

SPECIFICATION

**IAO Level 2 Certificate in Understanding Dignity and
Safeguarding in Adult Health and Social Care**
Qualification number: 601/5523/1



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 Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

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

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 qualifications regulator 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

“ 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. ”

Qualification summary

Qualification Accreditation Number (QAN)	601/5523/1
Qualification review date	31 st October 2023
Guided Learning Hours (GLH)	Minimum 145 hours
Total Qualification Time (TQT)	160 hours
RQF level	2
Qualification credit value	16
Minimum credits at/above level	16
Assessment requirements	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
Aims and objectives of the qualification	<p>The aim of this qualification is to give learners knowledge and understanding of the key principles of dignity, duty of care and safeguarding as applied to adult health and social care. The objectives of this qualification are to prepare learners for further training and to support a role in the workplace where the individual may work or interact with vulnerable adults.</p>
Entry guidance	<p>This qualification is suitable for learners aged 16 and above.</p> <p>This qualification is suitable for those who work with, or are intending to work with, vulnerable adults in the health and social care sector.</p>
Progression opportunities	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • IAO Level 2 Certificate in Preparing to Work in Adult Social Care • IAO Level 3 Certificate in Preparing to Work in Adult Social Care • IAO Level 2 Certificate in the Principles of Dementia 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/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

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 or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll 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.

Qualification structure

Learners must achieve a total of 16 credits from the four mandatory units to achieve the IAO Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care (QCF).

The total Guided Learning Hours (GLH) for this qualification is 145 hours. The Total Qualification Time (TQT) for the qualification is 160 hours.

Unit structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
R/506/1386	Understand safeguarding in adult health and social care	2	3	28
F/506/1299	Principles of dignity in adult health and social care practice	2	5	45
K/506/1300	Understand duty of care in adult health and social care	2	5	46
M/506/1301	Understand dilemmas and public concerns in adult health and social care	2	3	26

Title:	R/506/1386 Understand safeguarding in adult health and social care
Level:	2
Credit value:	3
GLH:	28
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the national and local context of safeguarding and protection from abuse	1.1 Identify current legislation in relation to safeguarding 1.2 Identify national policies and local systems relating to safeguarding and protection from abuse 1.3 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 1.4 Describe a range of safeguarding concerns in adult health and social care
2. Know how to recognise potential and actual abuse and harm	2.1 Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others 2.2 Describe the signs, symptoms and indicators associated with each type of abuse 2.1 Explain how signs, symptoms and indicators should be taken within the context of the situation 2.2 Give reasons why abuse or harm is not always recognised 2.3 Outline how individuals can be harmed when using a health and social care service 2.4 Explain factors that may contribute to an individual being more vulnerable to abuse or harm

	2.5	Outline possible situations when: <ul style="list-style-type: none"> restraint is used within legal guidelines restraint is used inappropriately
3. Know how to respond if abuse or harm is disclosed, suspected or alleged	3.1 3.2 3.3 3.4	Describe the actions to take in the event of suspicions or allegations that an individual is being abused or harmed Explain why individuals may not disclose neglect or abuse Describe how to respond to an individual disclosing abuse or harm Outline procedures for reporting and recording disclosure or suspicion of abuse or harm
4. Understand ways to reduce the likelihood of abuse or harm	4.1 4.2	Explain how the likelihood of abuse and harm may be reduced by: <ul style="list-style-type: none"> working with person centred values encouraging active participation promoting choice and rights Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse and harm
5. Know about information and support in relation to abuse or harm	5.1	Identify different sources of information and support in relation to: <ul style="list-style-type: none"> individuals health and social care workers families and carers

Additional information about this unit

Local systems may include:

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

Safeguarding concerns: Examples include: falls, administration of medication, nutrition, pressure area care, social exclusion, behaviour that challenges, institutionalised care, 'rough' treatment, rushed care, abuse between individuals, pain management, restraint

Indicators are something noticed that might not cause concern in isolation, but within the context of the situation, suggest that abuse is happening. They must be clearly differentiated from signs and symptoms.

Reasons: e.g. 'lack of professional curiosity', false optimism, don't want to believe it, acceptance of implausible explanations etc. people being 'invisible' – not asking the individual

The **actions to take** constitute the health and social care worker's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- the health and social care worker's line manager
- others
- someone in the individual's personal network

Person-centred values include:

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

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

Unit aim (s)	The aim of this unit is to give learners an understanding of issues relating to safeguarding adults in health and social care. Learners will explore current legislation and explore the roles of different agencies involved in protecting individuals from abuse or harm
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/506/1299 Principles of dignity in adult health and social care practice
Level:	2
Credit value:	5
GLH:	45
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the principles of dignity in adult health and social care	1.1 Explain the principles of dignity in adult health and social care 1.2 Explain the relationship between dignity, self-worth and well being
2. Understand the potential impact on individuals when accessing and using health and social care services	2.1 Describe the potential impact for individuals when being supported with daily living activities 2.2 Explain the potential conflicts that may arise when care is delivered in an individual's home environment
3. Understand how to apply the principles of dignity in adult health and social care	3.1 Explain how to demonstrate dignity for each of the following: 3.2 offering choice 3.3 promoting communication 3.4 respecting privacy 3.5 valuing the individual 3.6 recognising unmet need 3.7 Explain how applying the principles of dignity might conflict with organisational priorities 3.8 Describe how to evaluate own performance in meeting the principles of dignity
4. Understand how person-centred approaches contribute to dignity in adult health and social care	4.1 Explain the concept of person-centred support in: • care planning • care practice 4.2 Outline how person-centred approaches support the principles of dignity
5. Understand the role of the health and social care worker in relation to promoting dignity	5.1 Explain how attitudes, values and beliefs may influence behaviour towards others

