



Ascentis Level 2 Certificate and Extended Certificate in Health and Social Care Professions Specification

Ofqual Number:

Certificate 601/6234/X

Extended Certificate 601/6239/9

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS CERTIFICATE AND EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE PROFESSIONS

Introduction

The Ascentis Level 2 Certificate and Extended Certificate in Health and Social Care Professions are designed to help learners make an informed choice about a career in Health and Social Care. Achievement of these qualifications could act as progression towards programmes of study at Level 2 or Level 3 such as an Apprenticeship programme or the Access to HE Diploma.

There are several features of these qualifications that make them very appropriate for their target learners:

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation
- A flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs
- Units available at both Level 1 and Level 2
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the qualifications are to enable learners

- 1 To promote the skills required for learner self-confidence and further study
- 2 To encourage learners to consider a career in Health and Social Care
- 3 To reward the achievement of learners for the skills that they have developed.

Target Group

These qualifications are aimed at learners wishing to develop skills in Health and Social Care and may wish to go onto further study or work in this area.

Ofqual Qualification Numbers

Ascentis Certificate in Health and Social Care Professions	601/6234/X
Ascentis Extended Certificate in Health and Social Care Professions	601/6239/9

Rationale for the Rules of Combination

The qualifications consist of a collection of optional units covering a wide range of organisational contexts. This will allow learners to select those units which will meet their specific occupational requirements.

To achieve the **Level 2 Certificate in Health and Social Care Professions** learners must achieve a minimum of 13 credits, with a minimum of 4 credits from the Personal and Social Development optional units and a minimum of 9 credits from the Health and Social Care optional units. At least 7 credits must be at Level 2.

To achieve the **Level 2 Extended Certificate in Health and Social Care Professions** learners must achieve a minimum of 25 credits, with a minimum of 7 credits from the Personal and Social Development optional units and a minimum of 18 credits from the Health and Social Care optional units. At least 13 credits must be at Level 2.

Rules of Combination

Ascentis Level 2 Certificate and Extended Certificate in Health and Social Care Professions				
Minimum credit values			Certificate: 13 credits Extended Certificate: 25 credits	
Personal and Social Development Units				
Title	Level	Credit Value	GLH	Unit ref
Carrying out own Volunteering Role	Level 2	1	10	F/508/5571
Counselling Skills and Personal Development	Level 2	4	30	J/507/7407
Critical Thinking	Level 2	3	24	A/505/1967
Database software	Level 2	4	30	A/508/5584
Developing Self	Level 2	2	20	K/508/5547
Essay Writing	Level 2	3	21	Y/505/1975
Healthy Living	Level 2	3	30	A/508/5553
Identity and Cultural Diversity	Level 2	2	20	F/508/5568
Individual Rights and Responsibilities	Level 2	1	10	D/508/5559
IT communication fundamentals	Level 2	2	15	T/508/5583
Managing Your Own Money	Level 2	2	20	M/508/5579
Plagiarism	Level 2	1	7	F/505/2117
Presentation software	Level 2	4	30	J/508/5586
Research Project	Level 2	3	14	H/505/2143
Research Skills for Academic Study	Level 2	2	15	M/508/5582
Spreadsheet software	Level 2	4	30	L/508/5587
Time Management	Level 2	3	24	H/508/5577
Using the internet	Level 2	4	30	F/508/5585
Word Processing software	Level 2	4	30	R/508/5588
Work Experience	Level 2	3	24	A/508/5570

Health and Social Care Units				
Title	Level	Credit Value	GLH	Unit Ref
Activity Provision in Health and Social Care	Level 2	3	24	L/508/5671
Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	Level 1	3	24	D/508/5531
Awareness of skills and attitudes needed to work in adult social care	Level 1	1	8	F/508/5666
Basic First Aid Principles	Level 2	1	8	R/508/5669
Care of the Elderly	Level 2	3	24	Y/508/5673
Child and young person development	Level 2	2	15	H/508/5627
Communication and professional relationships with children, young people and adults	Level 2	2	15	Y/508/5625
Contribute to the development of babies and young children	Level 2	2	16	H/508/5630
Diabetes Awareness	Level 2	3	24	H/508/5675
Encourage children and young people to eat healthily	Level 1	2	16	M/508/5615
Ethical Issues in Health Care	Level 2	3	24	D/508/5674
Ethical Issues in Social Policy	Level 2	3	30	L/507/0698
Human growth and development	Level 1	2	18	D/508/5609
Human Physiology for Health Care	Level 2	6	30	R/503/4673
Introduction to a healthy lifestyle	Level 1	3	26	T/508/5616
Introduction to autistic spectrum condition	Level 1	3	30	A/508/5617
Introduction to Biology	Level 2	6	60	R/508/5462
Introduction to Care Work	Level 1	2	10	M/504/6524
Introduction to Chemistry	Level 2	6	60	Y/508/5463
Introduction to children and young people's development	Level 1	3	26	Y/508/5611
Introduction to communication in health and social care (adults and children and young people), early years and childcare	Level 1	2	19	A/508/5603
Introduction to creative activities for children's development	Level 1	3	17	H/602/6376
Introduction to Criminology	Level 1	4	30	Y/503/4674
Introduction to Criminology	Level 2	6	30	D/503/4675
Introduction to dementia	Level 1	3	30	J/508/5622
Introduction to disability awareness	Level 1	1	8	R/508/5610
Introduction to Human Physiology for Health Care	Level 1	4	30	L/503/4672
Introduction to learning disability	Level 1	3	30	F/508/5618
Introduction to mental health	Level 1	3	30	F/508/5621
Introduction to physical disability	Level 1	3	30	J/508/5619
Introduction to Physics	Level 2	6	60	D/508/5464
Introduction to Psychology	Level 1	4	30	H/503/4872
Introduction to Psychology	Level 2	6	30	K/503/4873
Introduction to sensory loss	Level 1	3	30	A/508/5620
Introduction to Sociology	Level 1	4	30	H/503/4676

Introduction to Sociology	Level 2	6	30	K/503/4677
Introduction to Sociology	Level 2	3	30	R/507/0699
Introduction to the development of children and young people through play	Level 1	2	15	K/508/5614
Introduction to the physical care of babies and young children	Level 1	3	30	H/508/5613
Introduction to values and principles of adult social care	Level 1	1	10	D/502/9590
Introductory awareness of autistic spectrum conditions	Level 2	2	17	M/601/5316
Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	Level 1	3	25	F/508/5604
Introductory awareness of health and safety in health, social care and children's and young people's settings	Level 1	4	36	J/508/5605
Introductory awareness of person-centred support in health, social care and children's and young people's settings	Level 1	2	18	L/508/5606
Introductory awareness of the importance of healthy eating and drinking for adults	Level 1	3	24	Y/508/5608
Introductory awareness of working with others in health, social care and children's and young people's settings	Level 1	2	16	R/508/5607
Keeping a child healthy and safe	Level 1	1	10	L/502/1727
Maintaining Quality Standards in the Health Sector	Level 2	1	8	J/508/5667
Preparing for a Career in the Health and Social Care Professions	Level 2	3	24	K/508/5676
Principles of communication in adult social care settings	Level 2	2	17	L/508/5623
Principles of safeguarding and protection in health and social care	Level 2	3	26	R/508/5624
Research Methods in Sociology	Level 2	3	30	A/507/0700
Safeguarding the welfare of children and young people	Level 2	3	20	L/508/5279
Scientific Skills	Level 2	3	30	H/508/5465
Stroke Awareness	Level 2	3	28	F/508/5635
The Role and Responsibilities of the Health and Social Care Worker	Level 2	1	8	L/508/5668
Understand the importance of engagement in leisure and social activities in health and social care	Level 1	3	29	D/508/5612
Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Level 1	3	26	T/508/5602
Understand the range of service provision and roles within health and social care (adults and children and young people), early years and child care	Level 1	3	26	M/508/5601
Understand the role of the social care worker	Level 2	1	9	K/508/5628
Understanding Health and Safety in Health and Social Care Settings	Level 2	4	32	J/508/5670
Understanding the Health and Social Care Professions	Level 2	3	24	R/508/5672
Credits from equivalent units Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions				

Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.
For any units of the same title at different levels credit can only be taken from one of the units to count towards achievement of the full qualification.

Unit certification is available for all units.

Recommended Guided Learning Hours (GLH)

The recommended guided learning hours for these qualifications are 87 GLH for the Certificate, 174 GLH for the Extended Certificate.

Total Qualification Time (TQT)

The total qualification time for the Level 2 Certificate in Health and social Care Professions is 130.
The total qualification time for the Level 2 Extended Certificate in Health and social Care Professions is 250.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualifications.

Recommended Prior Knowledge, Attainment and / or Experience

No recommended prior learning or experience is required.

Age Range of Qualifications

These qualifications are suitable for young people aged 14 – 19 and adult learners.

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes:

- Vocational or subject specific learning at Level 2 or above. Further study at Level 3 including the Ascentis Access to HE Diploma, Apprenticeships and higher level Ascentis qualifications
- Employment

Resources to Support the Delivery of the Qualifications

There are Ascentis-devised learner workbooks and tutor PowerPoint resources available, to support the delivery of these qualifications. These resources can be found on the Ascentis electronic portal. These are available for the following units:

- *Essay Writing*
- *Research Skills for Academic Studies*
- *Developing Self*
- *Ethical Issues in Health Care (Level 2)*
- *Introduction to Mental Health (Level 1)*
- *Introduction to Psychology (Level 2)*
- *Preparing for a Career in the Health and Social Care Professions (Level 2)*
- *Principles of Safeguarding and Protection in Health and Social Care (Level 2)*
- *Time Management*

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

These qualifications are available in England, Wales and Northern Ireland. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Overview

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the full qualifications, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in [Appendix 1](#).

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Audio recordings
- Role play

Practical activities should be appropriate to the cohorts of learners and units. Learners can carry out activities in a simulated environment as it is not a requirement for a learner to be work based.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking sheets for these qualifications are available to download as a separate document from www.ascentis.co.uk.

An example Observation Record Form is found in [Appendix 2](#).

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Quality Assurers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Health and Safety

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible.

Personal and Social Development Units

UNIT SPECIFICATIONS

Developing Self

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 2

Introduction

In this unit you will be introduced to ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Take an active role in their self-development	1.1 Describe how they will contribute to own self-development
	1.2 Describe how their own attitudes and behaviours could be a barrier to progress in self - development
	1.3 Describe what would help to motivate them to progress in self development
	1.4 Select an area for self-development and explain how this choice will contribute to their personal development
	1.5 Agree what will show progress in the selected area for self-development
2 Plan for their self-development	2.1 Agree ways to minimise barriers to self-development and to make the most of opportunities for change
	2.2 Prepare a plan for their identified area of self-development including activities, targets and timelines
	2.3 Plan how and when to review their progress towards achieving their targets
3 Review their self-development and plan for the future	3.1 Work through activities, and reflect on key experiences or incidents
	3.2 Review their self-development plan and how successful they have been in dealing with the barriers they identified before
	3.3 Suggest improvements and amendments to the plan
	3.4 Explain how they will continue with their self-development in the future

Indicative Content

Take an Active Role in Self Development

- List the things about yourself which are considered to be strengths, skills, qualities and abilities and state where these would be applied in everyday life
- Show and record how you have used these attributes on two or more occasions
- List three things which will make you want to improve your skills and abilities
- List something you think is a weakness and state why this should be changed
- State how this change could be made

Plan Self Development

- Name something which you want to improve and create an action plan with targets
- Follow the plan with regular reviews
- Keep a record of your progress

Review your Self Development Plan

- Reflect on your development plan and identify what was successful and what did not work and would need to be changed another time
- Think about how you might continue to develop yourself in the future
- Record your thoughts

UNIT SPECIFICATIONS

Healthy Living

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 2

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise the characteristics and benefits of a healthy lifestyle	1.1 Describe the factors that may have an impact on an individual's health and well-being 1.2 Explain the benefits of a healthy lifestyle
2 Produce and follow a plan to lead a healthy lifestyle	2.1 Describe changes in their own activities that would lead to a healthier lifestyle 2.2 Produce an action plan to implement positive changes towards a healthier lifestyle 2.3 Give reasons for the choice of activities 2.4 Follow action plan
3 Review the activities undertaken	3.1 Identify successful activities and those that haven't gone well and explain the reasons for this 3.2 Explain how the activities or lifestyle changes have had a positive effect on own well being 3.3 Suggest further activities or lifestyle changes which could contribute to a healthier lifestyle
4 Recognise behaviours that endanger health and understand ways to manage risks to health	4.1 Describe the problems that can result from alcohol abuse 4.2 Describe the problems that can result from drug abuse 4.3 Describe the problems that can result from practising unsafe sex 4.4 Describe strategies which young people can use to resist pressures to take risks with their own health 4.5 Identify sources of help, advice and support for dealing with dangers to health

Indicative Content

Characteristics and benefits of a healthy lifestyle

- A balanced diet
- Stop smoking and drinking
- Regular exercise
- Work / life balance
- Reduce stress
- Feeling fitter
- Able to do more
- Positive outlook
- Ability to think more clearly
- More energy

Learners need to be able to produce and follow a personal action plan that will lead to a healthier lifestyle, giving reasons for their choices. They then need to review the plan and be able to explain how their choices had an effect on lifestyle and how they could improve on this.

Behaviours that endanger health

- Drinking alcohol
- Drug abuse
- Unsafe sex
- Smoking
- Over eating
- Poor diet, lack of vitamins and minerals, poor growth and bone formation

Strategies to avoid the pressures

- Be direct and confident , just say No
- Use humour; when asked if you want to smoke a quick witty response will often end the conversation, e.g. “No, I’m not a chimney”, “No thanks, that cigarette doesn’t go with my outfit”
- Plan with a friend what you will say and stick together
- Move to another room or move away
- Change the topic by asking an unrelated question

Sources of help, advice and support

- Local GP
- Local support groups
- Family and friends

www.thecoolspot.gov
www.stopalcoholabuse.gov
www.youthhealthtalk.org
www.nhs.uk/change4life
www.talktofrank.com

UNIT SPECIFICATIONS

Individual Rights and Responsibilities

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 2

Introduction

In this unit you will identify and be aware of rights and responsibilities as an individual.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand their individual rights	1.1 Describe their rights as an individual
	1.2 Describe barriers which may prevent them from exercising their rights
	1.3 Investigate sources of information about rights and responsibilities and present their findings
2 Understand their individual responsibilities	2.1 Describe their responsibilities to themselves
	2.2 Describe their responsibilities to others
	2.3 Identify and demonstrate how they take responsibility for themselves

Indicative Content

Personal Rights

- Find out what the term 'right' means
- List examples of your basic rights
- List how an individual can use their personal rights in the community
- List examples of barriers that might prevent you from exercising your rights
- Find out about the government and local council and the support services they provide
- List services that the government is responsible for providing
- List services that the local council is responsible for providing
- List who is responsible for helping with a range of community problems

Personal Responsibilities

- Find out what the term 'responsibility' means
- List examples of your basic responsibilities
- List a range of actions or activities that show you being responsible in the community
- List how a person can take personal responsibility

UNIT SPECIFICATIONS

Managing Your Own Money

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 2

Introduction

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Produce a budget	1.1 Carry out suitable calculations to plan outgoings and income
2 Know ways to buy and invest on credit	2.1 Identify different sources of credit
3 Understand the responsibilities of using credit for outgoings and investing	3.1 Describe the responsibilities of using credit for outgoings and investing
4 Understand the potential problems of using credit	4.1 Describe the potential problems of using credit

Indicative Content
Personal Budget - List a range of income and expenditure - Find a way of recording income and expenditure - List household expenditure items in order of priority - Understand the term disposable income - Find out about and list ways to save money - Check your budget using a calculator - Think about problems that would happen if you spend more than your income Credit - Credit cards - Bank loans - Responsibilities – to pay on time, not to borrow more than you can repay - Potential problems – you can easily be tempted to spend more than you can afford, inability to make repayments, high interest charges add to the amount owed

UNIT SPECIFICATIONS

Identity and Cultural Diversity

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 2

Introduction

In this unit you will learn to understand about identity and cultural diversity.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the meanings of the terms 'social diversity' and 'social inclusion'	1.1 Describe the key features of social diversity
	1.2 Define the term 'social inclusion'
	1.3 Describe the key features of diversity (e.g. ethnicity, gender)
	1.4 Identify bodies who work on equality/diversity issues (e.g. CEHR)
2 Understand equality, discrimination and prejudice	2.1 Give examples of inequality in a range of situations
	2.2 Explain the differences between discrimination and prejudice
	2.3 Give examples of positive and negative stereotyping
3 Understand the diversity of communities	3.1 Describe the common characteristics of a range of diverse groups in society
	3.2 Explain how society can benefit from a diverse society

Indicative Content
Key features ▪ Gender ▪ Race ▪ Language ▪ Sexual orientation ▪ Religious beliefs ▪ Ethnicity ▪ Age
Bodies that work on equality/diversity issues ▪ IDEA (Improvement and Development Agency) ▪ EFLG (Equality Framework for Local Government) ▪ ACAS (Advisory, Conciliation and Arbitration Service) ▪ Skills for Business Network ▪ Investors in People ▪ EHRC (Equality and Human Rights Commission)
Diverse cultural groups ▪ Age and discrimination ▪ Disability ▪ Gender ▪ Race ▪ Religion and belief ▪ Sexual orientation

