SPECIFICATION

IAO Level 3 Certificate in Preparing to Work in Adult Social Care
Qualification number: 600/1668/1

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

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 following qualifications regulators – Ofqual (England) and the Welsh Government (in Wales).

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)	600/1668/1
Qualification review date	31st December 2017
Guided Learning Hours (GLH)	Minimum 190 hours
Total Qualification Time (TQT)	210 hours
RQF level	3
Qualification credit value	21
Minimum credits at/above level	17
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 Advisers (EQAs)
Aims and objectives of the qualification	This qualification is aimed at learners who are working in Adult Social Care, or have basic knowledge in the area, and are looking to build on their learning.
	It aims to introduce some basic concepts of caring such as safeguarding, duty of care, person centred approach and the role of the social care worker.
	This qualification is based on the National Occupational Standards and is recognised as a component in the Health and Social Care (England) Apprenticeship Framework.
Entry guidance	There are no formal entry requirements for this qualification.
	This qualification is suitable for those who work within the Health and Social Care workforce. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles.
Progression opportunities	Learners who achieve this qualification could progress into employment in a social care role such as care or healthcare assistant.

These qualifications provide candidates with the knowledge to equip them with an understanding of the core areas related to working in adult social care.

This understanding will provide a useful basis for progression to competence based qualifications in the sector. On completion of this qualification learners may progress to:

- Level 3 NVQ Diploma in Health and Social Care (Adults) for England

Funding

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

http://www.education.gov.uk/section96/
http://www.thedataservice.org.uk

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.

Skills for Care and Development QCF Assessment Principles

1. Introduction

1.1. Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2. This document sets out those principles and approaches to unit/qualification assessment. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3. These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4. Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principle

2.1. Assessment decisions for competence based learning outcomes (e.g. those beginning with' to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2. Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3. Competence based assessment must include direct observation as the main source of evidence.

2.4. Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit'.

2.5. Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6. Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7. Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8. Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.4 Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.5 Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.6 Expert witness:
An expert witness must:
- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise
- have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff

Qualification structure

Learners must achieve 21 credits. All nine units in the mandatory group must be achieved to gain this qualification.

The total Guided Learning Hours (GLH) for this qualification is 190 hours. The Total Qualification Time (TQT) for this qualification is 210 hours.

Unit structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
R/602/2906	Principles of communication in adult social care settings	3	2	17
R/602/3036	Principles of personal development in adult social care settings	3	2	19
M/602/3044	Principles of diversity, equality and inclusion in adult social care settings	3	2	19
A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
A/602/3113	Understand the role of the social care worker	2	1	9
R/602/3182	Understand person-centred approaches in adult social care settings	3	4	37
L/602/3178	Understand health and safety in social care settings	3	5	49
D/602/3119	Understand how to handle information in social care settings	3	1	9

Title:	R/602/2906 Principles of communication in adult social care settings
Level:	3
Credit Value:	2
GLH:	17

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why effective communication is important in adult social care settings	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in an adult social care setting
2. Understand how to meet the communication and language needs, wishes and preferences of an individual	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
3. Understand how to overcome barriers to communication	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

Additional Information about this unit

An **Individual** - someone requiring care or support

Communication methods:

Non-verbal communication

- Eye contact
- Physical gestures
- Behaviour

- Touch
- Body language

Verbal communication

- Vocabulary
- Pitch

- Linguistic tone

Services:

- Translation services
- Speech and language services

- Interpreting services
- Advocacy services

Unit aim(s)	This 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. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 31

Title:	R/602/3036 Principles of personal development in adult social care settings
Level:	3
Credit Value:	2
GLH:	19

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to reflect on practice in adult social care	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
2. Understand the importance of feedback in improving own practice	2.1 Explain how people 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
3. Understand how a personal development plan can contribute to own learning and development	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 on-going improvements in knowledge and understanding

Additional information about this unit

Standards:

- Codes of Practice
- Minimum standards
- Regulations
- National Occupational Standards

Constructive feedback:

- Positive feedback
- Opportunities for development

Personal development plan will record information**:**

- Agreed objectives for development
- Timescales for review
- Proposed activities to meet objectives

Sources of support:

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

Others:

- The individual
- Advocates
- Other professionals
- Carers
- Line manager or employer
- Advocates

