain how to promote health and safety within the social care setting

The learner will:

3 Understand procedures for responding to accidents and sudden illness

The learner can:

3.1 Describe different types of accidents and sudden illness that may occur in a social care setting

3.2 Explain procedures to be followed if an accident or sudden illness should occur

3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders

3.4 Explain the consequences of failing to follow emergency first aid procedures

The learner will:

4 Understand how to reduce the spread of infection

The learner can:

4.1 Describe the routes by which an infection can get into the body

4.2 Explain the following prevention methods:

- hand washing
- own personal hygiene
- encouraging the individual's personal hygiene

4.3 Evaluate different types of personal protective equipment and how they can prevent the spread of infection

4.4 Explain own role in supporting others to follow practices that reduce the spread of infection

The learner will:

5 Understand how to move and handle equipment and other objects safely

The learner can:

- 5.1 Describe the main points of legislation that relates to moving and handling
- 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm
- 5.3 Explain situations that may require additional supports necessary for safer moving and handling
- 5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training

The learner will:

- 6 Understand the principles of assisting and moving an individual

The learner can:

- 6.1 Explain why it is important to have specialist training before assisting and moving an individual
- 6.2 Explain the potential consequences of assisting and moving an individual without specialist training
- 6.3 Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving

The learner will:

- 7 Understand how to handle hazardous substances

The learner can:

- 7.1 Describe types of hazardous substances that may be found in the social care setting
- 7.2 Explain safe practices for:
 - storing hazardous substances
 - using hazardous substances
 - disposing of hazardous substances

7.3 Explain the dangers associated with not following these safe practices

The learner will:

8 Understand how to promote environmental safety procedures in the social care setting

The learner can:

8.1 Explain procedures to be followed in the social care setting to prevent:

- fire
- gas leak
- floods
- intruding
- security breach

8.2 Explain procedures to be followed in the social care setting in the event of:

- fire
- gas leak
- floods
- intruding
- security breach

8.3 Explain how you would encourage others to adhere to environmental safety procedures

8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents

The learner will:

9 Understand how to manage stress

The learner can:

9.1 Describe common signs and indicators of stress

9.2 Describe factors that tend to trigger own stress

9.3 Evaluate strategies for managing stress

The learner will:

10 Understand procedures regarding handling medication

The learner can:

10.1 Describe the main points of agreed procedures about handling medication

10.2 Explain why medication must only be handled following specialist training

10.3 Explain the consequences of handling medication without specialist training

The learner will:

11 Understand how to handle and store food safely

The learner can:

11.1 Describe the main points of food safety standards in a social care setting

11.2 Explain how to:

- store food
- maximize hygiene when handling food
- dispose of food

11.3 Explain the potential consequences of not following food safety standards

Assessment Guidance - Unit 08

Guidance for Developing Assessment

1.2: **Policies and procedures** may include agreed ways of working as well as formal policies and procedures

1.3: **Others** may include:

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

1.4: An **individual** is someone requiring care or support

1.5: **Tasks** that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- assisting and moving
- emergency procedures
- food handling and preparation

4.3: **Personal protective equipment** refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:

- gloves
- aprons
- masks
- hair nets

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

8.4: **Emergency plan** – refers to a plan developed to deal with

unforeseen circumstances. Such as flooding, and would be developed in collaboration with other agencies such as the local authority, fire and rescue etc

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

10.1: **Handling medication** - may include:

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

Assignment

Type of evidence: Assignment

Assessment criteria: 1.1-1.6

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 2.1-2.5, 3.1-3.4

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 4.1-4.4

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Assignment

Type of evidence: Assignment

Assessment criteria: 5.1-5.4, 6.1-6.3

Additional information: An assignment could be devised with

a series of tasks related to the assessment criteria.

Questioning

Type of evidence: Oral or written questioning

Assessment criteria: 7.1-7.3

Additional information: Candidates could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Assignment

Type of evidence: Assignment

Assessment criteria: 8.1-8.4

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 9.1-9.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 10.1-10.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

Candidate Report

Type of evidence: Individual notes or candidate report

Assessment criteria: 11.1-11.3

Additional information: Candidates could conduct research and prepare notes or a candidate report.

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externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 09 Understand how to handle information in social care settings (D/602/3119)

The learner will:

1 Understand requirements for handling information in social care settings

The learner can:

1.1 Identify legislation and codes of practice that relate to handling information in social care settings

1.2 Explain how legal requirements and codes of practice inform practice in handling information

The learner will:

2 Understand good practice in handling information in social care settings

The learner can:

2.1 Explain how to maintain records that are up to date, complete, accurate and legible

2.2 Describe practices that ensure security when storing and accessing information

2.3 Describe features of manual and electronic information storage systems that help ensure security

The learner will:

3 Understand how to support others to handle information

The learner can:

3.1 Explain how to support others to understand the need for secure handling of information

3.2 Explain how to support others to understand and contribute to records

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Assessment Guidance - Unit 09

Guidance for Developing Assessment

3.1: **Others** may include:

- colleagues
- external third party such as IT specialist
- Social Worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist Nurse
- Psychologist
- Psychiatrist
- independent Mental Capacity Advocate
- advocate
- Dementia Care Advisor

Assignment

Type of evidence: Assignment

Assessment criteria: 1.1, 1.2, 2.1-2.3, 3.1, 3.2

Additional information: An assignment could be devised with a series of tasks related to the assessment criteria.

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Section 4:

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Basic Skills/Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Wider Key Skills and personal learning and thinking skills (PLTS) link into the units of the qualifications.

The mapping is only at the level of the unit eg Level 2.

For further information please contact a member of the Research and Product Development team.

Literacy/English All units

Numeracy/ Mathematics There are no specific opportunities to develop this skill

ICT All units

Working With Others All units

Improving own Learning and Performance All units

Problem solving Units 01, 03, 04 and 08

PLTS Independent enquirers All units

PLTS Creative Units 01, 02, 03, 04, 07

thinkers**PLTS Reflective
learners**

Units 03, 07, 08

**PLTS Team
workers**

There are no specific opportunities to develop this skill

**PLTS
Self-managers**

There are no specific opportunities to develop this skill

**PLTS Effective
participators**

Units 01, 02, 03, 04, 06, 07, 08, 09

Section 5:

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.

Skills for Care and Development and Skills for Care standards for Health and Social Care

Unit 01	HSC 31
Unit 02	HSC 33
Unit 03	HSC 34, HSC 35, HSC 3116
Unit 04	HSC 24, HSC 240
Unit 05	HSC 24, HSC 34, HSC 35, CCLD 305, GCU 2
Unit 06	HSC 23, HSC 227
Unit 07	HSC 35, HSC 332, HSC 350
Unit 08	HSC 32
Unit 09	HSC 31