UNIT SPECIFICATIONS

Carrying out own Volunteering Role

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 2

Introduction

In this unit you will learn and understand about volunteering and carrying out a volunteering role.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand their volunteering role	1.1 Describe their responsibilities as a volunteer within the organisation or project
	1.2 Identify the person they report to and identify the agreed limits of their volunteering responsibility
	1.3 Describe the importance of working within agreed limits
2 Comply with organisational standards	2.1 Identify the policies, procedures and codes of conduct that affect their own role
	2.2 Describe how these govern their work
	2.3 Comply with organisational standards when carrying out their own role
3 Carry out agreed tasks to the required standards	3.1 Check that their own tasks met the required standards
	3.2 Ask for advice or help as necessary
	3.3 Meet agreed deadlines

Indicative Content

Understanding their role and responsibilities

These will depend on the type of volunteer work undertaken. The learner needs to be able to list the ones that are most appropriate to their own role. The following are common to all volunteer roles

- Show respect – for colleagues and people you are trying to help
- Be courteous, helpful, tactful, honest
- Attend training sessions
- Work as part of a team
- Be reliable
- Attend all meetings as required
- Complete the tasks you have agreed to
- Air any grievances immediately to the appropriate person
- Provide friendship and support
- Support learning
- Identify person to report to

Following organisational standards

Policies and Procedures

- Confidentiality
- Equal Opportunity
- Health & Safety
- Grievance
- Any other "role specific" policies and procedures

Dress, behaviour, timekeeping

- Find out the dress code for the organisation
- Behave in the right manner, use appropriate language, be aware that drink and drugs can affect how you work and also have legal implications
- Make sure you know your exact hours of work, start and finish times and make sure you arrive on time. Do not take holidays without first confirming it is acceptable with your supervisor
- Understand about personal hygiene

Carrying out agreed tasks to the required standards

- Confirm you understand instructions and carry them out to the expected standard
- Who to ask for advice
- When and how to ask for advice
- Make sure that all tasks are completed on time

UNIT SPECIFICATIONS

Time Management

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

This unit is about understanding the principles of time management.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how they spend their time	1.1 Estimate the number of hours they spends over a three-day period on the following ▪ Sleeping ▪ Eating ▪ Working ▪ Studying ▪ Socialising
	1.2 Assess each of the activities against the following criteria ▪ Productive time ▪ Maintenance time ▪ Leisure time
	1.3 Assess how they uses time effectivity
2 Understand time management	2.1 Describe what is meant by time management
	2.2 Illustrate how they uses time management skills for their use of time for two priorities in their daily life
3 Know how to use time management as a way of reducing stress	3.1 Describe two examples of physical symptoms of stress
	3.2 Describe two examples of emotional reactions to stress
	3.3 Describe examples of ways people suffering with stress behave
	3.4 Describe how time management can help reduce stress
	3.5 Assess its effectiveness

Indicative Content

How learner spends their time

The learner must record the number of hours they spend

- Sleeping
- Eating
- Working
- Studying
- Socialising

The record must be clear, accurate and provide all of the above information.

The unit deals with understanding the different ways the learner can use their time. In order to show understanding the learner must:

Give two examples of activities for each of the following uses of time

- Productive time
- Maintenance time
- Leisure time

- and also show whether these are an effective use of their time.

Understand time management

The learner also needs to:

Outline what is meant by time management

- Focus
- Concentration on tasks
- Prioritising
- Planning
- Distractions
- Interruptions
- Goal setting
- Contingencies
- To do lists
- Taking on too much

Identify how they use time management skills for their daily life

- Studying
- Work
- Hobbies
- Home
- Friends

Using time management as a way of reducing stress

Modern life is full of hassles, deadlines, frustrations and demands. Poor time management can result in stress. The learner must show they understand what is meant by stress and how good time management can help to reduce this. The learner must:

Give two examples of physical symptoms of stress

- Lack of energy
- Aches and pains
- Nausea
- Dizziness
- Rapid heartbeat

Give two examples of emotional reactions to stress

- Anger
- Agitation
- Aggression
- Depression
- Moody
- Irritable
- Short temper
- Sense (?)
- Loneliness
- Isolation

Give examples of ways people suffering with stress behave

- Eating more
- Eating less
- Neglecting responsibilities
- Nail biting
- Pacing the floor

Identify how time management can help reduce stress.

Outline a plan of their time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

UNIT SPECIFICATIONS

Counselling Skills and Personal Development

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 2

Introduction

This unit provides learners with the opportunity to reflect on their personal and future development and identify potential sources of support.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to develop self-understanding.	1.1 Identify own values and beliefs
	1.2 Outline how values and beliefs could have an effect on helping relationships
	1.3 Identify own motivation for helping others
	1.4 Identify own blocks to listening and learning
	1.5 Describe benefits of giving and receiving feedback for personal development
2 Know personal qualities relevant to the helping role	2.1 Identify own personal skills and qualities which are strengths in relation to a helping relationship
	2.2 Identify areas for development in personal skills and qualities in relation to helping relationships
	2.3 Describe how to develop skills and qualities in the future
3 Know how to meet own support needs	3.1 Identify own support needs in order to contribute to a helping relationship
	3.2 Describe how to access own support
	3.3 Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills
4 Know how self-reflection contributes to personal development	4.1 Describe own observations, thoughts, feelings and concerns when using counselling skills
	4.2 Explain the benefits of self-reflection - Personal development - The use of counselling skills

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know how to develop self-understanding

Importance of self-awareness; self-counselling and becoming self-aware; analysing own beliefs and values; effects of values and beliefs on attitudes towards others; effect of making assumptions; overcoming stereotypes; own motivations for helping others (rewards and costs, impact of these on counselling (helping) relationship and on personal relationships – time etc.); importance of good listening skills; active listening; blocks to listening (psychological blocks, e.g. filtering information, judging / comparing what is being said, day dreaming, 'mind-reading', i.e. 'knowing' what is being said etc.); using feedback from others (for better self-understanding, how you appear to others); giving feedback (help others become more self-aware, practise giving feedback which will be useful in counselling).

Know personal qualities relevant to the helping role

Skills and personal qualities useful in counselling (helping) role: empathy, understanding and acceptance, being genuine, positive regard for others, respect, ability to challenge, listening skills, ability to question beliefs and attitudes, reflection and self-awareness, moral attitudes and ethics; identifying own skills and qualities; importance of continuing development and learning; identifying areas for development; opportunities for development (courses, group work, counselling supervision, reflection, feedback).

Know how to meet own support needs

Reasons why support is needed (emotionally draining, may be stressful, to provide knowledge in new or difficult areas, to provide best service for client, professionalism, personal development etc.); defining own needs; support available (personal, professional, colleagues, supervision, own reflection, written resources etc.); issues of confidentiality linked to support mechanisms (e.g. confidentiality in supervision relationship); group and individual supervision; use of group and individual support; issues that may arise (personal, professional, requiring specialist knowledge / help etc.).

Know how self-reflection contributes to personal development

Importance of self-reflection – highlights own thoughts, feelings, attitudes, concerns and allows examination of these; keeping reflective diaries / notes; benefits to personal development – increased self-awareness, increased knowledge, improve counselling skills, become more accepting and empathetic etc.; benefits for use of counselling skills – better able to empathise and support client; better able to put aside own feelings; more knowledgeable to help clients etc.

UNIT SPECIFICATIONS

Research Skills for Academic Study

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Level 2

Introduction

This unit provides learners with the skills needed to plan, carry out and report on a research study or project.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to plan research on a given topic	1.1 Define the purpose and form of research to be undertaken 1.2 Select a range of sources to use to carry out research
2 Assess the reliability of a range of different types of information sources	2.1 Assess different types of information sources, commenting on their reliability
3 Know how to utilise information to inform own writing	3.1 Describe ways of using information to inform own writing. 3.2 Describe the importance of acknowledging sources 3.3 Describe the use of footnotes, endnotes, references and bibliographies
4 Utilise information to inform own writing	4.1 Use research information to inform own writing

UNIT SPECIFICATIONS

IT communication fundamentals

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Level 2

Introduction

This unit provides learners with the skills needed to select and use appropriate IT tools and IT-based sources of information and to use them to communicate and exchange material.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Select and use a variety of sources of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements
	1.2 Describe different features of information
	1.3 Recognise copyright and other constraints on the use of information
2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose	2.1 Access, navigate and search Internet sources of information purposefully and effectively
	2.2 Use appropriate search techniques to locate relevant information
	2.3 Use discrimination to select information that matches requirements and is fit for purpose
	2.4 Evaluate information to make sure it matches requirements and is fit for purpose
3 Select and use IT to communicate and exchange information safely, responsibly and effectively	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience
	3.2 Use IT tools to manage an address book and schedule activities
	3.3 Manage storage of IT-based communications
	3.4 Describe how to respond to common IT-based communication problems
	3.5 Respond appropriately to common IT-based communication problems

UNIT SPECIFICATIONS

Database software

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 2

Introduction

This unit provides learners with the skills to use database software tools to create database reports in appropriate formats.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Create and modify non-relational database tables	1.1 Identify the components of a database design
	1.2 Describe the field characteristics for the data required
	1.3 Create and modify database tables using a range of field types
	1.4 Describe ways to maintain data integrity
	1.5 Respond appropriately to problems with database tables
	1.6 Use database tools and techniques to ensure data integrity is maintained
2 Enter, edit and organise structured information in a database	2.1 Create forms to enter, edit and organise data in a database
	2.2 Select and use appropriate tools and techniques to format data entry forms
	2.3 Check data entry meets needs, using IT tools and making corrections as necessary
	2.4 Respond appropriately to data entry errors
3 Use database software tools to run queries and produce reports	3.1 Create and run database queries using multiple criteria to display or amend selected data
	3.2 Plan and produce database reports from a single table non-relational database
	3.3 Select and use appropriate tools and techniques to format database reports
	3.4 Check reports meet needs, using IT tools and making corrections as necessary

UNIT SPECIFICATIONS

Using the internet

Credit Value of Unit: 4

GLH of Unit:

30

Level of Unit: Level 2

Introduction

This unit provides learners with the skills to search for information and to communicate online and to understand the need for safety and security when working online.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Connect to the Internet	1.1 Identify different types of connection methods that can be used to access the Internet
	1.2 Identify the benefits and drawbacks of the connection method used
	1.3 Get online with an Internet connection
	1.4 Use help facilities to solve Internet connection problems
2 Use browser software to navigate webpages effectively	2.1 Select and use browser tools to navigate webpages
	2.2 Identify when to change settings to aid navigation
	2.3 Adjust browser settings to optimise performance and meet needs
	2.4 Identify ways to improve the performance of a browser
3 Use browser tools to search for information from the Internet	3.1 Select and use appropriate search techniques to locate information efficiently
	3.2 Describe how well information meets requirements
	3.3 Manage and use references to make it easier to find information another time
	3.4 Download, organise and store different types of information from the Internet
4 Use browser software to communicate information online	4.1 Identify opportunities to create, post or publish material to websites
	4.2 Select and use appropriate tools and techniques to communicate information online
	4.3 Use browser tools to share information sources with others
	4.4 Submit information online
5 Understand the need for safety and security practices when working online	5.1 Describe the threats to system performance when working online.
	5.2 Work responsibly and take appropriate safety and security precautions when working online
	5.3 Describe the threats to information security when working online
	5.4 Manage personal access to online sources securely
	5.5 Describe the threats to user safety when working online
	5.6 Describe how to minimise internet security risks

	5.7 Apply laws, guidelines and procedures for safe and secure Internet use
	5.8 Explain the importance of the relevant laws affecting Internet users

UNIT SPECIFICATIONS

Presentation software

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 2

Introduction

This unit provides learners with the skills to select and use presentation software tools to prepare a slideshow for presentation.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation
	1.2 Enter text and other information using layouts appropriate to type of information
	1.3 Insert charts and tables into presentation slides
	1.4 Insert images, video or sound to enhance the presentation
	1.5 Identify any constraints which may affect the presentation
	1.6 Organise and combine information of different forms or from different sources for presentations
	1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use
	2.2 Select, change and use appropriate templates for slides
	2.3 Select and use appropriate techniques to edit slides and presentations to meet needs
	2.4 Select and use appropriate techniques to format slides and presentations
	2.5 Identify what presentation effects to use to enhance the presentation
	2.6 Select and use animation and transition effects appropriately to enhance slide sequences
3 Prepare slideshow for presentation	3.1 Describe how to present slides to meet needs and communicate effectively
	3.2 Prepare slideshow for presentation
	3.3 Check presentation meets needs, using IT tools and making corrections as necessary
	3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs

UNIT SPECIFICATIONS

Spreadsheet software

Credit Value of Unit: 4 **GLH of Unit:** 30 **Level of Unit:** Level 2

Introduction

This unit provides learners with the skills to select and use spreadsheet tools and techniques to present and format spreadsheet information.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2 Enter and edit numerical and other data accurately
	1.3 Combine and link data across worksheets
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements
	2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements
	2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements
5 Select and use tools and techniques to present and format spreadsheet information	3.1 Plan how to present and format spreadsheet information effectively to meet needs
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
	3.3 Select and format an appropriate chart or graph type to display selected information
	3.4 Select and use appropriate page layout to present and print spreadsheet information
	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6 Describe how to find errors in spreadsheet formulas
	3.7 Respond appropriately to any problems with spreadsheets

UNIT SPECIFICATIONS

Word Processing software

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 2

Introduction

This unit provides learners with the skills to select and use word processing software tools to format and present documents to meet requirements.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Enter and combine text and other information within word processing documents	1.1 Identify types of information that are needed in documents
	1.2 Use appropriate techniques to enter text and other information accurately and efficiently
	1.3 Select appropriate templates for different purposes
	1.4 Use selected templates to create word processed documents
	1.5 Identify when it would be necessary to combine and merge information from other software and/or other documents
	1.6 Combine and merge information from other software or other documents
	1.7 Use a range of editing tools to amend document content
	1.8 Store document and template files effectively
	1.9 Retrieve document and template files effectively, in line with local guidelines and conventions where available
2 Create and modify layout and structures for word processed documents	2.1 Identify structure and style for the documents required
	2.2 Identify available templates and styles that would be suitable for the documents required
	2.3 Organise information by: (a) creating columns, tables and forms (b) modifying columns, tables and forms
	2.4 Select and apply styles to text
3 Use word processing software tools to format and present documents to meet requirements	3.1 Identify how the document should be formatted to aid meaning
	3.2 Use appropriate techniques to format characters and paragraphs
	3.3 Use appropriate page and section layouts to present and print documents
	3.4 Describe any quality problems that have occurred during the production of the documents
	3.5 Check that the documents meet needs, using IT tools and making corrections as necessary
	3.6 Respond appropriately to quality problems with documents so that outcomes meet identified needs

UNIT SPECIFICATIONS

Critical Thinking

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the nature and importance of critical thinking.	1.1 Describe the characteristics of critical thinking.
	1.2 Describe the importance of critical thinking in and outside academic study.
2 Understand key terms relating to critical thinking.	2.1 Use key terms in critical thinking.
3 Understand the nature of assumption, bias and stereotyping in argument and point of view.	3.1 Plan how to present and format spreadsheet information effectively to meet needs
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
4 Understand how structure and style impact on argument.	4.1 Give examples of structure and style which impact on argument.
5 Form an argument.	5.1 Form a logical argument.
6 Question an argument or point of view.	6.1 Ask critical questions of an argument or point of view.
	6.2 Answer critical questions with reference to an argument or point of view.

UNIT SPECIFICATIONS

Research Project

Credit Value of Unit: 3 **GLH of Unit:** 14 **Level of Unit:** Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the objectives of a research project.	1.1 Outline the objectives of a viable research project.
2 Identify and use secondary data for research.	2.1 Identify sources of secondary data.
	2.2 Use secondary data to support points made in writing and discussion.
3 Identify and use primary data for research.	3.1 Identify sources of primary data.
	3.2 Use primary data as appropriate, to illustrate points made in writing and discussion.
4 Generate primary data.	4.1 Use a range of methods to generate primary data.
5 Produce a research report.	5.1 Produce a structured research report in an appropriate format and style using standard conventions.
	5.2 Produce a research report describing findings in relation to own research question.
6 Present research.	6.1 Use images or examples to illustrate points made in writing and discussion.
	6.2 Present information orally to a group in a tone and manner suited to the audience.
7 Review own research process.	7.1 Assess own research process, identifying what went well and areas for development.

UNIT SPECIFICATIONS

Essay Writing

Credit Value of Unit: 3 **GLH of Unit:** 21 **Level of Unit:** Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand an essay task.	1.1 Describe what is asked in terms of different essays.
	1.2 Define the meanings of essay titles.
	1.3 Propose structures for different essay types.
2 Plan an essay.	2.1 Prepare a detailed essay plan, taking into account identified requirements.
3 Research information for the purpose of essay writing.	3.1 Locate, summarise and record information for the purpose of essay writing.
	3.2 Use a referencing system to acknowledge use of research sources.
4 Present information in essay form.	4.1 Structure an essay to meet requirements of task
	4.2 Express ideas in essay form, using appropriate vocabulary and avoiding plagiarism.
	4.3 Develop points in an essay.
	4.4 Consistently use correct standard punctuation and grammar in an essay.
5 Review and revise own essays.	5.1 Review and revise own essay writing.