Unit aim(s)	This unit develops the concepts of personal development and reflective practice which are fundamental to adult social care roles. The unit is aimed at those who are interested in, or new to, working in social care settings with adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles Learning outcomes 2, 3 and 4 must be assessed in the work setting.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 33

Title:	M/602/3044 Principles of diversity, equality and inclusion in adult social care settings
Level:	3
Credit Value:	2
GLH:	19
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of diversity, equality and inclusion	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
2. Understand how to work in an inclusive way	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**

Additional information about this unit

Effects:

- The individual
- Those who discriminate

- Families or friends of the individual
- Wider society

An **Individual:** someone requiring care or support

Unit aim(s)	This unit develops concepts of inclusion, which are fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to working in social care settings with adults
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles
Details of the relationship of the unit and relevant National Occupational Standards	HSC 34, 35 and 3116

Title:	A/601/8574 Principles of safeguarding and protection in health and social care
Level:	2
Credit Value:	3
GLH:	26

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self-neglect • Neglect by others 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse
2. Know how to respond to suspected or alleged abuse	2.1 Explain the **actions to take** if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved
3. Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and **local systems** that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse

		3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
4. Understand ways to reduce the likelihood of abuse		4.1	Explain how the likelihood of abuse may be reduced by: • Working with **person centred values** • Encouraging **active participation** • Promoting choice and rights
		4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5. Know how to recognise and report unsafe practices		5.1	Describe unsafe practices that may affect the well-being of individuals
		5.2	Explain the actions to take if unsafe practices have been identified
		5.3	Describe the action to take if suspected abuse or **unsafe practices** have been reported but nothing has been done in response

Additional information about this unit

Factors:

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

The **Individual** – someone supported by the learner but may include those for whom there is no formal duty of care

Actions to take – constitutes the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take it the allegation or suspicion implicates:

- A colleague
- The learner's manager
- Others
- The learner
- Someone in the individual's personal network

Local Systems

- Employer/organisational policies and procedures
- Multi-agency protection arrangements for a locality

Person centred values

- Individuality
- Choice
- Independence
- Respect

- Rights
- 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

Unsafe practices

- Poor working practices
- Operational difficulties

- Resource difficulties

Unit aim(s)	This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring, It considers when individual might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 24 and HSC 240. Content recurs throughout HSC NOS knowledge requirements

Title:	R/601/1436 Principles of implementing duty of care in health, social or children's or young people's settings
Level:	3
Credit Value:	1
GLH:	5
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty or care in own work role 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	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
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain the main points of agreed procedures for handling complaints
Additional information about this unit N/A	
Unit aim(s)	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 considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is duty of care.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the health and social care assessment strategy
Details of the relationship of the unit and relevant National Occupational Standards	CCLD 305, GCU 2, HSC 24, HSC 34 HSC 35 – Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Title:	R/602/3113 Understand the role of the social care worker
Level:	2
Credit Value:	1
GLH:	9

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in social care settings
2. Understand the importance of working in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Outline what is meant by agreed ways of working 2.3 Explain the importance of full and up-to-date details of **agree ways of working**
3. Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Identify ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts Explain how and when to access support and advice about: • Partnership working • Resolving conflicts

Additional information about this unit

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

Others

- Carers
- Friends
- Family members
- Advocates

Unit aim(s)	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 partnerships with others.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 23 and 227.

Title:	R/602/3182 Understand person-centred approaches in adult social care settings
Level:	3
Credit value:	4
GLH:	37

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand person centred approaches in adult social care	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
2. Understand how to implement a person-centred approach in an adult social care setting	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 Evaluates the use of **care plans i**n applying person centred values 2.4 Explain the importance of monitoring an individual's changing needs or preferences
3. Understand the importance of establishing consent when providing care or support	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 septs to take if consent cannot be readily established
4. Understand how to implement and promote active participation	4.1 Explain the principles of active participation 4.2 Explain how **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

5. Understand how to support an individual's right to make choices	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 choice
6. Understand how to promote individual's wellbeing	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 wellbeing
7. Understand the role of risk assessment in enabling a person centred approach	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 that need to be regularly revised
	7.5	Explain the importance of using agreed risk assessment processes to support choice

Additional information about this unit

Person-centred values:

- Individuality
- Choice
- Independence
- Respect

- Rights
- Privacy
- Dignity
- Partnership

Individual: someone requiring care or support

Complex or sensitive situations:

- Distressing or traumatic
- Likely to have serious implications or consequences
- Involving complex communication or cognitive needs

- Threatening or frightening
- Of a personal nature

A Care Plan may be known by other names (e.g. support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.

