SPECIFICATION

IAO Level 2 Award in Employment and Personal Learning Skills in Health Qualification number: 601/5970/4

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 120 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)	601/5970/4
31st December 2017 Guided Learning Hours (GLH)	22nd May 2020 Minimum 64 hours
Total Qualification Time (TQT)	Minimum 70 hours
RQF level	2
Qualification credit value	7 credits
Minimum credits at/above level	7 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	This qualification provides the Employee Rights and Responsibilities (ERR) and Personal Learning and Thinking Skills (PLTS) requirements of the Healthcare Support Services and Clinical Healthcare Support apprenticeship frameworks.
Entry guidance	There are no formal entry requirements for this qualification. Learners must be at least 16 years old to complete this qualification. This qualification is suitable for those who work, or who are looking to work within the health sector.
Progression opportunities	Learners taking this qualification will normally do so as part of one of the Healthcare Support Services or Clinical Healthcare Support Apprenticeship frameworks. This will enable learners to progress to a variety of job roles such as: • Healthcare support staff • Clinical Healthcare staff They may also progress onto the following qualifications: • IAO Level 3 Award in Employment and Personal Learning Skills in Health • IAO Level 2 Diploma in Clinical Healthcare Support

- IAO Level 3 Diploma in Clinical Healthcare Support
- IAO Level 2 Certificate in Healthcare Support Services
- IAO Level 3 Diploma in Healthcare Support Services

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.

Skills for Care and Development 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
- 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 Principles

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 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.

4.4 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.

4.5 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

To achieve the IAO Level 2 Award in Employment and Personal Learning Skills in Health, learners must achieve a total of 7 credits from the mandatory units.

The total Guided Learning Hours (GLH) for this qualification is 64.

The Total Qualification Time (TQT) for this qualification is 70 hours.

Unit structures

All units are listed below

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
R/602/2954	Understand employment responsibilities and rights in health, social care or children and young people's settings	2	3	24
H/602/4529	Preparing for an Apprenticeship	2	1	10
K/602/4547	Using enquiry and investigative techniques to solve problems	2	1	10
Y/602/4544	Manage own learning	2	1	10
H/602/4546	Participating in teamwork	2	1	10

Title:	R/602/2954 Understand employment responsibilities and rights in health, social care or children's and young people's settings
Level:	2
Credit value:	3
GLH:	24

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the statutory responsibilities and rights of employees and employers within own area of work	1.1 List the aspects of employment covered by **law** 1.2 List the main features of current employment legislation 1.3 Outline why legislation relating to employment exists 1.4 Identify **sources and types of information and advice** available in relation to employment responsibilities and rights
2. Understand **agreed ways of working** that protect own relationship with employer	2.1 Describe the terms and conditions of own contract of employment 2.2 Describe the information shown on own pay statement 2.3 Describe the procedures to follow in event of a grievance 2.4 Identify the personal information that must be kept up to date with own employer 2.5 Explain **agreed ways of working** with employer
3. Understand how own role fits within the wider context of the sector	3.1 Explain how own role fits within the delivery of the service provided 3.2 Explain the **effect** of own role on service provision 3.3 Describe **how own role links to the wider sector** 3.4 Describe the main roles and responsibilities of **representative bodies** that influence the wider sector
4. Understand career pathways available within own and related sectors	4.1 Explore different types of occupational opportunities

	4.2 Identify sources of information related to a chosen career pathway
	4.3 Identify **next steps** in own career pathway
5. Understand how **issues of public concern** may affect the image and delivery of services in the sector	5.1 Identify occasions where the public have raised concerns regarding issues within the sector
	5.2 Outline different viewpoints around an issue of public concern relevant to the sector
	5.3 Describe how issues of public concern have altered public views of the sector
	5.4 Describe recent changes in service delivery which have affected own area of work

Additional information about this unit

Law includes Employment law and other legislation such as:

- Disability Discrimination Act
- Other relevant equalities legislation
- Health and Safety

Sources and types of information and advice – this should be internal and external where appropriate

Agreed ways of working includes policies and procedures where these exist; they may be less formally documented with micro-employers. It may cover areas such as:

- Data Protection
- Conflict management
- Health and safety
- Grievance procedures
- Anti-discriminatory practice

Effect – should include the effect of following good practice and consequences of non-compliance

How own role links to the wider health and social care sector – may include reference to relevant Codes of Practice, National Occupational Standards etc. in own area of work

Representative bodies – may include: government departments, professional bodies, trade unions, sector skills councils, regulatory bodies, consumer groups etc.

Next steps – should include training and development

Issues of public concern - may include media stories, local or national strategies, closures, government drivers, economic issues

| Unit aim (s) | This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector. |

	It covers:
	- statutory responsibilities and rights of employees and employers - awareness of own occupational role and how it fits within the sector - agreed ways of working with employer - career pathways - issues of public concern and how these may influence changes in the sector
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	N/A

Title:	H/602/4529 Preparing for an apprenticeship
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the components of an apprenticeship	1.1 Discuss the relevance of each of the **components** 1.2 Describe how each component will be assessed 1.3 Describe the purpose of the **apprenticeship agreement**
2. Be able to set goals for the coming year	2.1 Describe the importance of meeting **deadlines** 2.2 Describe the importance of being organised 2.3 Create **targets** for own skills development and completion of the apprenticeship
3. Understand the progression routes	3.1 Discuss the **sources of information** regarding progression routes 3.2 Compare possible **progression routes**

Additional information about this unit

Components include all aspects of the learner's Apprenticeship:

- Qualifications

- Personal learning and thinking skills

- Functional skills / Essential Skills Wales / Essential Skills (NI) / Core Skills

- Employee rights and responsibilities

Apprenticeship agreement includes:
- The contents of the formal agreement
- Employee and employer obligations

- An overview of the legislation and regulations
- Time limitations

Deadlines timescales for completion may be self-imposed or imposed by others

Targets may include short term and long term targets

Sources of information may include colleges' and training providers' prospectuses and websites, employers, careers advisers (internal and external e.g. Young People's Service, Jobcentre Plus.