UNIT SPECIFICATIONS

Plagiarism

Credit Value of Unit: 1 **GLH of Unit:** 7 **Level of Unit:** Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand definitions of plagiarism.	1.1 Describe different definitions of plagiarism.
	1.2 Describe the difference between plagiarism and copyright infringement.
2 Understand how plagiarism may be used in different contexts.	2.1 Give examples of contexts in which work might be plagiarised.
3 Understand what constitutes plagiarism.	3.1 Describe the types of activity that plagiarism includes.
	3.2 List different types of plagiarism.
4 Understand terms used in relation to plagiarism and its avoidance.	4.1 Describe the meaning of terms used in relation to plagiarism and its avoidance.
5 Know how plagiarism can be avoided in own work.	5.1 Describe ways in which plagiarism can be avoided in own work.
6 Avoid plagiarism in own work.	6.1 Use correct and appropriate citation methods in own work.

UNIT SPECIFICATIONS

Work Experience

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the structure and purpose of the organisation	1.1 Describe the main purpose and activities of the organisation.
	1.2 Identify and describe the other most important activities undertaken by the organisation.
	1.3 Describe the main aspects of the management structure.
2 Understand own role within organisation.	2.1 Describe own role in the organisation.
	2.2 Describe agreed limitations of own responsibilities.
3 Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1 Explain the reasons for agreed dress conventions.
	3.2 Behave within agreed standards without direction.
4 Comply with safe working practices demanded by the work environment.	4.1 Identify and describe a range of safety hazards and explain appropriate precautions to address them.
	4.2 Select and explain the use of appropriate safety equipment for given tasks.
	4.3 Locate first aid box and describe its content.
	4.4 Describe the organisation's procedures in the event of a specific accident or emergency.
	4.5 Identify the member(s) of staff with responsibility for health and safety and First Aid and explain their role and responsibilities in these capacities.
	4.6 Ensure that own work practice does not endanger self or others and report potential hazards.
5 Carry out tasks as requested using appropriate work related skills.	5.1 Carry out tasks as required following instructions.
	5.2 Identify and describe three work related skills used to complete the tasks.
	5.3 Request guidance as necessary.
	5.4 Explain why it is important that relevant information is passed on to appropriate others.

Health and Social Care Units

UNIT SPECIFICATIONS

Keeping a child healthy and safe

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Introduction

In this unit the learner will realise all the many factors which contribute to a child being healthy and safe. They will recognise the ways they have helped promote health in their own child and how the child's health could be further improved. The learner will be able to identify some of the common illnesses, injuries and accidents of childhood and know how to treat these. Safety at home and outside will be explored through identifying safety features in own home and how these could be improved.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the different factors important in keeping a child healthy and safe	1.1 Outline some of the factors contributing to keeping a child healthy and safe
	1.2 Describe some of the ways that health has been promoted in own child
	1.3 Describe how the child's health could be further improved
2 Know how to deal with a number of common childhood illnesses, injuries and accidents	2.1 Recognise the signs and symptoms of some of the common childhood illnesses
	2.2 Describe common childhood illnesses, injuries and accidents and how they can be treated
3 Know how to deal with a number of common childhood illnesses, injuries and accidents	3.1 Carry out a risk assessment of the safety of own home identifying safety features and where improvements could be made
	3.2 Describe ways to make a child 'road safe'

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Factors keeping a child healthy and safe – Every Child Matters Framework, e.g. free from maltreatment, neglect, violence, sexual exploitation; avoidance of accidental injury or death; free from bullying / discrimination; free from crime; security, stability and cared for; healthy lifestyle; avoidance of illegal drugs; sexual health; mental and emotional health; physical wellbeing.

Promoting health in own child – e.g. healthy diet; not smoking in home; regular health visitor / doctor check-ups; immunisation; monitoring of growth; dental hygiene.

Common childhood illnesses – e.g. colds and flu; diarrhoea and vomiting; chicken pox; measles; mumps.

Common injuries and accidents – e.g. minor skull abrasions; cuts; bumps; nose bleeds, minor burns.

Treating common injuries and accidents – e.g. importance of good hygiene, use of plasters / bandages; ointments and creams; tablets; minor burns; when to seek professional help.

Safety features in own home – e.g. safety glass, fire alarms, stair gates, fire guards, water safety.

Road Safe – e.g. car restraints; helmets for cyclists; teaching child how to cross roads safely.

UNIT SPECIFICATIONS

Introductory awareness of the importance of healthy eating and drinking for adults

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 1

Introduction

The aim of this unit is to develop the learner's awareness and understanding of the importance of healthy eating and drinking for adults.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the importance of healthy eating	1.1 Outline what is meant by a balanced diet
	1.2 Give examples of the effects on health if a diet is not balanced
	1.3 Give examples of ways that food can contribute to helping an individual to stay healthy
	1.4 Outline ways to inform individuals to eat a balanced diet
2 Understand the importance of drinking enough to stay healthy	2.1 State the recommended daily fluid intake to stay healthy
	2.2 Outline how drinking enough can help to stay healthy
	2.3 Identify the effects to health of not drinking enough
	2.4 Give examples of signs of not drinking enough
	2.5 Outline ways to encourage individuals to drink enough to stay healthy

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand the importance of healthy eating

- What is meant by a balanced diet – a balanced diet is important to maintain health and a sensible body weight. No single food will provide all the essential nutrients that the body needs to be healthy and function efficiently. The nutritional value of a person's diet depends on the overall mixture, or balance, of food that is eaten over a period of time, as well as on the needs of the individual. A diet which includes a variety of different foods is most likely to provide all the essential nutrients. A balanced diet must contain carbohydrate, protein, fat, vitamins, mineral salts and fibre. It must contain these things in the correct proportions
- Effects on health if a diet is not balanced, e.g. ill health, mental ill health, energy levels, concentration, activity, motivation, infection, appearance, hair growth, skin, nails, injury, obesity, cholesterol
- Ways that food can contribute to helping an individual to stay healthy, e.g. nutrition, energy, exercise, wellbeing, low cholesterol, optimum weight
- Ways to inform individuals to eat a balanced diet, e.g. sample menus, shopping activities, diet plan, support groups, examples of nutritious meals, how to plan menus

Understand the importance of drinking enough to stay healthy

- Recommended daily fluid intake to stay healthy, e.g. water makes up 50 to 70 per cent of an adult's total body weight and, without regular top-ups, our body's survival time is limited to a matter of days. Children aged 4 to 8 years should aim to drink at least 1000ml (4 - 5 glasses) of fluid per day

- Fluid can be taken as a combination of pure water, milk or unsweetened juices. Adults should aim to drink at least 2000ml (8 -10 glasses) of fluid per day taken as pure water or beverages. Requirements for individuals will vary, and fluid intake should increase in warm weather, or to compensate for losses through exercise
- How drinking enough can help to stay healthy, e.g. water is essential for the body's growth and maintenance, as it's involved in a number of processes. For example, it helps get rid of waste and regulates temperature, and it provides a medium for biological reactions to occur in the body
- The effects on health of not drinking enough, e.g. poor concentration, dehydration, reduced physical activity, infections, constipation, mental ill health
- Examples of signs of not drinking enough, e.g. headaches, digestion problems, skin problems, constipation, urinary tract infection, cramps, feeling tired, poor skin condition
- Ways to encourage individuals to drink enough to stay healthy, e.g. explain effects of not drinking enough, identify choices and preferences, monitor

UNIT SPECIFICATIONS

Human growth and development

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: Level 1

Introduction

This unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore factors and events in individuals' lives which may affect their growth and development.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about human growth and development	1.1 Identify the main stages of growth and development across the human life span 1.2 Outline what is meant by physical, intellectual, emotional and social development
2 Know factors which affect human growth and development	2.1 Identify factors which may affect physical growth and development 2.2 Outline circumstances or life events which may affect an individual's emotional and social wellbeing 2.3 Outline the effects of ageing in the later stages of life

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know about human growth and development

- The main stages of growth and development across the human lifespan, e.g. infancy (0 – 2 years), early childhood (2 – 8 years), adolescence (9 – 18 years), early adulthood (18 – 45 years), middle adulthood (46 – 65 years), later adulthood (65+ years)
- What is meant by physical, intellectual, emotional and social development, e.g. Physical – refers to changes in physical appearance, sensory skills (hearing, touch etc.), motor coordination and abilities and skills. Intellectual – is about the mind and how children make sense of their world. Intellectual development includes intellect or mind, cognition meaning to know, thinking and reasoning, knowledge and understanding, memory and learning, imagination and creativity, problem solving. Emotional – the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. Social development – Social development is learning the skills that enable a person to interact and communicate with others in a meaningful way. They communicate and interact to be able to share, take turns, knowing how to behave and appropriate language. They make friends through social development and also learn how to play with others in a civilized way

Know factors which affect human growth and development

- Factors which may affect physical growth and development, e.g. lifestyle factors – such as diet, exercise, use of drugs, alcohol, and tobacco smoking; social factors – such as family, friends, health services, community, groups, social class, socialisation and cultural beliefs; physical environment factors – such as air and water quality, noise, pollution, access to employment, income, education, and safe neighbourhoods; psychological factors – such as self-esteem, self-concept, relationships with family and partners and stress
- Circumstances or life events which may affect an individual's emotional and social wellbeing, e.g. ill health, mental ill health, disability, loss of employment, bereavement, moving house, redundancy, divorce, pregnancy, children growing up, leaving care, changing care needs

- The effects of ageing in the later stages of life, e.g. hormones; menopause; cardiovascular system, e.g. atherosclerosis, coronary heart disease; respiratory system, e.g. emphysema, chronic obstructive pulmonary disease; nervous system, e.g. motor neurone disease, degeneration of the sense organs, degeneration of the nervous tissue, cognitive changes; muscular-skeletal, e.g. rheumatoid arthritis, osteoarthritis, effects of degenerative disease, muscle wasting due to poor absorption of nutrients; skin, e.g. loss of elasticity, effects of exposure to ultra-violet rays, effects of smoking; the effects of illnesses that are more common in ageing, effects on confidence; effects on self-esteem

UNIT SPECIFICATIONS

Introduction to disability awareness

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Level 1

Introduction

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and understanding of the social and medical models of disability and how these may be implemented.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the difference between the terms disability and impairment	1.1 Identify what disability means
	1.2 Outline conditions which cause disability
	1.3 Identify what impairment means
2 Know how key legislation protects people who have a disability	2.1 List current disability related legislation
	2.2 Outline the rights of disabled people in line with current disability related legislation
3 Understand attitudes and barriers faced by people who have a disability	3.1 Outline the types of difficulties faced by disabled people including ▪ social and financial issues ▪ negative attitudes ▪ physical barriers ▪ institutional barriers
4 Understand the social model of disability and how it is put into practice	4.1 Identify what is meant by the 'social model' of disability
	4.2 Explain key differences between the 'medical model' of disability and the 'social model' of disability
	4.3 Outline the reasons why the social model focuses on 'disability' and not 'impairment'
	4.4 Outline the type of 'language' used when applying the social model
	4.5 Explain how the social model of disability can be used in practice

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the difference between the terms disability and impairment

- What disability means – medical conditions, labels and definitions, something that is defined by society and individuals, the fact that disability means different things to different people, the fact that disability is difficult to define and any definition needs careful consideration, the fact that disability is about what you can or cannot do, the fact that disability can be physical, mental or sensory, the fact that disability has social and individual elements, the fact that disability is also about the attitudes and barriers faced by people who are impaired
- Conditions which cause disability, e.g. physical conditions, for example as the result of an accident, or chronic conditions such as arthritis, asthma and heart disease; cognitive conditions, for example Alzheimer's disease; sensory conditions, for example visual impairment; emotional conditions, for example phobias, depression and anxiety; developmental conditions, for example cerebral palsy and

Down's syndrome; progressive conditions, for example cancer, HIV and multiple sclerosis structure or function. These include mental aspects, physical aspects, sensory aspects

Know how key legislation protects people who have a disability

- Disability related legislation, e.g. Equality Act 2010, the Human Rights Act 1998, the Mental Capacity Act 2005
- The rights of disabled people in line with current disability related legislation, e.g. the right not to be discriminated against or harassed in accessing everyday services, health and social care services, education, employment

Understand attitudes and barriers faced by people who have a disability

The types of difficulties faced by disabled people including:

- Social and financial issues – the fact that, historically, disabled people may not have been able to work in factories or heavy industry, emphasis on the additional costs involved in supporting disabled people, the fact that support services are impairment based / specific so disabled people are competing for resources, the fact that the benefits system is not adequately structured
- Negative attitudes – opinions about early / late abortion of impaired fetuses, insensitivity by staring at people who look different, insensitivity by staring at people who behave differently, the belief that a disabled person cannot live a fulfilled life, belief that disabled people cannot make decisions
- Physical barriers – expectations that everyone will be able to use stairs, lack of lifts because of poor planning, lack of accessible facilities because of poor planning, inaccessible public transport because of poor planning, inaccessible services because of lack of communication, inaccessible car parking
- Institutional barriers – opinions about whether disabled people should live in residential homes / independently, disregard or ignorance of the social model of disability, preference for the delivery of care based on the medical model of disability, decisions about access to assessment and treatment based on risk or budgetary concerns, inter-professional differences associated with 'health' and 'social' care

Understand the social model of disability and how it is put into practice

- What is meant by the 'social model' of disability – provides a differentiation between the terms 'disability' and 'impairment', identifies disability as something that is created by the barriers that commonly exist within a society, identifies a disabled person as anyone who faces barriers and discrimination because of impairment, has been developed by disabled people for disabled people and addresses issues raised by them, focuses on disability and not impairment
- Key differences between the 'medical model' of disability and the 'social model' of disability, e.g. the medical model refers to the medical diagnosis of a person's impairment or condition and determines what people can and cannot do (e.g. sight loss, hearing loss, epilepsy). It also details what the person will need in their lives in order to function adequately with this particular condition. The problem therefore is seen as being with the individual themselves
- The social model focuses on the societal and environmental barriers, constructed by society as a whole, which prevent disabled people from taking an equal part. This means that people with impairments are disabled by the environment and society
- The reasons why the social model focuses on 'disability' and not 'impairment', e.g. because it focuses on the person rather than the impairment, people who have impairment may not necessarily be disabled; however society may create situations by where the person becomes disabled. This can include physical barriers and negative attitudes, it ensures the person is always central
- The type of 'language' used when applying the social model, e.g. take into account the difficulties experienced by disabled people, focus upon the disability rather than the person's impairment, be positive, be non-discriminatory, be person centred
- How the social model of disability can be used in practice, e.g. participation, inclusion, effective communication, identification and agreement of solutions, removal of barriers

UNIT SPECIFICATIONS

Introduction to children and young people's development

Credit Value of Unit: 3

GLH of Unit: 26

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of children and young people's development.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the main stages of children and young people's development	1.1 Outline the expected pattern of development for children and young people from birth to 19 years to include - Physical development - Communication - Intellectual development - Social, emotional and behavioural development
2 Know the factors that affect children and young people's development	2.1 Identify the factors that affect children and young people's development to include - Background - Health - Environment
3 Know how to support children and young people's development	3.1 Outline different ways to support children and young people's development to include - Physical development - Communication - Intellectual development - Social, emotional and behavioural development

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.
Know the main stages of children and young people's development

The expected pattern of development for children and young people from birth to 19 years to include

- Physical development – physical development means the way in which children's body increases in skill involving movement
- Developmental norms are patterns of growth that a child is expected to follow when growing. A likely expectation is that babies will be mobile (rolling, crawling, creeping, bottom-shuffling or walking) by the time they reach their first birthday
- Communication – listening and language skills develop and are used more and more. Realisation that communication is a positive and advantageous process and can be used for many aspects of daily living
- Intellectual development – the development of intelligence, conscious thought, and problem-solving ability that begins in infancy
- Social, emotional and behavioural development – in the beginning babies are programmed to seek out the things that they want by crying. As they mature children's emotional capabilities expand, allowing them to develop a variety of skills that they will need in their adult lives. Emotional development encompasses the feelings that we have about ourselves and others, as well as our capabilities to function well in the world from a social standpoint.

