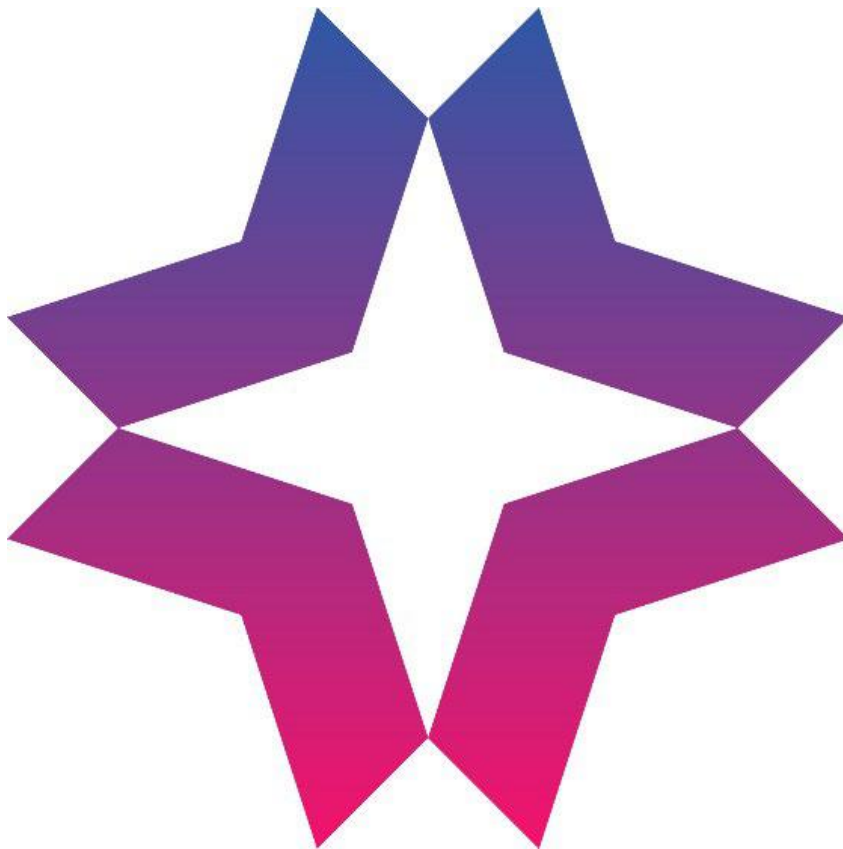


## **SPECIFICATION**

### **IAO LEVEL 2 CERTIFICATE FOR TRANSITION TO WORKING IN THE SOCIAL CARE SECTOR**

**QUALIFICATION NUMBER: 603/6377/0**



## Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

<b>Version Number</b>	<b>Date Revised</b>	<b>Description of Revision</b>	<b>Page Affected</b>
2	07.06.2021	Correction to numbering of Assessment Criteria in <b>L/602/3035 Principles of personal development in adult social care settings</b> , Learning Outcome 3.	23
2	07.06.2021	Change of font throughout document	All

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 603/6377/0

**Qualification review date** 31.07.2024

**Guided Learning Hours (GLH)** 102

**Total Qualification Time (TQT)** 130

**RQF level** 2

**Qualification credit value** 13 credits

**Minimum credits at/above level** 13 credits

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

**Aims and objectives of the qualification**

The aim of this qualification is to develop learners' knowledge and skills in the health and social care sectors and to aid career development. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. It provides an insight into the principles of delivering care and introduces learners in how to communicate with service users and others. It has been designed to support transition into employment for those seeking to work in a role within the care sector.

**Entry guidance** There are no formal entry requirements for this qualification.

**Progression opportunities** Learners who achieve this qualification could progress into further education or employment in a social care role.

On completion of this course, Learners may progress to:

- IAO Level 2 Certificate in Healthcare Support Services
- IAO Level 3 Diploma in Healthcare Support
- IAO Level 2 Diploma in Care
- IAO Level 3 Diploma in Adult Care

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.



## Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

## Qualification structure

To achieve this qualification, learners must gain 5 credits from the mandatory units and a minimum of 8 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 102.

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
H/501/5917	Preparing for an interview	2	1	10
J/501/5893	Applying for a job	2	1	10
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

## Optional units

Unit ref	Unit title	Level	Credit value	GLH
J/618/3740	Teamworking skills	2	3	20
H/601/5474	Introduction to duty of care in health, social care or children and young people's settings	2	1	9
T/618/3653	Communication in care settings	2	3	23
A/602/3113	Understand the role of the social care worker	2	1	9
L/602/3035	Principles of personal development in adult social care settings	2	2	17

## Unit structures

All units are listed below.

<b>Title:</b>	<b>H/501/5917 Preparing for an interview</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest <b>key types of questions</b> that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare <b>appropriate answers to the key questions</b> most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview
<b>Additional information</b>	1.1 A minimum of 6 questions must be provided 2.1 A minimum of 6 answers must be provided
<b>Unit aim (s)</b>	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.
<b>Assessment requirements</b>	This unit is assessed through portfolio of evidence.

<b>Title:</b>	<b>J/501/5893 Applying for a job</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to access different methods of applying for a job	1.1 Investigate different <b>methods of applying for a job</b>
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience
<b>Additional information</b>	1.1 At least 3 different methods of applying for a job must be provided
<b>Unit aim (s)</b>	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.
<b>Assessment requirements</b>	This unit is assessed through portfolio of evidence.