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.

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.

Holistic covers all aspects of an individual's wellbeing

Others

- Colleagues
- Occupational Therapist
- Speech and Language Therapist
- Pharmacist
- Specialist nurse
- Psychiatrist
- Dementia care advisor

- Social worker
- GP
- Physiotherapist

- Nurse
- Psychologist
- Advocate
- Family or carers

Wellbeing

- Spiritual
- Cultural
- Social
- Sexual
- Mental

- Emotional
- Religious
- Political
- Physical

Environment – Physical environment and social environment, e.g.

- Physical environment – bedroom, handbag, personal belongings

- Social or Emotional environment – personal boundaries, subjective feelings

Unit aim (s)	This unit develops the understanding of person centred support as a fundamental principle of adult social care. This unit is aimed at those who are interested in, or new to working in, social care settings with adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 35, 332 and 350.

Title:	L/602/3178 Understand the health and safety in social care settings
Level:	3
Credit value:	5
GLH:	49

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the different responsibilities relating to health and safety in social care settings	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: • the social care worker • the employer or manager • **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
2. Understand risk assessments and their importance in relation to health and safety	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

3. Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in a social care setting	
	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	
4. Understand how to reduce the spread of infection	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	
5. Understand how to move and handle equipment and other objects safely	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	
6. Understand the principles of assisting and moving an individual	6.1	Explain why it is important to have specialist training before assisting and moving an individual	
	6.2	Explain the 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	

7.	Understand how to handle hazardous substances	7.1 7.2 7.3	Describe types of hazardous substances that may be found in the social care setting Explain safe practices for: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances Explain the dangers associated with not following these safe practices
8.	Understand how to promote environmental safety procedures in the social care setting	8.1 8.2 8.3 8.4	Explain procedures to be followed in the social care setting to prevent: • Fire • Gas leak • Floods • Intruding • Security breach Explain procedures to be followed in the social care setting in the event of: • Fire • Gas leak • Floods • Intruding • Security breach Explain how you would encourage others to adhere to environmental safety procedures Explain the importance of having an **emergency plan** in place to deal with unforeseen incidents
9.	Understand how to manage stress	9.1 9.2 9.3	Describe common signs and indicators of **stress** Describe factors that tend to trigger own stress Evaluate strategies for managing stress
10.	Understand procedures regarding **handling medication**	10.1 10.2 10.3	Describe the main points of agreed procedures about handling medication Explain why medication must only be handled following specialist training Explain the consequences of handling medication without specialist training
11.	Understand how to handle and store food safely	11.1 11.2	Describe the main points of food safety standards in a social care setting Explain how to: • Store food • Maximise hygiene when handling food

	• Dispose of food 11.3 Explain the potential consequences of not following food safety standards

Additional information about this unit

Policies and procedures agreed ways of working as well as formal policies and procedures

Others may include:

- Team members
- Those who use or commission their own health or social care services
- External third parties such as IT specialist

- Other colleagues
- Families, carers and advocates

Individual: someone requiring care or support

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

- Use of equipment
- Medication
- Emergency procedures

- First aid
- Assisting and moving
- Food Handling and preparation

Personal Protective Equipment – protective equipment or clothing that an employer must provide where risks have been identified. This may include:

- Gloves
- Masks

- Aprons
- Hair nets

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

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.

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

Handling medication –

- Ordering
- Storage
- Recording

- Receiving
- Administration
- Disposal

Unit aim(s)	This unit is aimed at those who are interested in, or new to, working in a social care setting. It develops learner's knowledge and understanding of areas of health and safety required to working in a social care setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 32

Title:	D/602/3119 Understand how to handle information in social care settings
Level:	3
Credit Value:	1
GLH:	9

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand requirements for handling information in social care settings	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
2. Understand good practice in handling information in social care settings	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
3. Understand how to support others to handle information	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

Additional information about this unit

Others:

- 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

Unit aim (s)	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. This unit is aimed at those who are interested in, or new to, working in social care settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 31