Progression routes may include further/higher education, Higher Apprenticeships, employment

Unit aim (s)	The aim of this unit is to increase learners' understanding of their Apprenticeship by developing an understanding of the components. The unit helps learners plan their learning and introduces time management as important aspects to successful completion of an Apprenticeship
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/602/4547 Using enquiry and investigative techniques to solve problems
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to research questions related to a specific problem	1.1 Generate ideas for enquiry which result from a specific identified **problem** 1.2 Define **enquiry questions** relating these to the specific problem 1.3 Identify **investigative techniques** to use that meet the aims of the enquiry 1.4 Create a **structured plan** for the enquiry 1.5 Conduct the enquiry following the plan
2. Be able to assess enquiry outcomes on a specific problem	2.1 Select the information that is useful and relevant from the data 2.2 **Assess the findings** referring to the intentions in the enquiry plan 2.3 Explain the factors that influenced decisions in the **methodology** 2.4 Identify **assumptions** in methodology used 2.5 Discuss the impact **alternative investigation methods** could have on the outcomes

Additional information about this unit

Problem may be work or study related and may be given to the learner

Enquiry questions the main questions for research i.e. objectives

Investigative techniques may include primary and/or secondary sources; research methods e.g. observation, interviews, questionnaires and surveys and/or documentary evidence; qualitative and/or quantitative data

Structured plan includes the enquiry questions/objectives, methods and timescale. The plan should be agreed with an appropriate person such as the assessor or work place supervisor prior to implementation

Assess the findings may include comments on how far the results of the research are able to answer the original questions/lines of enquiry

Methodology is the methods chosen for research

Assumptions may include the belief that something is true without having any proof or may involve statistical significance

Alternative investigation methods may include a different type of research

Unit aim (s)	The aim of this unit is to enable learners to develop a plan of enquiry for a specific problem and assess their findings.
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:	**Y/602/4544 Manage own learning**
Level:	**2**
Credit Value:	**1**
GLH:	**10**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to organise and manage own learning goals	1.1 Assess own **skills and learning** requirements 1.2 Describe **learning goals** to enable learning to be completed on time and to a high standard 1.3 Describe **risks to learning** not being completed on time 1.4 Plan work and personal life commitments to ensure needs are met 1.5 **Maintain relationships** with peers to enable success in learning 1.6 Complete learning tasks on time and to the required standard
2. Be able to reflect on own learning	2.1 Assess learning goals against **success criteria** 2.2 Assess where own learning has been successful and where **learning strategies** could be improved 2.3 Devise **positive and constructive actions** in response to feedback from others 2.4 Revise learning goals to respond to outcomes of reflection 2.5 Communicate outcomes of learning experiences to others

Additional information about this unit

Skills and learning – skills and learning can be work or study related and may include practical skills, theory, study skills, qualifications and tests

Learning goals should be broken down into targets/tasks and expressed as SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound). Success criteria should be stated. Targets should be agreed by an appropriate person in the workplace or place of study

Risks to learning may include skills gaps, time management, conflicting priorities, motivation

Maintain relationships includes showing respect for others, listening to others and responding in an acceptable manner

Success criteria - are as described in 1.2 and include timescale and standard of work

Learning strategies - may include a different approach or an amendment to the current approach

Positive and constructive actions - involves acknowledging and accepting feedback (positive or negative) from others and using

Unit aim (s)	The aim of the unit is for learners to organise and manage their own learning and reflect on this process
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:	H/602/4546 Participating in teamwork
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the need for a team to work to an agreed code of conduct	1.1 Contribute to discussion with others to agree a **team task** that contributes to the local context 1.2 Contribute to discussion with team members to agree a **code of conduct** for effective team work 1.3 Describe agreed **consequences** for team members who do not follow the code of conduct
2. Be able to work positively as a member of a team to complete a task	2.1 Complete a task, showing adherence to the code of conduct 2.2 Undertake **contrasting roles** within the team task, showing evidence of adapting behaviour to meet task needs 2.3 Describe **areas for improvement** in own performance in the task 2.4 **Communicate** to others, **areas of improvement** in their performance **in a constructive manner**

Additional information about this unit

Team task – successful completion of the task should actively involve all members of the team. The team should agree what the task involves, the roles, the standard of work and timescales

Code of conduct – the code of conduct is likely to be a written code and should be agreed and understood by all team members. It will include points such as listening to the views of others; valuing contributions of others; accepting feedback and criticism; consulting with others; supporting others; carrying out agreed tasks and responsibilities; following group decisions; discussing issues of concern

Consequences of team members not following the agreed code may include team task not completed correctly, task not completed on time; not completed to the required standard.

Individual team members may feel let down; confused about their own role; reluctant to work as part of the team again. Agreed consequences may include reprimands or dismissal

Contrasting roles - may include following instructions/giving instructions; offering/accepting help; completing some activities alone/with another team member; taking responsibility for some tasks

Own **areas for improvement** - may include taking more responsibility for own actions; asking for clarification if needed; asking for help if needed; providing help and support if needed

Communicate areas of improvement in a constructive manner – this could be during or at the end of the activity and may include offering help and support; suggesting a different approach; stating facts and referring to actions rather than blaming the individual; discussing the way forward or for future activities; using a 'praise sandwich' by giving positive feedback as well as feedback on areas for improvement

Unit aim (s)	The aim of this unit is to complete a task as a member of a team working to an agreed code of conduct
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