Know the factors that affect children and young people's development

Factors that affect children and young people's development to include

- Background – personal history, culture and religion, language preference, family relationships
- Health – wellbeing, disability, nutrition, health checks
- Environment – living arrangements, siblings, parental support

Know how to support children and young people's development

Different ways to support children and young people's development to include

- Physical development – activities, exercise, play
- Communication – conversation, interaction, play
- Intellectual development – reading, learning, guidance
- Social, emotional and behavioural development - boundaries, roles, social activities, guidance

UNIT SPECIFICATIONS

Understand the importance of engagement in leisure and social activities in health and social care

Credit Value of Unit: 3

GLH of Unit: 29

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of leisure and social activities in health and social care.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand why leisure and social activities are important for an individual's wellbeing and relationships	1.1 Outline why leisure and social activities are important for an individual's wellbeing 1.2 Outline how leisure and social activities support relationships
2 Know a range of leisure and social activities	2.1 Identify a range of leisure and social activities that take place within ▪ A local community ▪ A person's own home ▪ A residential or group living home ▪ Day care provision
3 Understand how a person centred approach supports individuals in leisure or social activities	3.1 Describe how to find out about the interests and preferences of individuals 3.2 Outline the benefits for individuals of a person centred approach when taking part in leisure or social activities 3.3 Describe different types of support that individuals may need to take part in leisure and social activities within ▪ The community ▪ Their own home ▪ A residential home or group living arrangement 3.4 Give examples of how to promote independence through leisure and social activities

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand why leisure and social activities are important for an individual's well-being and relationships

- Why leisure and social activities are important for an individual's wellbeing, e.g. interaction, participation, exercise, development, communication, enjoyment
- How leisure and social activities support relationships, e.g. community involvement, peers, friendship, team work, discussion, review

Know a range of leisure and social activities

A range of leisure and social activities that take place within

- A local community – special interest groups, voluntary roles, sports

- A person's own home – exercise, cooking, reading, special interest group meetings
- A residential or group living home – exercise, craft, outings
- Day care provision – outings, guest speakers, cooking, exercise

Understand how a person centred approach supports individuals in leisure or social activities

- How to find out about the interests and preferences of individuals, e.g. from the person, from carers, trialling activities, review, observation, monitoring
- The benefits for individuals of a person centred approach when taking part in leisure or social activities, e.g. choice, preference, development, participation, inclusion, outcomes

Types of support that individuals may need to take part in leisure and social activities within

- The community – access, carer support, interpretation
- Their own home – communication, participation
- A residential home or group living arrangement – inclusion, partnership, communication
- How to promote independence through leisure and social activities, e.g. participation, choice, risk assessment, chosen activities, skills development, interaction

UNIT SPECIFICATIONS

Introduction to creative activities for children's development

Credit Value of Unit: 3

GLH of Unit: 17

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge, understanding and skills of creative activities for children's development.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of creative development	1.1 Identify why creative development is important to children's learning
2 Contribute to children's creative development	2.1 List activities that will aid children's creative development
	2.2 Contribute to preparing activities for creative development
	2.3 Contribute to supporting children to take part in creative activities
	2.4 Give children encouragement and praise when taking part in creative activities
	2.5 Contribute to maintaining a safe environment

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of creative development

- Why creative development is important to children's learning, e.g. self-control, learning different lifestyles with everyday experiments, development of recognition, promoting capabilities, social awareness, sharing, physical fitness, psychological development

Be able to contribute to children's creative development

- Activities that will aid children's creative development, e.g. drawing, painting, art, music, movement, dance activities
- Preparing activities for creative development, e.g. resources, space, staffing, health and safety, sufficiency
- Supporting children to take part in creative activities, e.g. demonstration, role modelling, explanation, guidance, constructive feedback, praise
- Give children encouragement and praise when taking part in creative activities, e.g. outcomes, achievements, verbal, support to complete activity
- Maintaining a safe environment, e.g. equipment checks, staffing ratios, observation, monitoring, risk assessment, recording, reporting

UNIT SPECIFICATIONS

Introduction to the physical care of babies and young children

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge, understanding and skills needed for the physical care of babies and young children.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the physical care needs of babies and young children	1.1 Identify care needs for babies and young children's ▪ skin ▪ hair ▪ teeth ▪ nappy area
2 Know how to support physical care routines for babies and young children	2.1 Outline how to treat babies or young children with respect and sensitivity during physical care routines 2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable 2.3 Outline the principles of toilet training
3 Know how to support safe and protective environments for babies and young children	3.1 Describe how to provide a safe and hygienic environment for babies and young children 3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills 3.3 Identify what to do if concerned about the well-being of babies and young children
4 Know the nutritional needs of babies and young children	4.1 Outline the nutritional needs of babies 4.2 Outline the nutritional needs of young children 4.3 Give examples of healthy balanced meals for young children 4.4 List nutritional allergies that may be experienced by babies and young children

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the physical care needs of babies and young children

- Care needs for babies and young children
- Skin - appropriate lotions / creams, observation
- Hair - appropriate shampoos, gently combing / brushing
- Teeth - soft brush, regular brushing, checks
- Nappy area - appropriate creams, dry area, observation

Know how to support physical care routines for babies and young children

- How to treat babies or young children with respect and sensitivity during physical care routines, e.g. communication, dignity, privacy, tell them what is happening and why, monitoring, agreed names
- Ways of engaging with babies or young children during physical care routines that make the experience enjoyable, e.g. talking, eye contact, names, routine, planned activities
- The principles of toilet training, e.g. readiness, routine, explanation, praise, positive reinforcement, availability, access, approach

Know how to support safe and protective environments for babies and young children

- Provide a safe and hygienic environment for babies and young children, e.g. hand washing, PPE, disposal of hazardous waste, clean equipment, physical environment and hazards, care of sterile equipment, safe storage of food and drink, safeguarding procedures
- Safely supervise babies or young children whilst allowing them to explore and develop their skills, e.g. risk assessment, development, independence, monitoring, observation
- What to do if concerned about the wellbeing of babies and young children, e.g. reporting, recording, safeguarding

Know the nutritional needs of babies and young children

- The nutritional needs of babies, e.g. The Baby Friendly Initiative – The Baby Friendly Initiative exists to support health care facilities to implement best practice standards for breastfeeding. In the early stages a baby's nutritional needs are best met from the consumption of breast milk or baby formula. At about 6 months, most babies are ready to begin adding solid food to their diets. Weaning is important, and must be done carefully, because introducing the wrong foods too early can lead to allergy problems in later life. No single food can provide all the nutrition a baby needs so it's crucial they learn to love a wide variety of different foods. Introducing different types of food will give them the balance of protein, carbohydrate, vitamins and minerals they need to grow and develop. The foods they eat from breakfast through to desserts all play a different role in giving a baby the variety of food and nutrients they need
- The nutritional needs of young children, e.g. food and nutrients help to form strong teeth and bones, muscles and a healthy body; a good diet can also help to protect children against illness now and in the future. While low-fat diets are recommended for older children and adults, under-fives need diets that contain good amounts of fat. This fat should come from foods that contain plenty of other nutrients like meat, oily fish and full-fat milk (semi-skimmed milk is unsuitable for children under the age of two, and skimmed unsuitable for under-fives), rather than from high-fat foods that contain few vitamins and minerals like cakes, biscuits and chocolate. And by the age of five, their diet should be low in fat, sugar and salt and high in fibre with five fruit and vegetable portions a day – just like adults
- Examples of healthy balanced meals for young children, e.g. medium bowl of wholegrain cereal with semi-skimmed milk, a banana and a glass of fresh orange juice, jacket potato with cheese and salad, an apple and a bottle of water, spaghetti bolognese (made without oil, less meat and more vegetables) with whole wheat pasta and salad. Plus canned fruit in juice with 1 scoop of ice cream
- Nutritional allergies that may be experienced by babies and young children, e.g. milk (casein protein), lactose, wheat / gluten, peanuts, eggs

UNIT SPECIFICATIONS

Introduction to the development of children and young people through play

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of the development of children and young people through play.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of play for children and young people's development and wellbeing	1.1 Identify how play supports children and young people's development and wellbeing 1.2 Outline the difference between adult directed play and child initiated play
2 Know factors that promote inclusive and stimulating play environments	2.1 Outline what is meant by inclusive and stimulating play 2.2 Describe an environment that supports inclusive and stimulating play 2.3 Identify a range of activities that promote inclusive and stimulating play

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of play for children and young people's development and wellbeing

- How play supports children and young people's development and wellbeing, e.g. creative play, physical play, imaginative / pretend play, environmental play
- The difference between adult directed play and child initiated play, e.g. in adult directed play adults set out activities that will enhance the children's development, normally in different areas such as creative, imaginative, social etc. If an adult has set up a painting activity and the children decide to paint, then the adult has helped the child to not only enhance their creative development but also their fine motor skills. Therefore adult directed play supports children's learning by ensuring that children are developing at a rate suitable to their age and stage of development by planning suitable activities
- Child initiated play – Independent learning is about children having opportunities and time to plan and develop their play and interests. Within child initiated time children are able to extend and apply their learning. They are encouraged to explore, take risks, make decisions, solve problems and share their achievements with others

Know factors that promote inclusive and stimulating play environments

- What is meant by inclusive and stimulating play – play for all abilities, to ensure that the play experience is available and stimulating for all and that there is no segregation or differentiation in the play experience available to children with impairments and those without
- An environment that supports inclusive and stimulating play, e.g. access, space, colour, acoustics, floor surfaces, lighting, equipment, seating, staffing
- A range of activities that promote inclusive and stimulating play, e.g. sensory experiences, e.g. sand & water play, use of themed equipment to stimulate imagination, non-prescriptive equipment allows children to interpret how it is used in their own way, choice & different ways to access equipment, e.g. ropes, ladders, ramped accesses

UNIT SPECIFICATIONS

Encourage children and young people to eat healthily

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of encouraging children and young people to eat healthily.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about healthy eating for children and young people	1.1 Identify healthy eating principles for children and young people 1.2 Identify factors that influence food choice
2 Know about activities to encourage children and young people to eat healthily	2.1 Outline a range of activities that encourage children and young people to eat healthily

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know about healthy eating for children and young people

- Healthy eating principles for children and young people, e.g. a healthy diet should be based on as wide a variety of foods as possible, with the emphasis on reducing intake of foods that are higher in fat and sugar, e.g. crisps, chips, chocolate and sweets and increasing those that are more filling and nutrient dense such as dairy, fruits and vegetables, wholegrain cereals, pulses etc. These principles apply to all age groups excluding the under-fives, and should not be applied too rigorously to primary school children as some young children will not be able to consume enough food to meet their energy and nutrient needs if the fibre content is too high - as high fibre foods tend to be very filling. Three main meals a day should be encouraged, with healthy between-meal snacks as needed
- Snacks should be healthier choices such as sandwiches or toast (preferably wholemeal), yogurt, dried / fresh fruit, milk, cheese etc. Skipping meals can lead to reduced nutrient intakes, particularly if snacks that are high in fat and sugar but lack essential nutrients are taken instead. Foods such as chocolate, sweets, biscuits, cakes, crisps and sugary drinks should be consumed in moderation to help prevent obesity and tooth decay
- Factors that influence food choice, e.g. marketing and advertising, peer pressure, availability and cost, presentation, family circumstances

Know about activities to encourage children and young people to eat healthily

- Activities that encourage children and young people to eat healthily, e.g. cooking, shopping for foods, growing fruit and vegetables, menu planning, questionnaires / projects

UNIT SPECIFICATIONS

Introduction to a healthy lifestyle

Credit Value of Unit: 3

GLH of Unit: 26

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of developing and maintaining a healthy lifestyle.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know what contributes to a healthy lifestyle	1.1 Outline factors that contribute to a healthy lifestyle 1.2 Outline benefits of living a healthy lifestyle
2 Know how activities contribute to a healthy lifestyle	2.1 List activities in the local area that support a healthy lifestyle 2.2 Select activities that support a healthy lifestyle 2.3 Identify the benefits of selected activities on personal wellbeing as a result of taking part in activities
3 Know what contributes to an unhealthy lifestyle	3.1 List activities and choices that hinder a healthy lifestyle 3.2 Outline how these activities and choices have a negative effect on personal wellbeing
4 Know how to develop a personal healthy lifestyle plan	4.1 Identify positive and negative aspects of own lifestyle 4.2 Produce an action plan to improve own health and wellbeing

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know what contributes to a healthy lifestyle

- Factors that contribute to a healthy lifestyle, e.g. diet and nutrition, exercise, environmental, work-life balance, safe sex, social activities, recreational activities
- Benefits of living a healthy lifestyle, e.g. physiological benefits to exercise
- Emotional and psychological benefits, heart health, anti-ageing, a healthy weight, increased energy, improvements in daily living

Know how activities contribute to a healthy lifestyle

- Activities in the local area that support a healthy lifestyle, e.g. walking, cycling, running, swimming, exercise classes, gym, healthy eating, slimming groups, health checks, smoking cessation
- Activities that support a healthy lifestyle, e.g. exercise, movement, physical activity, healthy eating, regular health checks, sleep / rest
- The benefits of selected activities on personal well-being as a result of taking part in activities, e.g. emotional, psychological, physical

Know what contributes to an unhealthy lifestyle

- Activities and choices that hinder a healthy lifestyle, e.g. poor diet and nutrition, smoking, substance misuse, alcohol misuse, inactivity, anti-social behaviour, truancy, unsafe sex

- How these activities and choices can have a negative effect on personal wellbeing, e.g. self-esteem, worth, ill health, lowered energy levels, community involvement, participation

Know how to develop a personal healthy lifestyle plan

- Positive and negative aspects of own lifestyle, e.g. diet, nutrition, smoking / alcohol use, exercise, activity, social aspects, health checks
- An action plan to improve own health and wellbeing, e.g. diet, nutritional intake, cholesterol level, alcohol / cigarette consumption, health checks

UNIT SPECIFICATIONS

Introduction to autistic spectrum condition

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of autistic spectrum condition.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of a person centred approach when working with individuals with an autistic spectrum condition	1.1 Outline why it is important to recognise and value an individual with an autistic spectrum condition as a person first
	1.2 Give examples of how to use a person centred approach when working with individuals with an autistic spectrum condition
2 Understand the concept of autistic spectrum condition	2.1 Outline what is meant by the term 'autistic spectrum'
	2.2 Give examples of behaviour characteristics associated with autistic spectrum condition
	2.3 Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition
	2.4 Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition
3 Understand the importance of effective communication for individuals with an autistic spectrum condition	3.1 Identify the benefits of effective communication on the lives of individuals with an autistic spectrum condition
	3.2 Give examples of different methods of communication that can be used where individuals have difficulty with spoken language
	3.3 Outline the use of visual communication systems for individuals with an autistic spectrum condition

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of a person centred approach when working with individuals with an autistic spectrum condition

- Why it is important to recognise and value an individual with an autistic spectrum condition as a person first, e.g. individual needs, preferences, choices, interests, abilities
- How to use a person-centred approach when working with individuals with an autistic spectrum condition, e.g. this is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

Understand the concept of autistic spectrum condition

- What is meant by the term 'autistic spectrum condition' – autistic spectrum condition is a range of related developmental disorders that begin in childhood and persist throughout adulthood

- Examples of behavioural characteristics associated with autistic spectrum condition, e.g. repetitive behaviour, anxiety, attention deficit, difficulty adjusting to change, shyness, mood instability
- Sensory difficulties which may be experienced by individuals with an autistic spectrum condition, e.g. hypersensitivity to stimuli, unusual reactions to sensory stimulation, fascination with items, cannot tolerate touch
- The importance of preparation, planning and routines for individuals with an autistic spectrum condition, e.g. consistency, familiarity, informed, planned activities / outings / routines

UNIT SPECIFICATIONS

Introduction to learning disability

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of learning disability.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of a person centred approach when working with individuals with a learning disability	1.1 Outline why it is important to recognise and value an individual with a learning disability as a person first 1.2 Give examples of how to use a person centred approach when working with individuals with a learning disability
2 Know the main causes of learning disability	2.1 Outline what is meant by the term 'learning disability' 2.2 Give examples of causes of learning disability
3 Understand the importance of effective communication for individuals with a learning disability	3.1 Identify the impact of effective communication on the lives of individuals with a learning disability 3.2 Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability 3.3 Give examples of different methods of communication that can be used where individuals have difficulty with spoken language

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of a person centred approach when working with individuals with a learning disability

- Why it is important to recognise and value an individual with a learning disability as a person first, e.g. individual needs, preferences, choices, interests, abilities
- How to use a person centred approach when working with individuals with a learning disability, e.g. this is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

Know the main causes of learning disability

- What is meant by the term 'learning disability' – A child with a general learning disability finds it more difficult to learn, understand and do things compared to other children of the same age. Like all children and young people, children with learning disabilities continue to progress and learn throughout their childhood - but more slowly
- The degree of disability can vary greatly. Some children will never learn to speak and so are likely when they grow up to need help with looking after themselves - feeding, dressing or going to the toilet. On the other hand, the disability may be mild and the child will grow up to become independent
- General learning disability is different from specific learning difficulty which means that the person has difficulties in one or two areas of their learning, but manages well in other areas of their development. For example, a child can have a specific learning difficulty in reading, writing or understanding what is said to them, but have no problem with learning skills in other areas of life

UNIT SPECIFICATIONS

Introduction to physical disability

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of physical disability.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of a person centred approach when working with individuals with a physical disability	1.1 Outline why it is important to recognise and value an individual with a physical disability as a person first 1.2 Give examples of how to use a person centred approach when working with individuals with a physical disability
2 Know the main causes of physical disability	2.1 Give examples of conditions that cause physical disability
3 Know how the challenges of living with a physical disability can be addressed	3.1 Identify factors that have a disabling effect on an individual 3.2 Give examples of how to challenge discriminatory attitudes 3.3 Outline the effects that having a physical disability can have on an individual's day to day life 3.4 Give examples of how individuals can be in control of their care needs 3.5 Outline the importance of promoting independence for individuals with physical disability 3.6 Give examples of ways to promote the inclusion of individuals with physical disability in society