	<p>5.2 Give examples of behaviour that does not respect dignity</p> <p>5.3 Outline the actions to take in response to behaviour that does not respect dignity</p> <p>5.4 Identify sources of support available when responding to concerns</p>
<p>6. Understand the importance of professional relationships for dignity and service provision</p>	<p>6.1 Explain the importance of using respectful language to promote dignity in relation to:</p> <ul style="list-style-type: none"> • interactions and communication • record keeping <p>6.2 Outline examples of how respectful language can be used to promote dignity</p> <p>6.3 Describe the effects of using disrespectful language</p> <p>6.4 Outline ways to encourage individuals to comment and share concerns about aspects of their care and support</p> <p>6.5 Explain the importance of understanding behaviour as a means of communication</p> <p>6.6 Explain how to respond to behaviour that challenges or presents a risk to:</p> <ul style="list-style-type: none"> • the individual • others involved with the individual

Additional information about this unit

Well-being may include aspects that are:

- | | |
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| <ul style="list-style-type: none"> • spiritual • cultural • social • sexual • mental | <ul style="list-style-type: none"> • emotional • religious • political • physical |
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Daily living activities, for example, personal care, moving and handling, administering medication, pain management, risk management

Individual's home, whether the individual's own home or supported or shared living situations

Attitudes, values and beliefs for example, assumptions about an individual's lifestyle or quality of life

The **actions to take** constitute the health and social care worker'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
- others
- the health and social care worker's line manager

Interactions and communication including with individuals, their families and other professionals

Others include carers, family and friends, colleagues, other professionals

Unit aim (s)	The aim of the unit is to give learners an understanding of the principles of dignity in adult health and social care, and how to apply those principles. It covers person-centred approaches, the role of the health and social care worker in relation to promoting dignity, and the importance of professional relationships for dignity and service provision.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/506/1300 Understand duty of care in adult health and social care
Level:	2
Credit Value:	5
GLH:	46
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand what is meant by 'duty of care'	1.1 Explain what is meant by 'duty of care' within the context of adult health and social care 1.2 Describe how duty of care influences health and social care practice
2. Know about dilemmas and conflicts relating to duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe the possible conflicts for a health and social care worker between duty of care to an individual and the demands of an employer 2.3 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to recognise and report unsafe practices	3.1 Describe unsafe practices that may affect the well-being of individuals 3.2 Explain the actions to take if unsafe practices have been identified 3.3 Describe the action to take if suspected abuse of unsafe practices have been reported but nothing has been done in response
4. Understand the impact of own actions on individuals and others	4.1 Explain how health and social care workers can promote positive culture 4.2 Give examples of ways that own actions can impact on individuals and others 4.3 Explain the importance of sharing concerns with a responsible professional 4.4 Explain the possible consequences of health and social care workers failing to act in the interests of individuals and others

<p>5. Understand the importance of consent in health and social care practice</p>	<p>5.1 Define the meaning of:</p> <ul style="list-style-type: none"> • consent • best interests <p>5.1 Identify different ways of gaining consent</p> <p>5.2 Explain actions to take when consent:</p> <ul style="list-style-type: none"> • is not given • cannot be confirmed
<p>Additional information about this unit</p> <p>Unsafe practices may include poor working practices, resource difficulties, or operational difficulties</p> <p>Well-being may include aspects that are:</p> <ul style="list-style-type: none"> • spiritual • cultural • social • sexual • mental • emotional • religious • political • physical • <p>The actions to take constitute the health and social care worker's responsibilities if unsafe practice is observed and in responding to allegations or suspicions of abuse. They include actions to take if the unsafe practice, allegation or suspicion implicates:</p> <ul style="list-style-type: none"> • a colleague • someone in the individual's personal network • the health and social care worker's line manager • others <p>Others may include:</p> <ul style="list-style-type: none"> • colleagues • occupational therapist • speech and language therapist • pharmacist • specialist nurse • psychiatrist • dementia care advisor • social worker • GP • physiotherapist • nurse • psychologist • advocate • family or careers 	

Unit aim (s)	This unit is aimed at learners who want to develop an understanding of what is meant by 'duty of care' and the dilemmas and conflicts relating to it. The learner will be able to recognise and report unsafe practices and understand the importance of consent in health and social care practice
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/506/1301 Understand dilemmas and public concerns in adult health and social care
Level:	2
Credit Value:	3
GLH	26
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand dilemmas that may be encountered in adult health and social care	<p>1.1 Outline potential dilemmas that could relate to:</p> <ul style="list-style-type: none"> • personal attitudes, beliefs and values • organisational priorities and values • positive risk taking • staffing levels • time management • information sharing <p>1.2 Identify sources of support to resolve dilemmas</p>
2. Know about issues of public concern in adult health and social care	<p>2.1 Identify wider issues that impact on adult health and social care services</p> <p>2.2 Describe how issues of public concern have altered public views of the sector</p> <p>2.3 Outline how media reporting on issues of public concern affects people's perceptions of adult health and social care services</p>
3. Understand how a serious case review has impacted on adult health and social care practice	<p>3.1 Identify current serious case reviews</p> <p>3.2 Summarise the key issues raised in a recent serious case review</p> <p>3.3 Describe recent changes in service delivery recommended as a result of this review</p>

Additional information about this unit	
Unit aim (s)	This unit is aimed at learners who want to understand dilemmas that may be encountered in adult health and social care, including issues of public concern and how a serious case review impacts on adult health and social care practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A