<b>Title:</b>	<b>J/618/3737 Effective skills, qualities and attitudes for learning and work</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: <ul style="list-style-type: none"> <li>• adaptability and flexibility</li> <li>• motivation</li> <li>• enthusiasm</li> <li>• commitment</li> <li>• professionalism</li> </ul> 1.4 Reflect on their <b>positive qualities, attitudes and behaviours</b> for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of <b>different forms of written communication</b> and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites

<p>3. Be able to work effectively</p>	<p>3.1 Identify the tasks that need to be done and the deadlines</p> <p>3.2 Produce a plan for the working day</p> <p>3.3 Work safely following health and safety guidelines</p> <p>3.4 Carry out multiple tasks or projects</p> <p>3.5 Complete tasks to required standard and deadlines</p> <p>3.6 Reflect on their work and identify ways of working more effectively</p>
<p><b>Additional information</b></p>	<p>1.4 A minimum of 3 positive qualities, attitudes and behaviours must be provided</p> <p>2.5 A minimum of 3 different forms of written communication must be provided</p>
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.</p>
<p><b>Assessment requirements</b></p>	<p>This unit is assessed through portfolio of evidence.</p>

<b>Title:</b>	<b>J/618/3740 Teamworking skills</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team

<p>5. Be able to work with others towards achieving shared objectives</p>	<p>5.1 Agree an action plan of individual and group activities needed to achieve the objectives</p> <p>5.2 Clarify action plan if necessary</p> <p>5.3 Identify who to ask for help if needed</p> <p>5.4 Carry out the individual and group activities as agreed</p> <p>5.5 Motivate the team to achieve its objectives</p> <p>5.6 Provide feedback in an appropriate and constructive manner</p> <p>5.7 Receive and respond to constructive feedback</p>
<p>6. Be able to reflect on own performance and that of the team</p>	<p>6.1 Reflect on their own performance and the performance of the team</p> <p>6.2 Suggest ways of improving own team working skills</p>
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.</p>
<p><b>Assessment requirements</b></p>	<p>This unit is assessed through portfolio of evidence.</p>



<b>Title:</b>	<b>H/601/5474 Introduction to duty of care in health, social care or children's and young people's settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
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
<b>Unit aim (s)</b>	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.
<b>Assessment requirements</b>	This unit is assessed through portfolio of evidence.

<b>Title:</b>	<b>T/618/3653 Communication in care settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning outcome</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate 1.2 Explain how communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and <b>preferences</b> 2.2 Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or <b>services</b> to enable more effective communication

<p>4. Be able to apply principles and practices relating to confidentiality at work</p>	<p>4.1 Explain the term 'confidentiality'</p> <p>4.2 Demonstrate confidentiality in day to day communication, in line with <b>agreed ways of working</b></p> <p>4.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>4.4 Explain how and when to seek advice about confidentiality</p>
<p><b>Additional information about this unit</b></p>	<p><b>Communication</b> methods may include:</p> <p>Non-verbal communication:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Touch</li> <li>• Physical gestures</li> <li>• Body language</li> <li>• Behaviour</li> </ul> <p>Verbal communication:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Linguistic tone</li> <li>• Pitch</li> <li>• Technological aids</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Values</li> <li>• Culture</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul> <p><b>Who could be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Carers</li> <li>• Advocates</li> <li>• Supervisor, line manager or employer</li> <li>• Other professionals</li> </ul>

<b>Additional information about this unit</b>	<p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• Translation services</li> <li>• Interpreting services</li> <li>• Speech and language services</li> <li>• Advocacy services</li> </ul> <p><b>Agreed ways of working</b> include policies and procedures where these exist.</p>
<b>Unit aim (s)</b>	<p>This unit is aimed at those who work in health or social care or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the importance of confidentiality.</p>
<b>Assessment requirements</b>	<p>This unit is assessed through portfolio of evidence.</p>

<b>Title:</b>	<b>A/602/3113 Understand the role of the social care worker</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
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 <b>agreed ways of working</b> 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 <b>others</b> 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: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

<b>Additional information about this unit</b>	<p><b>Agreed ways of working</b> include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Others</b> who are important to an individual may include carers, family members, friends, advocates.</p>
<b>Unit aim (s)</b>	<p>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.</p>
<b>Assessment requirements</b>	<p>This unit is assessed through portfolio of evidence.</p>

<b>Title:</b>	<b>L/602/3035 Principles of personal development in adult social care settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand what is required for good practice in adult social care roles	1.1 Identify <b>standards</b> 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 carried out
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 <b>situation</b> 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 <b>personal development plan</b> can contribute to own learning and development	3.1 Define the term "personal development plan" 3.2 Identify <b>who could be involved</b> in the personal development plan process 3.3 Identify <b>sources of support</b> for own learning and development 3.4 List the benefits of using a <b>personal development plan</b> to identify on-going improvements in own knowledge and understanding

<p><b>Additional information about this unit</b></p>	<p><b>Standards</b> – may include:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> <li>• Minimum standards</li> <li>• Apprenticeship standards</li> <li>• National occupational standards</li> </ul> <p><b>Situation</b> – this may include a learning activity</p> <p><b>Who could be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Carers</li> <li>• Advocates</li> <li>• Supervisor, line manager or employer</li> <li>• Other professionals</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p>
<p><b>Unit aim (s)</b></p>	<p>The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.</p>
<p><b>Assessment requirements</b></p>	<p>This unit is assessed through portfolio of evidence.</p>