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of a person centred approach when working with individuals with a physical disability

- Why it is important to recognise and value an individual with a physical disability as a person first, e.g. individual needs, preferences, choices, interests, abilities
- How to use a person centred approach when working with individuals with a physical disability, e.g. this is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

Know the main causes of physical disability

- Conditions that cause physical disability, e.g. congenital disability, progressive disability, acquired disability

Know how the challenges of living with a physical disability can be addressed

- Factors that have a disabling effect on an individual, e.g. mobility, access, inclusion, communication, attitudes, discrimination, employment, study, participation

- How to challenge discriminatory attitudes, e.g. direct challenge, use of role modelling of good practice, policies and procedures, explanation of impact, supervision, monitoring
- The effects that having a physical disability can have on an individual's day to day life, e.g. level of care required, mobility, nutrition, diet, ability, motivation, self esteem
- How individuals can be in control of their care needs, e.g. person centred planning, consent, agreement, review, inclusion, effective communication
- The importance of promoting independence for individuals with physical disability, e.g. valued, self-esteem, rights, choices, abilities, development

UNIT SPECIFICATIONS

Introduction to sensory loss

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of sensory loss.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of a person centred approach when working with individuals with sensory loss	1.1 Outline why it is important to recognise and value an individual with sensory loss as a person first 1.2 Give examples of how to use a person centred approach when working with individuals with sensory loss
2 Know the main causes of sensory loss	2.1 Outline the main causes of sensory loss
3 Understand the importance of effective communication for individuals with sensory loss	3.1 Outline factors to be considered when communicating with individuals with ▪ Sight loss ▪ Hearing loss ▪ Deaf blindness 3.2 Identify the benefits of effective communication on the lives of individuals with sensory loss 3.3 Outline how information can be made accessible to individuals with sensory loss

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.
Know the importance of a person centred approach when working with individuals with sensory loss

- Why it is important to recognise and value an individual with sensory loss as a person first, e.g. individual needs, preferences, choices, interests, abilities
- How to use a person centred approach when working with individuals with sensory loss, e.g. this is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

Know the main causes of sensory loss

- The main causes of sensory loss, e.g. illness, disease, accident, injury, infection, genetic, poisoning, abnormality

Understand the importance of effective communication for individuals with sensory loss

- Factors that need to be considered when communicating with individuals with
 - Sight loss – approach, environment, tone, braille
 - Hearing loss – ability of person, gain their attention
 - Deaf blindness – use of aids / adaptations, understanding, agreeing needs
- The benefits of effective communication on the lives of individuals with sensory loss, e.g. choice, preference, interaction, inclusion, participation, risk, development, social aspects
- How information can be made accessible to individuals with sensory loss, e.g. font, paper colour, Braille, verbal, multimedia, augmentative, loop system, interpreter, sign language, advocate

UNIT SPECIFICATIONS

Introduction to mental health

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of mental health.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of a person centred approach when working with individuals with mental health problems	1.1 Outline why it is important to recognise and value an individual with mental health problems as a person first 1.2 Give examples of how to use a person centred approach when working with individuals with mental health problems
2 Know the main factors that can cause mental health problems	2.1 Outline factors that affect mental health 2.2 Give examples of a range of mental health problems
3 Understand the importance of effective communication with individuals who have mental health problems	3.1 Identify the benefits of effective communication on the lives of individuals with mental health problems 3.2 Outline why it is important to use active listening skills with individuals who have mental health problems

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Know the importance of a person centred approach when working with individuals with mental health problems - Why it is important to recognise and value an individual with mental health problems as a person first, e.g. individual needs, preferences, choices, interests, abilities - How to use a person centred approach when working with individuals with mental health problems, e.g. this is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences Know the main factors that can cause mental health problems - Factors that affect mental health, e.g. emotional, social, psychological, biochemical, genetic, physical - A range of mental health problems, e.g. ADHD, anxiety / panic, depression, sleep disorders, stress, bipolar disorder, eating disorders, addiction, personality disorders, impulse control disorder, postnatal depression Understand the importance of effective communication with individuals who have mental health problems - The benefits of effective communication on the lives of individuals with mental health problems, e.g. choice, preference, interaction, inclusion, participation, risk, development, social aspects, wellbeing, changes in wellbeing / mental wellbeing

- Why it is important to use active listening skills with individuals who have mental health problems, e.g. inclusion, observation, monitoring, progress, wellbeing, inclusion, participation, choice, preferences, review of needs, support, signs / symptoms

UNIT SPECIFICATIONS

Introduction to dementia

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of dementia.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of a person centred approach when working with individuals with dementia	1.1 Outline why it is important to recognise and value an individual with dementia as a person first 1.2 Give examples of how to use a person centred approach when working with individuals with dementia
2 Know the main causes and effects of dementia	2.1 Outline what is meant by the term 'dementia' 2.2 Give examples of causes of dementia 2.3 Outline the effects of dementia on individuals, families and carers
3 Understand the importance of effective communication for individuals with dementia	3.1 Identify the benefits of effective communication on the lives of individuals with dementia 3.2 Outline how memory loss affects the use of spoken language with dementia 3.3 Give examples of techniques that can be used to facilitate communication with an individual with dementia

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of a person centred approach when working with individuals with dementia

- Why it is important to recognise and value an individual with dementia as a person first, e.g. individual needs, preferences, choices, interests, abilities
- How to use a person centred approach when working with individuals with dementia – this is a way of working which aims to put the person at the centre of the care situation, taking into account their individuality, wishes and preferences

Know the main causes and effects of dementia

- What is meant by the term 'dementia' – The term 'dementia' describes a set of symptoms which include loss of memory, mood changes, and problems with communication and reasoning. These symptoms occur when the brain is damaged by certain diseases, including Alzheimer's disease and damage caused by a series of small strokes
- Causes of dementia, e.g. there are several diseases and conditions that result in dementia. These include Alzheimer's disease, the most common cause of dementia. During the course of the disease the chemistry and structure of the brain change, leading to the death of brain cells. Problems of short-term memory are usually the first noticeable sign
- Vascular dementia – If the oxygen supply to the brain fails due to vascular disease, brain cells are likely to die and this can cause the symptoms of vascular dementia. These symptoms can occur either suddenly, following a stroke, or over time through a series of small strokes
- Dementia with Lewy bodies – this form of dementia gets its name from tiny abnormal structures that develop inside nerve cells. Their presence in the brain leads to the degeneration of brain tissue. Symptoms can include disorientation and hallucinations, as well as problems with planning, reasoning and problem solving. Memory may be affected to a lesser degree. This form of dementia shares some characteristics with Parkinson's disease

UNIT SPECIFICATIONS

Introduction to Human Physiology for Health Care

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of aspects of human physiology appropriate to health care.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the organisation of the human body	1.1 Identify the organisation of the human body and the position of the main body organs
2 Know the structure and function of two major body systems	2.1 Identify the structure and function of two major body systems
3 Carry out routine measurements of body systems	3.1 Carry out routine measurements of body systems
4 Know some common malfunctions of body systems	4.1 Outline some common malfunctions of body systems
5 Know routine care given to individuals with body malfunctions	5.1 Identify routine care given to those with body malfunctions

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the organisation of the human body

Organisation: cells; tissues; organs; systems.

Position of organs in the human body: skin; heart; lungs; brain; eyes; ears; stomach; pancreas; intestine; liver; kidneys; bladder; ovaries / testes; uterus.

Know the structure and function of two major body systems

Systems: cardiovascular; respiratory; nervous; digestive; excretory; reproductive; musculo-skeletal.

Body systems: maintenance of oxygen supply; coordination; digestion of food materials; transport and supply of materials to cell; eliminating waste products; support and locomotion; reproduction.

Be able to carry out routine measurements and observations of body systems

Observations: temperature, breathing rate; pulse rate; characteristics, e.g. height.

Routine measurements: pulse rate; blood pressure, breathing rate; peak flow; body temperature.

Know some common malfunctions of body systems

Malfunctions: e.g. heart attack; stroke; high blood pressure; asthma; emphysema; diabetes, multiple sclerosis.

Know routine care given to individuals with body malfunctions

Routine care: use of aids; support for self administration of medication, e.g. inhalers; controlling risk from infection; prevention of falls; support for lifestyle changes.

UNIT SPECIFICATIONS

Introductory awareness of autistic spectrum conditions

Credit Value of Unit: 2

GLH of Unit: 17

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties.	1.1. Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others.
	1.2. Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships.
	1.3. Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals.	2.1. Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests.
	2.2. Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms.
	2.3. Identify other conditions which may be associated with an autistic spectrum condition.
	2.4. Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition.	3.1. Describe behavioural characteristics associated with autistic spectrum conditions.
	3.2. Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours.
	3.3. Describe what to do if an individual is highly anxious or stressed.
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition.	4.1. Explain why it is important to have in place structures and routines which match the wishes and needs of the individual.
	4.2. Identify formal and informal support networks for an individual with an autistic spectrum condition.
	4.3. Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition.
	4.4. Describe ways of ensuring that support provided is consistent, both within own approach and with that of others.
	4.5. Describe how to contribute towards the learning of an individual with an autistic spectrum condition.

5. Understand how to communicate effectively with individuals on the autistic spectrum.	5.1. Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition.
	5.2. Identify aspects of the environment that affect communication with an individual.
	5.3. Describe how to reduce barriers to communication with an individual.
	5.4. Outline the use of visual communication systems for individuals who have an autistic spectrum condition.
	5.5. Identify who could provide advice about effective communication with an individual.

Assessment Method

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Equivalences

N/A

UNIT SPECIFICATIONS

Principles of safeguarding and protection in health and social care

Credit Value of Unit: 3

GLH of Unit: 26

Level of Unit: Level 2

Introduction

This unit is aimed at those working in a wide range of settings. It introduces the important area of safeguarding and protecting individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning Outcomes	Assessment Criteria
The learner will be able to	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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know how to recognise signs of abuse

- Types of abuse: physical abuse – hitting, punching, restraining; sexual abuse – not listening when a person says no to sexual contact, touching a person where they do not want to be touched; emotional / psychological abuse – pressure tactics, name calling, never listening; financial abuse – use of another person's money, borrowing money and never giving it back; institutional abuse – lack of choice; other types of abuse, limited choice; self-neglect – not looking after themselves, not taking medication; neglect by others – not being cared for properly, not being kept warm and dry
- The signs and / or symptoms associated with each type of abuse, e.g. unexplained bruising / marks, no food, no money, shy, flinching, poor nutrition, low self-esteem, overt sexual behaviour, injuries to genital area
- Factors that may contribute to an individual being more vulnerable to abuse include: wellbeing, disability, resources, support systems, ability to communicate, contact with carers, medication, mental wellbeing, age, socio-economic factors

Know how to respond to suspected or alleged abuse

- The actions to take if there are suspicions that an individual is being abused include: reporting, recording, reassurance to the individual, following policies and procedures, safeguarding depending on issues involved, potential removal from setting, aspects of disclosure
- The actions to take if an individual alleges that they are being abused, e.g. follow procedures, reporting, partnership working, safeguarding, confidentiality, safety
- Ways to ensure that evidence of abuse is preserved, e.g. signed, dated, encryption, storage, security, confidentiality, immediacy, leave *in situ*

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

- National policies and local systems that relate to safeguarding and protection from abuse, e.g. legislation applicable to own home country, e.g. Children Act 1989, Children Act 2004, Every Child Matters (England), Mental Capacity Act 2005, Education Act 2002, Safeguarding Vulnerable Groups Act 2006, Childcare Act 2006, UN Convention on the Rights of the Child (1989), Guidelines applicable to own home country, e.g. Working Together to Safeguard Children (2010), What to do if you're worried that a child is being abused (2006), Common Assessment Framework (CAF), adult / child protection policies and procedures applicable to local setting or organisation including safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying, Care Orders, local authority guidelines, inspectorates
- The roles of different agencies in safeguarding and protecting individuals from abuse, e.g. lead Child Protection Conference, (take action if child or young person in immediate danger), police (make decision about whether crime has been committed, take emergency action if child or person is in immediate danger), health professionals, e.g. general practitioners, doctors in emergency departments (examine / observe a child or person thought to be at risk of abuse or who has suffered abuse), health visitors, the Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse), The National Society for the Prevention of Cruelty to Children (NSPCC) (charity with statutory power to take action when children are at risk of abuse, provides help lines for children and for people who are worried about a child or young person, supports families), school (provides support for children or young people who are known to be on the 'at risk' register)
- Reports into serious failures to protect individuals from abuse, e.g. serious case reviews on the abuse of children, young people and vulnerable adults, e.g. the Laming report into the death of Victoria Climbié, 2000; Haringey Council report on the death of Baby Peter, 2007; Birmingham social services review into the starvation and death of Khyra Ishaq, 2010
- Sources of information and advice about own role in safeguarding and protecting individuals from abuse, e.g. current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups including government sources, e.g. DfE, DoH, third sector, e.g. NSPCC, Scope, publications, e.g. 'Working Together to Safeguard Children' (2010), 'What to do if you suspect a child is

being abused' (2006), the Independent Safeguarding Authority (ISA), Social Care Institute for Excellence, policies, procedures and agreed ways of working within the workplace setting

Understand ways to reduce the likelihood of abuse

- How the likelihood of abuse may be reduced by: working with person centred values – privacy, dignity, choice, freedom of expression; encouraging active participation – reduction of risk, empowerment, independence, awareness; promoting choice and rights – informed consent, empowerment, opportunities
- The importance of an accessible complaints procedure for reducing the likelihood of abuse, e.g. improvement, clarity, transparency, opportunity for development / change, different views

Know how to recognise and report unsafe practices

- Unsafe practices that may affect the wellbeing of individuals include: not following policies / procedures, poor reporting, limited communication, infection control, safety, safeguarding, recording, reporting, confidentiality
- The actions to take if unsafe practices have been identified, e.g. reporting, whistle blowing, training, supervision, monitoring, disciplinary
- The action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response, e.g. follow up, report to senior / manager, social services, inspectorate, police

Tutor Guidance

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

UNIT SPECIFICATIONS

Safeguarding the welfare of children and young people

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: Level 2

Introduction

This unit introduces the important area of safeguarding the welfare of children and young people. It identifies aspects of current legislation and the relevant key agencies. It deals with common childhood illnesses and accidents and the actions to be taken in emergency situations. The unit also considers how to respond when children and young people have been abused.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses
	2.2 Describe the actions to take when children or young people are ill or injured
	2.3 Identify circumstances when children and young people might require urgent medical attention
	2.4 Describe the actions to take in response to emergency situations including - Fires - Security incidents - Missing children or young people
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse
	3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying
	3.4 Describe the actions to take in response to concerns that a colleague may be - Failing to comply with safeguarding procedures - Harming, abusing or bullying a child or young person
	3.5 Describe the principles and boundaries of confidentiality and when to share information

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key aspects of current legislation – guidelines, policies and procedures for safeguarding the welfare of children and young people.

Key agencies involved in safeguarding – social services, multi-agency approach, collective responsibility.

Signs and symptoms of common childhood illnesses – e.g. lethargy, temperature, rashes.

Deal with accidents, emergencies and illnesses – awareness of organisational guidelines, policies and procedures.

Types of child abuse – physical abuse; sexual abuse; neglect; emotional abuse including bullying.

Risks – exposure to inappropriate material, illegal practices, e.g. bullying, grooming, identity fraud.

Consequences – personal danger, prosecution.

Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying include

- Disclosure
- Allegations
- Signs and indicators of abuse

Concerns about a colleague – should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

UNIT SPECIFICATIONS

Child and young person development

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Level 2

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of the development of the child and young person.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include - Physical development - Communication and intellectual development - Social, emotional and behavioural development
	1.2 Describe with examples how different aspects of development can affect one another
2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including - Background - Health - Environment
	2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development
3 Understand the potential effects of transitions on children and young people's development	3.1 Identify the transitions experienced by most children and young people
	3.2 Identify transitions that only some children and young people may experience, e.g. bereavement
	3.3 Describe with examples how transitions may affect children and young people's behaviour and development

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Main stages of development for learning and thinking – e.g. theories of cognitive development, theories of moral development, theories of gender role development, theories of language acquisition and development.

The expected rate and pattern of physical and motor development, communication and intellectual development and social, emotional and behavioural development. In each of the age groups: Birth - 3 years, 3 - 7 years, 7 - 12 years, 12 - 16 years.

How physical and motor development, communication and intellectual development and social, emotional and behavioural development are linked and how they can affect each other.

Factors affecting development – Social and / or cultural background, health, social environment, language, special educational needs.

Recognise and respond to concerns about child development – Monitoring development, typical and delayed development, sharing concerns with parents and medical personnel.

Transitions – Any significant stage or experience in the life of a child or young person that can affect behaviour and / or development

- Common to all – moving school, puberty
- Individual – bereavement, illness
- Types of transitions: emotional, physical, intellectual, physiological
- Signs and indications of different transitions
- Effects of transitions: behavioural, emotional, intellectual, physiological
- Behavioural effects, e.g. aggression; habit disorders; swearing; lying; stealing

UNIT SPECIFICATIONS

Contribute to the development of babies and young children

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: Level 2

Introduction

In this unit the learner will gain an understanding of child development in very young children. Learners will gain an understanding of how they can contribute to a child's development, including the development of early communication skills and how to encourage / support this. They will also gain knowledge on how to recognise the progress that a child is making towards the developmental milestones.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the pattern of development of babies and children	1.1 Identify the pattern of development in the first 3 years of life
	1.2 Explain how all areas of development are interconnected
	1.3 Explain why variations might occur in the rate and sequence of development
2 Support a positive environment for babies and young children	2.1 Describe the features of a positive environment that supports the development of babies and young children
	2.2 Demonstrate how to create a positive environment that promotes the development of babies and young children
3 Communicate with babies and young children to support their development	3.1 Explain how the development of babies and young children is supported by effective communication
	3.2 Use different methods of communication to meet the individual needs of babies and young children
4 Support stimulating play for babies and young children	4.1 Support stimulating play with babies or young children making best use of opportunities to encourage the development of their - Communication, language and literacy - Exploration and curiosity - Physical skills

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the pattern of development of babies and children

Identify the pattern of development in the first 3 years of life. Understand the term development which refers to change or growth that occurs in a child during the life span from birth to adolescence. Knowledge of developmental domains - physical, social and emotional, language and cognitive - and the development span over first three years, identify pivotal stages and achievement of landmark skills. Be able to list some key child developmental theorists and outline major stages.

Explain how all areas of development are interconnected. Knowledge of how each area of development influences the others and is interconnected. Understanding of holistic development. Knowledge of Birth – 3 years framework.

Explain why variations might occur in the rate and sequence of development.

Be aware that developmental change is a basic fact of human existence and each person is developmentally unique. Children differ in physical, cognitive, social, and emotional growth patterns. They also differ in the ways they interact with and respond to their environment as well as play, affection, and other factors. Know that milestones in development are more variable than others and give examples. Be able to identify delays in development and give examples.

Be able to support a positive environment for babies and young children

Describe the features of a positive environment that supports the development of babies and young children. Describe the characteristics of a positive environment; including attachments with caring adults. Be able to describe aspects of environments that are flexible and responsive, which can adapt to children's immediate interests and needs.

Demonstrate how to create a positive environment that promotes the development of babies and young children.

Evidence of planning sessions or activities that show good practice in supporting a positive environment as described above. List of a range of different activities that maximise learning and development opportunities.

Be able to communicate with babies and young children to support their development

Explain how the development of babies and young children is supported by effective communication. Understand that communication is made up of language, speech and hearing. Language development is a process starting early in human life, when a person begins to acquire by learning it as it is spoken and by mimicry. Good communication is central to the development of children and involves listening, questioning, understanding and responding to what is being communicated by children and those caring for them. Knowledge that it is important to be able to communicate both on a one-on-one basis and in a group context.

Use different methods of communication to meet the individual needs of babies and young children. Communication is not just about the words, but also the manner of speaking and body language. Sounds as well as nonverbal communication like gestures and facial expressions are key in engaging infants' interest and building their understanding of conversation. Talking to babies lays the groundwork for communication by letting them know they will be responded to.

Be able to support stimulating play for babies and young children

Support stimulating play with babies or young children making best use of opportunities to encourage the development of their

- Communication, language and literacy – be able to give an example of how to communicate with a 0 – 3 year-old to develop communication skills and association of words and objects
- Exploration and curiosity – be able to give an example of how to communicate with a 0 – 3 year-old to develop knowledge and understanding
- Physical skills – be able to give an example of how to communicate with a 0 – 3 year-old to develop physical skills

UNIT SPECIFICATIONS

Human Physiology for Health Care

Credit Value of Unit: 6

GLH of Unit: 30

Level of Unit: Level 2

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of aspects of human physiology appropriate to health care.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the organisation of the human body	1.1 Identify the organisation of the human body and the position of the main body organs
2 Understand the structure, function and interrelationship of major body systems	2.1 Describe the structure and function of two major body systems and how they interrelate
3 Carry out routine measurements of body systems	3.1 Carry out routine measurements of body systems
4 Understand routine care given to individuals with body malfunctions	4.1 Explain some common malfunctions of body systems
	4.2 Describe the routine care given to those with body malfunctions

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the organisation of the human body

Organisation: cells; tissues; organs; systems.

Position of organs in the human body: skin; heart; lungs; brain; eyes; ears; stomach; pancreas; intestine; liver; kidneys; bladder; ovaries / testes; uterus.

Understand the structure, function and interrelationships of two major body systems

Systems: cardiovascular; respiratory; nervous; endocrine; digestive; excretory; reproductive; musculo-skeletal.

Body systems: maintenance of oxygen supply; coordination; digestion of food materials; transport and supply of materials to cells; eliminating waste products; support and locomotion; reproduction.

Interrelationships: homeostasis, e.g. maintenance of body temperature; blood pressure; oxygen supply; blood glucose levels.

Be able to carry out routine measurements and observations of body systems

Observations: temperature, breathing rate; pulse rate; characteristics, e.g. height.

Routine measurements: pulse rate; blood pressure, breathing rate; peak flow; body temperature.

Understand routine care given to individuals with body malfunctions

Malfunctions: e.g. heart attack; stroke; high blood pressure; asthma; emphysema; diabetes, multiple sclerosis.

Routine care: use of aids; support for self-administration of medication, e.g. inhalers; controlling risk from infection; prevention of falls; support for lifestyle changes.

UNIT SPECIFICATIONS

Introduction to Care Work

Credit Value of Unit: 2

GLH of Unit: 10

Level of Unit: Level 1

Introduction

In this unit you will be introduced to work roles that are available within a range of different care organisations. You will learn about the principles of care and the skills that you need to work in a care role.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the purpose and range of care work	1.1 Identify and describe the range of care settings
	1.2 Explain the purpose of different care settings
	1.3 Identify and describe potential work roles for career progression in care
2 Understand skills required for care work	2.1 Identify and explain the main principles of care
	2.2 Identify and describe the range of activities and responsibilities in a specified care role
	2.3 Demonstrate skills required for care work

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Purpose and Range of Care Work

- Care settings to include child care (nurseries, day care, residential care), care of the elderly; care of people with mental or physical disabilities
- Purpose of settings, e.g. to care for children of working parents, to assist people who are disabled to live more independently, to support the elderly and children within residential settings
- Roles to include care worker, social worker, nanny, child carer etc.

Skills for Care Work

- Principles of care: client centred care, independence of clients, privacy and respect, protection from abuse; equality and diversity and protection from discrimination
- Activities: dependent on setting but may include feeding, personal hygiene of clients, dressing, entertaining clients etc.
- Skills include communication skills, building relationships with others, treating others with respect, promoting equality and diversity

UNIT SPECIFICATIONS

Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare

Credit Value of Unit: 3

GLH of Unit: 26

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of the range of services and roles within health and social care (adults and children and young people), early years and childcare.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the range of service provision available in health and social care (adults and children and young people), early years and childcare	1.1 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area
	1.2 Outline the purpose of provision offered by different types of service
	1.3 Give examples of who would access different types of service provision
	1.4 Outline the difference between statutory and independent service provision
	1.5 Outline how informal care contributes to service provision
2 Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare	2.1 Identify the range of job roles within different types of service
	2.2 Identify the knowledge and skills required to work in a job role in the sector
	2.3 Outline a range of progression routes for a worker within the sector

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the range of service provision available in health and social care (adults and children and young people), early years and childcare

- The range of service provision for health and social care (adults and children and young people), early years and childcare in own local area, e.g. community based services for adults, community based services for children and young people, domiciliary services for adults, domiciliary services for children and young people, day services for adults, residential services for adults, residential services for children and young people, early years, children's care learning and development, Telecare, extra care, supported housing, supported employment, self-directed support, acute hospital services, community hospitals, general practitioner services, pharmacy in hospitals and community, substance misuse services, complementary healthcare
- The purpose of provision offered by different types of service, e.g. health care, social care, activities, community participation, review, training / development, health checks, health promotion, respite, therapy, activities, counselling
- Who would access different types of service provision, e.g. adults, children and young people, people in need of treatment, diagnosis, support, guidance, therapy, activities
- The difference between statutory, and independent service provision, e.g. statutory provision – all local authorities are obliged by statute to provide some services, for example, social services, NHS hospital treatment and benefits. Independent – voluntary, not for profit or third sector, private provision

- How informal care contributes to service provision, e.g. provided by friends, family, neighbours, community groups. Support for practitioners, reduction in necessary resourcing and support from service providers

Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare

- The range of job roles within different types of service, e.g. range of different services, job descriptions, training, responsibilities, accountability, advisory, guidance, information
- The knowledge and skills required to work in a job role in the sector, e.g. listening to concerns, encouraging the promotion of independence, involvement in planning support and healthcare, identifying risks, liaison with carers, families, relatives, practitioners, advocates and interpreters, partnership approach, policies / procedures, interpersonal skills, legislation, communication, roles and boundaries, duty of care, theories and approaches
- Progression routes for a worker within the sector, e.g. senior / managerial roles, specialist roles, training and development, other sector roles

UNIT SPECIFICATIONS

Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of protection and safeguarding in health and social care (adults and children and young people), early years and child care.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	1.1 Define 'protection of vulnerable adults'
	1.2 Define 'safeguarding children'
	1.3 Explain the term 'harm, abuse and neglect' in the context of - Protecting vulnerable adults - Safeguarding children
	1.4 Give examples of the indicators of harm, abuse and neglect
	1.5 Identify what actions should be taken if there are concerns about harm, abuse and neglect
	1.6 Describe the boundaries of confidentiality and when to share information
	1.7 Explain who is responsible for protecting vulnerable adults and safeguarding children
	1.8 Identify what organisations should do to protect vulnerable adults and safeguard children
	1.9 Identify sources of support and information in relation to protection and safeguarding

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare

- Definition of 'protection of vulnerable adults' – safeguarding adults means making sure that adults at risk are protected from abuse, harm and neglect
- Definition of 'safeguarding children' – promoting the welfare of children and young people and keeping them safe from abuse, harm and neglect
- The term 'harm, abuse and neglect' in the context of
 - Protecting vulnerable adults – physical, sexual, institutional, acts of omission, financial, psychological. Monitoring, observation, reporting, recording
 - Safeguarding children – physical, sexual, institutional, acts of omission, financial, psychological. Monitoring, observation, reporting, recording
- Indicators of harm, abuse and neglect, e.g. unexplained bruising / marks, no food, no money, shy, flinching, poor nutrition, low self-esteem, overt sexual behaviour, injuries to genital area, overt behaviour, unkempt appearance
- What actions should be taken if there are concerns about harm, abuse and neglect, e.g. reporting, recording, reassurance to the individual, following policies and procedures, safeguarding depending on issues involved, potential removal from setting, aspects of disclosure

- Boundaries of confidentiality and when to share information, e.g. disclosure, risk of harm to person / child or others, incident, suspected, actual
- Who is responsible for protecting vulnerable adults and safeguarding children, e.g. lead Child Protection Conference (take action if child or young person in immediate danger), police (make decision about whether crime has been committed, take emergency action if child or person is in immediate danger), health professionals, e.g. general practitioners, doctors in emergency departments (examine / observe a child or person thought to be at risk of abuse or who has suffered abuse), health visitors, the Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse), The National Society for the Prevention of Cruelty to Children (NSPCC) (charity with statutory power to take action when children are at risk of abuse, provides help lines for children and for people who are worried about a child or young person, supports families), school (provides support for children or young people who are known to be on the 'at risk' register)
- What organisations should do to protect vulnerable adults and safeguard children, e.g. monitoring, policies, procedures, training, supervision, role modelling, roles and responsibilities
- Sources of support and information in relation to protection and safeguarding, e.g. manager, senior, inspectors, peers, support groups, research, policy, guidance, practitioners, specialists

UNIT SPECIFICATIONS

Understand the principles and values in health and social care (adults and children and young people), early years and childcare

Credit Value of Unit: 3

GLH of Unit: 26

Level of Unit: Level 1

Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of the principles and values in health and social care (adults and children and young people), early years and childcare.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare	1.1 Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare 1.2 Identify guidance and standards that underpin the principles and values
2 Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare	2.1 Describe why those who access services should be valued as individuals 2.2 Give examples of ways to value adults who access services 2.3 Give examples of ways to value children and young people who access services 2.4 Outline what is meant by person centred practice or child centred practice 2.5 Define confidentiality in the context of the sectors 2.6 Identify how confidentiality promotes respect for and values individuals

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare

- Principles and values that underpin work in health and social care (adults and children and young people), early years and childcare, e.g. individuality, rights, choice, privacy, independence, dignity, respect, partnership, confidentiality
- Guidance and standards that underpin the principles and values, e.g. Human Rights Act 1998, UN Convention on the Rights of the Child, Social Care Code of Practice, NHS Wales Code of Conduct for Healthcare Support Workers in Wales, Code of Practice for NHS Wales Employers, Health Professional & Regulatory Body Codes of Practice, e.g. Nursing and Midwifery Council

Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare

- Why those who access services should be valued as individuals, e.g. specific needs, preferences, choices, valued as a person, values, wellbeing, health
- Ways to value adults who access services, e.g. preferred title / names, dietary needs, personal care needs, communication methods, meeting culture and religious needs – acknowledging religious holidays, times of prayer etc., care planning and assessment, involvement in decision making

- Ways to value children and young people who access services, e.g. specific needs, preferences, choices, valued as a person, values, wellbeing, health, planning, review
- What is meant by person centred practice or child centred practice, e.g. the person or child is at the centre of the plan, family and friends are full members, person centred planning reflects the person's or child's capacities, what is important to the person or child and specifies the support they require to make a full contribution to their community, person centred planning builds a shared commitment to action that will uphold the person's or child's rights, it leads to continual listening, learning and action, it helps the person or child get what they want out of life
- Confidentiality in the context of the sectors, e.g. agreed ways of working, policies, procedures and codes of practice for handling information, understanding roles and responsibilities in relation to handling information, seeking permission from the appropriate people to access records where needed, training for support on issues relating to the secure handling of information, role modelling, identification of importance of accuracy, reasons for procedures, implications of not following procedures, mentoring, shadowing, CPD, evaluation
- How confidentiality promotes respect for and values individuals, e.g. safety and security, trust, confidence, safeguarding, need to know basis

UNIT SPECIFICATIONS

Introduction to values and principles of adult social care

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Introduction

The aim of this unit is to develop the learner's awareness of the values and principles of adult social care.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the values and principles of adult social care	1.1 Identify key values and principles of adult social care
	1.2 Outline why adult social care workers need to promote these values at all times
	1.3 Identify areas where own values and principles may conflict with those of adult social care
2 Know the importance of diversity within adult social care	2.1 Outline why it is important to support and respect diversity and different cultures and values
	2.2 Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the values and principles of adult social care

- Key values and principles of adult social care, e.g. individuality, rights, choice, privacy, independence, dignity, respect, partnership, confidentiality
- Why adult social care workers need to promote these values at all times, e.g. consistent approach, care needs met, rights and choices, appropriate service delivery, motivation, equality, value people as individuals, options, legal rights
- Areas where own values and principles may conflict with those of adult social care, e.g. views, culture, ethics, morals, health, wellbeing, activity, religion, ethnicity, values, inclusion, choice, independence

Know the importance of diversity within adult social care

- Why it is important to support and respect diversity and different cultures and values, e.g. inclusion, value, self-esteem of person, important to them, learn from others, support to develop / achieve, individuality, custom
- The importance of finding out an individual's history, needs, wishes, likes and dislikes, e.g. feel valued, increase self-esteem, participation, right services, review of care needs, training for staff

Tutor Guidance

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

UNIT SPECIFICATIONS

Awareness of skills and attitudes needed to work in adult social care

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Level 1

Introduction

The aim of this unit is to develop the learner's awareness of skills and attitudes needed for working in adult social care.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the range of skills and attitudes essential to work in adult social care	1.1 List skills and attitudes essential to work in adult social care
	1.2 Identify own skills and attitudes essential to work in adult social care
	1.3 Identify own skills and attitudes that require further development

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the range of skills and attitudes essential to work in adult social care

- Skills and attitudes essential to work in adult social care, e.g. write and speak so that others listen and understand, read and understand information shown in a variety of ways including, written and spoken English, listen and ask questions to understand other people's points of view, understand the need to be reliable and dependable, give examples of a care worker acting responsibly and being accountable in a care work setting, understand the purpose of policies and procedures in a social care workplace, demonstrate an ability to assess situations and identify problems and suggest solutions in a social care workplace scenario
- Know how to help 'customers' and deal with their questions and problems, demonstrate willingness to work in a team, demonstrate an ability to work well with others, be open and respond well to simple changes, show interest, initiative and effort, understand the need to gain skills and knowledge to support and develop your work, be willing to learn from mistakes and accept feedback and offer feedback to others in a positive way, be willing to reflect on practice and improve, be willing to share skills and to provide feedback to others in a positive way, be able to use every day technology such as mobile phones, email applications and basic word processing, be able to make estimates and check calculations for accuracy, understand how to add, subtract, multiply and divide numbers and give examples of when each should be used in day to day social care work, observe and record data accurately and legibly
- Own skills and attitudes essential to work in adult social care, e.g. understanding, communication, interpersonal skills, roles and responsibilities, reporting, recording, observing, monitoring, respect, empathy, tolerance, understanding, accountability, responsibility, regulation, assess situations
- Own skills and attitudes that require further development, e.g. understanding, communication, interpersonal skills, roles and responsibilities, reporting, recording, observing, monitoring, respect, empathy, tolerance, understanding, accountability, responsibility, regulation, assess situations

Tutor Guidance

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

UNIT SPECIFICATIONS

Introduction to communication in health and social care (adults and children and young people), early years and childcare

Credit Value of Unit: 2

GLH of Unit: 19

Level of Unit: Level 1

Introduction

The unit aims to develop the learner's awareness of the importance of communication in health and social care (adults and children and young people), early years and childcare.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know different methods of communication	1.1 Identify a range of communication methods
2 Understand how to communicate with individuals	2.1 Outline how to identify an individual's communication and language needs, wishes and preferences
	2.2 Identify a range of barriers to communication
	2.3 Identify factors that promote communication and overcome barriers

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know different methods of communication

- A range of communication methods, e.g. verbal, written, non-verbal, formal, informal, advocate / interpreter, the use of ICT / aids / adaptations / augmentative approaches, British Sign Language, Makaton

Understand how to communicate with individuals

- How to identify an individual's communication and language needs, wishes and preferences, e.g. observation, assessment, agreement, review, liaison with children / young people / key people, ability, person centred, autonomy
- Barriers to communication, e.g. environmental, language, physical, cultural, social, emotional, psychological
- Factors that promote communication and overcome barriers, e.g. effective listening skills, use of adaptations / aids, advocates / interpreters, active communication skills, use of body language, appropriate environment, building trust, meeting communication needs, safeguarding, confidentiality

UNIT SPECIFICATIONS

Introductory awareness of equality and inclusion in health, social care and children's and young people's settings

Credit Value of Unit: 3

GLH of Unit: 25

Level of Unit: Level 1

Introduction

The unit aims to develop the learner's awareness of the importance of equality and inclusion in health, social care and children's and young people's settings.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of equality and inclusion within health, social care and children's and young people's settings	1.1 Define the terms equality and inclusion 1.2 Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings
2 Know the effects of discriminatory attitudes and behaviours on individuals	2.1 Identify discriminatory attitudes 2.2 Give examples of how discriminatory attitudes can affect individuals 2.3 Identify discriminatory behaviours 2.4 Give examples of how discriminatory behaviours can affect individuals
3 Know the factors that affect equality and inclusion of individuals	3.1 Identify social and physical barriers that may prevent equality and inclusion 3.2 Outline how barriers to equality and inclusion may be overcome 3.3 Outline behaviours that may promote equality and inclusion

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the importance of equality and inclusion within health, social care and children's and young people's settings

- The terms equality and inclusion – Equality is about making sure people are treated fairly and given fair chances. Equality is not about treating everyone in the same way, but it recognises that their needs are met in different ways. Equality focuses on those areas covered by the law, namely the key areas of race, gender, disability, age, religion or belief and sexuality
- Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, age, religion or belief, sexuality, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life
- How equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings, e.g. choice, preferences, inclusion, participation, development, wellbeing, self-esteem, role modelling

Know the effects of discriminatory attitudes and behaviours on individuals

- Discriminatory attitudes, e.g. prejudice, judgemental, abuse, insults, exclusion, stereotyping
- Discriminatory behaviours, e.g. abuse, actions, neglect, poor or limited service, ignoring person

- Examples of how discriminatory attitudes and behaviours can affect individuals, e.g. find it difficult to understand others' reactions to them, find life lonely, unable to play with the kids in their neighbourhood, feel self-conscious about their differences, feel resentful about how others treat them, like talking loudly or slowly to them, find it hard to get into colleges of their choice, find it difficult to get competitive employment, have fewer resources to use for day programming or housing when they reach adulthood, are sometimes unable to participate in religious, cultural, leisure activities and recreational programmes of their choosing

Know the factors that affect equality and inclusion of individuals

- Social and physical barriers that may prevent equality and inclusion, e.g. discrimination, poor quality service delivery, wrong services, medication, lack of choice, inclusion, loss of independence
- How barriers to equality and inclusion may be overcome, e.g. role modelling, policies / procedures, direct challenge, recording, reporting, monitoring, observation, training, competence
- Behaviours that may promote equality and inclusion, e.g. developing an understanding of different beliefs, cultures, values and preferences, regardless of the religion, ethnic or cultural background of a person, everyone has to be treated 'fairly', listen to what others need / think, do not impose your own set of values on others, remember that differences of culture or values should not be a reason for communication gaps, development of good interpersonal skills, never ever tell people their views are 'wrong', foster positive cultures, create a sense of awareness in the workplace about the diversity of the team and about the workplace, problems such as racism, etc., never think ethnic or racist jokes are trivial – take them seriously and address accordingly.

UNIT SPECIFICATIONS

Introductory awareness of health and safety in health, social care and children's and young people's settings

Credit Value of Unit: 4

GLH of Unit: 36

Level of Unit: Level 1

Introduction

The aim of this unit is to develop the learner's awareness and knowledge of health and safety in health, social care and children's and young people's settings.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings	1.1 Outline key areas of health and safety related to a work setting
	1.2 Outline employers' responsibilities for health and safety
	1.3 Outline workers' responsibilities for health and safety
	1.4 Give examples of health and safety training required in the work setting
2 Understand the importance of assessing risk in relation to health and safety	2.1 Outline what is meant by risk
	2.2 Give examples of hazards and their associated risks
	2.3 Outline the purpose of a risk assessment
	2.4 Identify occasions when a risk assessment is necessary
3 Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings	3.1 Outline the importance of protecting your own security and the security of others in the work setting
	3.2 Outline the importance of safe moving and handling principles
	3.3 Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting
	3.4 Identify who might deal with accidents and sudden illness in the work setting
4 Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings	4.1 Describe how infection is spread
	4.2 Identify methods that reduce the spread of infection
	4.3 Describe the standard method of washing hands
	4.4 Identify when personal protective equipment should be used

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings

- Key areas of health and safety related to a work setting, e.g. fire safety, moving and handling, first aid, security, storage and disposal of hazardous substances, medication storage and administration, infection prevention and control

- Employers' responsibilities for health and safety, e.g. risk assessment, provision of information and training, provision and maintenance of equipment, provision of PPE, hygiene facilities
- Workers' responsibilities for health and safety, e.g. agreed ways of working, recording, reporting, dealing with incidents, risk assessment, infection prevention and control, safety and security, roles and responsibilities
- Examples of health and safety training required in the work setting, e.g. use of equipment, first aid, medication, assisting and moving, emergency procedures, food handling and preparation

Understand the importance of assessing risk in relation to health and safety

- What is meant by risk – hazard is the potential to cause harm; risk on the other hand is the likelihood of harm (in defined circumstances, and usually qualified by some statement of the severity of the harm)
- Examples of hazards and their associated risks, e.g. understanding health, safety and risk-assessment, the importance of risk assessment for protecting self and individuals from danger or harm, the need to comply with the law, identifying what could cause harm, taking precautions to prevent harm, the importance of minimising accidents, injuries and ill health, reducing the risk of individuals being injured at work, reducing the risk of liability
- The purpose of a risk assessment, e.g. harm reduction, elimination of risk, safe systems of work, avoid accidents / injury
- Occasions when a risk assessment is necessary, e.g. identification of hazard, harm, accident, injury, e.g. moving and handling, activities, COSHH

Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings

- The importance of protecting your own security and the security of others in the work setting, e.g. safeguarding, protection from injury / harm / accident, duty of care, roles and responsibilities
- The importance of safe moving and handling principles, e.g. assessment of risk, following procedures, correct approach, ergonomics, use of equipment, load bearing, team roles, reporting
- Accidents and sudden illness that may occur in a health, social care, children's or young people's setting, e.g. accidents, incidents, trips, falls, fire, security breach, gas leak, electrical fault, sudden illness, injury, bomb scare
- Who might deal with accidents and sudden illness in the work setting, e.g. manager, emergency services, appointed first aider

Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings

- How infection is spread, e.g. droplet contact – coughing or sneezing on another person; direct physical contact - touching an infected person, including sexual contact; indirect physical contact – usually by touching soil contamination or a contaminated surface; airborne transmission – if the microorganism can remain in the air for long periods; faecal-oral transmission – usually from contaminated food or water sources
- Methods that reduce the spread of infection, e.g. use of PPE, hand washing, safe disposal of equipment / PPE / materials, reporting of illness / disease, recording, reporting, personal hygiene
- The standard method of washing hands, e.g. wet hands, apply soap thoroughly, lather and scrub including between the fingers, thumbs and backs of the hands, rinse thoroughly, dry thoroughly using paper towel or air dryer
- When personal protective equipment should be used, e.g. refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include: gloves, aprons, masks, hair nets. Personal care, clearing spillages, procedures, use of sharps, infection

UNIT SPECIFICATIONS

Introductory awareness of person centred support in health, social care and children's and young people's settings

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: Level 1

Introduction

The aim of this unit is to develop the learner's awareness and knowledge of person-centred support in health, social care and children's and young people's settings.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand what is meant by person-centred support in health, social care and children's and young people's settings	1.1 Define person-centred support
	1.2 Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes
	1.3 Give examples of how to provide person-centred support when supporting individuals in day-to-day activities
2 Know the importance to individuals of person-centred support in health, social care and children's and young people's settings	2.1 Outline the benefits to an individual of person-centred support
	2.2 Give examples of how individuals can be in control of their care needs
	2.3 Outline how assessing risk can assist person-centred support

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand what is meant by person-centred support in health, social care and children's and young people's settings

- Definition person-centred support – addresses all aspects, person included in the whole process, person knows their own needs
- The importance of finding out an individual's history, needs, wishes, likes and dislikes, e.g. preferences, development, choice, tailored service provision, development of care plan, resourcing, training and support for carers
- Examples of how to provide person-centred support when supporting individuals in day-to-day activities, e.g. partnership, monitoring, support, advocacy, review

Know the importance to individuals of person-centred support in health, social care and children's and young people's settings

- The benefits to an individual of person-centred support, e.g. individuality, rights, choice, privacy, independence, dignity, respect, partnership
- How individuals can be in control of their care needs, e.g. inclusion, communication methods, review, agreement, monitoring, resources
- How assessing risk can assist person-centred support, e.g. informed, harm reduction, risk management, choice, inclusion, self-directed, identification of risk level, agreement regarding activities, options, planning

UNIT SPECIFICATIONS

Introductory awareness of working with others in health, social care and children's and young people's setting

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: Level 1

Introduction

The aim of this unit is to develop the learner's awareness and knowledge of working with others in health, social care and children's and young people's settings.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to work together with others	1.1 Outline why it is important to work with others
	1.2 Outline ways of working together with others
	1.3 Give examples of ways that work well when working with others
	1.4 Give examples of ways that do not work well when working with others
2 Understand partnership working in health, social care and children's and young people's settings	2.1 Outline what partnership working means in health, social care and children's and young people's settings
	2.2 Give examples of who partners might be
	2.3 Outline the benefits of partnership working in health, social care and children's and young people's settings

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know how to work together with others

- Why it is important to work with others, e.g. collaboration, sharing resources, knowledge, skills, better outcomes, improved service delivery, choice, opportunities
- Ways of working together with others, e.g. agreed goals / outcomes, shared resources, collaboration, short term / long term goals / tasks, effective communication, lines of reporting, policies / procedures, task and finish
- Ways that work well when working with others, e.g. priorities, resourcing, meetings, feedback, input, communication, collaboration, inclusion, opportunities
- Ways that do not work well when working with others, e.g. poor communication, roles / responsibilities not agreed, tasks not shared, priorities not agreed, disproportionate sharing of workload, resourcing

Understand partnership working in health, social care and children's and young people's settings

- What partnership working means in health, social care and children's and young people's settings, e.g. health, wellbeing, practitioners' collaboration, pooling resources, sharing of knowledge and expertise, improved choices and outcomes for people accessing services, development needs
- Who partners might be, e.g. individual, families, unpaid carers, friends, a range of professional workers both within and external to social care such as paid care workers, GP, dentist, advocate, social worker etc., communities, which may include a range of recreational, social, religious communities as appropriate, user-led groups and networks
- The benefits of partnership working in health, social care and children's and young people's settings, e.g. choice, preference, pooled resources, change, improvement, a voice, planning, review

UNIT SPECIFICATIONS

Principles of communication in adult social care settings

Credit Value of Unit: 2

GLH of Unit: 17

Level of Unit: Level 2

Introduction

This unit introduces 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand why communication is important in adult social care settings	1.1 Identify different reasons why people communicate
	1.2 Explain how effective communication affects all aspects of working in adult social care settings
	1.3 Explain why it is important to observe an individual's reactions when communicating with them
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an individual's communication and language needs, wishes and preferences
	2.2 Describe a range of communication methods
3 Understand how to reduce barriers to communication	3.1 Identify barriers to communication
	3.2 Describe ways to reduce barriers to communication
	3.3 Describe ways to check that communication has been understood
	3.4 Identify sources of information and support or services to enable more effective communication
4 Understand confidentiality in adult social care settings	4.1 Define the term 'confidentiality'
	4.2 Describe ways to maintain confidentiality in day to day communication
	4.3 Describe situations where information normally considered to be confidential might need to be shared and agreed with others
	4.4 Explain how and when to seek advice about confidentiality

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.
Understand why communication is important in adult social care settings

- Different reasons why people communicate, e.g. exchange of information / views; expression of needs and wants; social interaction; socialisation
- How effective communication affects all aspects of working in adult social care settings, e.g. appropriate level; trust forms the foundation for effective communication; two way process; comprehension; clarity; reflecting; evaluation; feedback; partnership
- Why it is important to observe an individual's reactions when communicating with them, e.g. evaluation, reflection of feelings, body language, pain, emotions, reflection of needs

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

- Why it is important to find out an individual's communication and language needs, wishes and preferences, e.g. choice, preference, ability, needs, risk, provision of services
- A range of communication methods, e.g. non-verbal communication – eye contact, touch, physical gestures, body language, behaviour, gestures, verbal communication, vocabulary, linguistic tone, pitch

Understand how to reduce barriers to communication

- Barriers to communication, e.g. language; ethnicity / culture, the environment; skills; ability; disability; noise levels; distractions; sensory loss / awareness, terminology, environment, wellbeing, mental wellbeing
- Ways to reduce barriers to communication, e.g. effective listening skills; use of adaptations / aids; advocates / interpreters; active communication skills; use of body language; creation of an appropriate environment; building trust; meeting communication needs
- Ways to check that communication has been understood, e.g. clear communication; review approach / terminology used; confirm understanding; clear roles and responsibilities; confirm interpretation and actions
- Sources of information and support or services to enable more effective communication, e.g. translation services, interpreting services, speech and language services, advocacy services

Understand confidentiality in adult social care settings

- The term “confidentiality” – Confidentiality has been defined by the International Standards Organization (ISO) as ensuring that information is accessible only to those authorized to have access. Confidentiality also refers to an ethical principle associated with several professions (e.g., medicine, law, religion)
- Confidentiality is an important principle in health and social care because it functions to impose a boundary on the amount of personal information and data that can be disclosed without consent. Confidentiality arises where a person disclosing personal information reasonably expects his or her privacy to be protected, such as in a relationship of trust
- The relationship between health and social care professionals and their patients / clients centres on trust, and trust is dependent on the patient / client being confident that personal information they disclose is treated confidentially. However confidentiality can be countered when there is a public interest in others being protected from harm
- Ways to maintain confidentiality in day to day communication, e.g. lockable cupboard or drawer for confidential records and information; confidentiality statements for all staff, stating that no one will discuss issues outside of the setting, that incidents will only be passed on to relevant staff members; do not collect or store information that is not necessary or appropriate; use of passwords for access, following policies and procedures
- Situations where information normally considered to be confidential might need to be shared with agreed others, e.g. while the rights of staff and others to keep their personal details private are important, there are also some circumstances under which identifying information should be shared. On a “need to know” basis if the recipient: needs the information because they are directly involved in the provision of care; where disclosure is required by a court (or a court order); where disclosure is required by statute (that is, by law); where information is required by the police in conjunction with the prevention or detection of serious crime, risk to self or others, safeguarding
- How and when to seek advice about confidentiality, e.g. risk to self / others, clarification, responsibilities, need to know, safeguarding, peer / senior / manager guidance

Tutor Guidance

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

UNIT SPECIFICATIONS

Communication and professional relationships with children, young people and adults

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Level 2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to interact with and respond to children and young people	1.1 Describe how to establish respectful, professional relationships with children and young people
	1.2 Describe with examples how to behave appropriately for a child or young person's stage of development
	1.3 Describe how to deal with disagreements between children and young people
	1.4 Describe how own behaviour could - Promote effective interactions with children and young people - Impact negatively on interaction with children and young people
2 Know how to interact with and respond to adults	2.1 Describe how to establish respectful, professional relationships with adults
	2.2 Describe the importance of adult relationships as role models for children and young people
3 Know how to communicate with children, young people and adults	3.1 Describe how communication with children and young people differs across different age ranges and stages of development
	3.2 Describe the main differences between communicating with adults and communicating with children and young people
	3.3 Identify examples of communication difficulties that may exist
	3.4 Describe how to adapt communication to meet different communication needs
	3.5 Describe how to deal with disagreements between - The practitioner and children and young people - The practitioner and other adults
4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection	4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information
	4.2 Describe the importance of reassessing children, young people and adults of the confidentiality of shared information and the limits of this
	4.3 Identify the kinds of situations when confidentiality protocols must be breached

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Establishing respectful, professional relationships with children and young people – e.g. defining boundaries, listening and responding

Appropriate behaviour in relation to child or young person's stage of development – e.g. setting boundaries / body language / tone of voice

Disagreements between children and young people – e.g. verbal / nonverbal intervention strategies

Establishing respectful, professional relationships with adults – e.g. defining boundaries, listening and responding

Importance of role models – influencing / setting a good example / sharing positive values.
Will lead to well balanced, confident and motivated young people

Communication – this includes

- Verbal
- Non-verbal
- Informal
- Formal

Common communication difficulties – language difficulties, cultural barriers, poor listening / concentration

Legal requirements and procedures for confidentiality, data protection and the disclosure of information – Policies and procedures in place. Based on Data Protection Act / Consumer Protection Act, Human Rights Act.

Breaching confidentiality – e.g. risk of personal harm or danger to others.

UNIT SPECIFICATIONS

Understand the role of the social care worker

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: Level 2

Introduction

This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

Learning Outcomes	Assessment Criteria
The learner will be able to	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 agreed ways of working
3 Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with others
	3.2 Identify ways of working that can help improve partnership working
	3.3 Identify skills and approaches needed for resolving conflicts
	3.4 Explain how and when to access support and advice about ▪ Partnership working ▪ Resolving conflicts

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand working relationships in social care settings

- How a working relationship is different from a personal relationship, e.g. identified roles and responsibilities, team work, partnership working, boundaries, goals
- Different working relationships in social care settings, e.g. manager, senior, peer, mentor, colleague, partner, advocate, key worker, family / carers, assessor

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

- Why it is important to adhere to the agreed scope of the job role, e.g. safety, competence, supervision, appraisal, learning, abilities, knowledge, application, lines of reporting
- What is meant by agreed ways of working, e.g. includes policies and procedures where these exist; they may be less formally documented with micro-employers
- The importance of full and up-to-date details of agreed ways of working, e.g. job description, specification, occupational standards, codes of practice, sector skills council, legislative requirements

Understand the importance of working in partnership with others

- Why it is important to work in partnership with others, e.g. consistency, sharing of information, resourcing, knowledge, practitioner input, service provision, wellbeing of individual, service provision
- Ways of working that can help improve partnership working include: agreement, team work, sharing, communication, awareness of different views / functions, agreed goals, pooling of resources
- Skills and approaches needed for resolving conflicts, e.g. effective verbal and non-verbal communication, diplomacy, calm, conflict resolution, reassurance, assertiveness, active listening, reporting and recording
- How and when to access support and advice about
 - Partnership working – managers, partners, disputes
 - Resolving conflicts – Acas, unresolved conflict, use of resources
 - Sharing resources, professional bodies, unions

Tutor Guidance

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

UNIT SPECIFICATIONS

Introduction to Criminology

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know ways of defining crime and deviance	1.1 Give examples of different ways of defining crime and defiance
2 Understand that there are a range of explanations of crime	2.1 Outline the main explanations of crime
3 Understand main sources of data on crime and their relative data	3.1 Identify the main sources of data on crime and outline the relative strengths and weaknesses of each, to include ▪ Official crime statistics ▪ Self-report studies ▪ Victim studies including the British Crime Survey
4 Know some of the main features of the criminal justice system	4.1 Outline the main features of the criminal justice system, to include ▪ Police ▪ The courts and sentencing ▪ Prisons ▪ Community sentences
	4.2 Identify the functions of each, to include ▪ Police ▪ The courts and sentencing ▪ Prisons ▪ Community sentences

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know ways of defining crime and deviance

Explain different ways of defining crime and deviance.

Understand that there are a range of explanations of crime

Discuss two difficulties with explaining crime.

Understand main sources of data on crime and their relative data

Identify the main sources of data on crime and evaluate their strengths and weaknesses to include one of the following

- Official crime statistics
- Self-report studies
- Victim studies including the British Crime Survey

Learners can illustrate definitions of crime or explanations of crime or data on crime and / or types of crime using their own examples.

Know some of the main features of the criminal justice system

Describe some of the main features of the criminal justice system; provide a description and one function of the main features of one of the following

- Policing
- The courts and sentencing
- Prisons
- Community sentences

UNIT SPECIFICATIONS

Introduction to Sociology

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know a range of sociological topics	1.1 Discuss a range of sociological topics to include ▪ Inequality ▪ The family ▪ Education
2 Know key theories in the study of sociology	2.1 Outline a range of theories to include ▪ Marxism ▪ Feminism ▪ Functionalism
3 Carry out sociological research	3.1 Identify an area of sociological interest for research
	3.2 Identify a variety of research methods
	3.3 Carry out research on a sociological issue
	3.4 Identify problems and/or issues that arose during research

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- Inequality: Social status, social class, voting rights
- Family diversity: Nuclear, extended, single parent, same sex, reconstituted, divorce and the family
- Role of education: Educational reforms, Functionalist views, Marxist views, Liberal views, New Right views
- Sociological theories: Marxism (Economic superstructure, class polarisation, Conflict and Social Change), Feminism (Liberal Feminism, Marxist and Socialist Feminism, Radical Feminism) Functionalism (cause and function, social facts, anomie)
- Define primary and secondary sources
- Discuss problems with sociological research

UNIT SPECIFICATIONS

Introduction to Psychology

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: Level 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the meaning of Developmental Psychology	1.1 Identify examples of cognitive development 1.2 Give an example of Moral Development to include ▪ Social Learning Theory
2 Understand the meaning of Cognitive Process	2.1 Outline the multi-store models including ▪ Memory Loss ▪ Language ▪ Intelligence
3 Understand the meaning of the Development of Personality	3.1 Identify what is meant by the Development of Personality 3.2 Identify what is meant by Antisocial Personality Disorder (APD) 3.3 Give examples of the nature-nurture debate
4 Carry out a piece of Social Psychological research	4.1 Identify what is meant by 'the norm' 4.2 Carry out a piece of Social Psychological research

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- Piaget's stages of Cognitive Development
- Social Learning Theory
- Multi-store models
- Organisation and memory
- Definitions of intelligence
- Defining Personality
- APD – definition
- Nature versus nurture
- Formation of norms

UNIT SPECIFICATIONS

Introduction to Criminology

Credit Value of Unit: 6

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know ways of defining crime and deviance	1.1 Give examples of different ways of defining crime and deviance
	1.2 Describe issues of concern in defining crime and deviance
	1.3 Outline the relationship between definitions of crime and definitions of deviance
2 Understand that there are a range of explanations of crime	2.1 Describe the main explanations of crime, to include ▪ Sociological ▪ Psychological ▪ Biological
	2.2 Compare the different approaches to explaining crime
3 Compare the key differences between the main sources of data on crime and their impact on perceptions of the level of crime in society.	3.1 Identify the main sources of data on crime and outline the relative strengths and weaknesses of each, to include ▪ Official crime statistics ▪ Self-report studies ▪ Victim studies including the British Crime Survey
	3.2 Describe the implications of each source of data on perceptions of the level and nature of crime within society
4 Understand factors influencing individual's experiences of the criminal justice system	4.1 Describe the main features of the criminal justice system, to include ▪ Police ▪ The courts and sentencing ▪ Prisons ▪ Community sentences
	4.2 Describe factors influencing individual's experience of the operation of the criminal justice system with reference to the following ▪ Gender ▪ Ethnicity ▪ Social class
5 Understand the social contexts of crime	5.1 Describe key aspects in the relationship between crime and media
	5.2 Describe aspects of the criminal justice system that are focused on improving the rights of victims of crime
	5.3 Give examples of recent activity within the criminal justice system to define and address anti-social behaviour

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know a range of terms to define crime and deviance

Explain different ways of defining crime and deviance.

Distinguish between corporate crime, white-collar crime, organised crime, state crime and street crime.

Understand that there are a range of explanations of crime

Describe the main features of a range of biological explanations of crime.

Describe the main features of a range of psychological explanations of crime.

Describe the main features of a range of sociological explanations of crime.

Discuss at least two difficulties with explaining crime.

Compare the key differences between the main sources of data on crime and their impact on perceptions of the level of crime in society

Identify the main sources of data on crime and evaluate their strengths and weaknesses including

- Official crime statistics
- Self-report studies
- Victim studies including the British Crime Survey

Learners can illustrate definitions of crime or explanations of crime or data on crime and or types of crime using their own examples.

Understand factors influencing individual's experiences of the criminal justice system

Describe some of the main features of the criminal justice system.

Provide a more in-depth description of the main features of at least one of the following

- Policing
- The courts and sentencing
- Prisons
- Community sentences

Explain the relationship between criminality and the operation of the criminal justice system with reference to at least one of the following

- Gender
- Ethnicity
- Social class

Understand the social contexts of crime

Explain the relationship between crime, criminal justice and at least one issue of importance and relevance to learners, for example

- The media
- Rights of victims
- Victims of crime
- Anti-social behaviour

Effectively relate academic explanations of crime and deviance to their own experiences of deviance where possible.

State simple criticism of research on crime.

UNIT SPECIFICATIONS

Introduction to Sociology

Credit Value of Unit: 6

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand a range of sociological topics	1.1 Describe a range of sociological topics to include ▪ Inequality ▪ The family ▪ Education ▪ The welfare state ▪ Crime and Deviance
2 Know key theories in the study of sociology	2.1 Outline a range of theories to include ▪ Marxism ▪ Feminism ▪ Functionalism ▪ Interactionism
3 Carry out sociological research	3.1 Select an area of sociological interest for research; giving reasons for your choice
	3.2 Compare a variety of research methods to include primary and secondary sources
	3.3 Carry out research on a sociological issue
	3.4 Discuss problems and / or issues that arise during research, to include ▪ Gaining permission ▪ Recording data accurately ▪ Ethical concerns ▪ Objectivity ▪ Validity and reliability of research method used

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- Inequality: social status, social class, voting rights
- Family diversity: Nuclear, extended, single parent, same sex, reconstituted, divorce and the family
- Role of education: Educational reforms, Functionalist views, Marxist views, Liberal views, New Right views
- Welfare state: Emergence of the welfare state, definitions of poverty, Absolute (Rowntree), Relative (Townsend), socially disadvantaged groups, culture of poverty, cycle of deprivation, Marxist theories, Social Democratic models
- Crime and deviance: Aspects of crime, Criminal Justice System, crime and social groups, crime concepts, Marxist explanations of crime and deviance
- Sociological theories: Marxism (economic superstructure, class polarisation, conflict and social change), Feminism (Liberal Feminism, Marxist and Socialist Feminism, Radical Feminism), Functionalism (cause and function, social facts, anomie), Interactionism (defining the situation, social roles, actors and meanings, labelling theory)
- Define primary and secondary sources
- Discuss problems with sociological research

UNIT SPECIFICATIONS

Introduction to Psychology

Credit Value of Unit: 6

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the meaning of Developmental Psychology	1.1 Describe examples of Cognitive Development 1.2 Describe examples of Moral Development to include ▪ Social Learning Theory ▪ Piaget and / or Freud
2 Understand the meaning of Cognitive Process	2.1 Describe the multi-store models including ▪ Memory Loss ▪ Language ▪ Intelligence
3 Understand the meaning of Development of Personality	3.1 Describe what is meant by the Development of Personality to include temperament 3.2 Describe what is meant by Antisocial Personality Disorder (APD) to include ▪ Characteristics ▪ Causes 3.3 Define what is meant by the nature-nurture debate
4 Carry out a piece of Social Psychological research	4.1 Describe what is meant by 'the norm' 4.2 Carry out Social Psychological research to include ▪ Stereotyping ▪ Prejudice ▪ Discrimination 4.3 Discuss any problems that arose during research process including ethical considerations

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- Piaget's stages of Cognitive Development
- Freud's Psychodynamic model
- Social Learning Theory
- Piaget's view
- Multi-store models
- Organisation and memory
- Forgetting and memory loss (e.g. interference, motivated, forgetting and decay models)
- Definitions of intelligence
- Defining Personality
- APD – Biologic / genetic / environmental factors
- Nature versus nurture
- Formation of norms
- Prejudice and social identity
- Changing prejudice

UNIT SPECIFICATIONS

Maintaining Quality Standards in the Health Sector

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how legislation, policies and procedures determine quality standards of work	1.1 Identify how quality standards link to legislation, policy and procedures 1.2 Describe how personal attitudes and behaviours in a work role impact on service quality
2 Know the limits of own expertise and knowledge and when to refer to others	2.1 Describe what is meant by being competent 2.2 Identify examples of when to seek help from others 2.3 State why it is important to seek help and report issues to others 2.4 Describe the benefits of learning from others
3 Know how to use resources efficiently to support quality standards	3.1 Describe the importance of using and maintaining resources properly 3.2 State why it is necessary to report issues related to resources 3.3 Identify how efficient use of resources contributes to the quality of service

UNIT SPECIFICATIONS

Understanding Health and Safety in Health and Social Care Settings

Credit Value of Unit: 4

GLH of Unit: 32

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the different responsibilities relating to health and safety in health and social care settings	1.1 List legislation relating to general health and safety in health and social care settings
	1.2 Describe the main points of health and safety policies and procedures
	1.3 Outline the main health and safety responsibilities of: a) the health and social care worker b) the employer or manager c) individuals
	1.4 Identify tasks relating to health and safety that should only be carried out with special training
	1.5 Describe how to access additional support and information relating to health and safety
2 Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by 'hazard' and 'risk'
	2.2 Describe how to use a health and safety risk assessment
	2.3 Explain how and when to report potential health and safety risks that have been identified
	2.4 Describe how risk assessment can help address dilemmas between an individual's rights, and health and safety concerns
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 health and social care setting
	3.2 Outline the 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
4 Know how to reduce the spread of infection	4.1 List routes by which an infection can get into the body
	4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work
	4.3 Explain the most thorough method for washing hands
	4.4 Describe when to use different types of personal protective equipment
5 Know how to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling
	5.2 List principles for safe moving and handling
	5.3 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 importance of following an individual's care plan and fully engaging with them when assisting and moving
7 Know how to handle hazardous substances	7.1 Identify hazardous substances that may be found in the social care setting
	7.2 Describe safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances
8 Know environmental safety procedures in the health and social care setting	8.1 Outline procedures to be followed in the social care setting to prevent: • fire • gas leak • floods • intruding • security breach
	8.2 Outline procedures to be followed in the social care setting in the event of: • fire • gas leak • floods • intruding • security breach
9 Understand procedures regarding handling medication	9.1 Describe the main points of agreed procedures about handling medication
	9.2 Identify who is responsible for medication in a health and social care setting
	9.3 Explain why medication must only be handled following specialist training
10 Understand how to handle and store food safely	10.1 Identify food safety standards relevant to a health and social care setting
	10.2 Explain how to: • store food • maximise hygiene when handling food • dispose of food
	10.3 Identify common hazards when handling and storing food

UNIT SPECIFICATIONS

Activity Provision in Health and Social Care

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the importance of activity provision to health and social care service users	1.1 Explain the benefits of engaging health and social care service users in activity
2 Know about different types of activity within health and social care	2.1 Outline different types of activity used in health and social care, and the purposes for which they are used
3 Select and plan appropriate activities for health and social care service users	3.1 Outline the factors that should be taken into account when selecting an activity for an individual
	3.2 Identify an activity that meets the specific needs of an individual health and social care service user
	3.3 Create a plan for implementing an activity for an individual which includes aims and purpose, description of the activity, resources required and assessment of risk
4 Understand the role of the health and social care professional supporting individuals undertaking activities	4.1 Explain how a health and social care professional can support individuals to engage in and benefit from activities
	4.2 Explain the importance of taking a person-centred approach to supporting individuals undertaking activities

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- Piaget's stages of Cognitive Development
- Freud's Psychodynamic model
- Social Learning Theory
- Piaget's view
- Multi-store models
- Organisation and memory
- Forgetting and memory loss (e.g. interference, motivated, forgetting and decay models)
- Definitions of intelligence
- Defining Personality
- APD – Biologic / genetic / environmental factors
- Nature versus nurture
- Formation of norms
- Prejudice and social identity
- Changing prejudice

UNIT SPECIFICATIONS

Understanding the Health and Social Care Professions

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand what is meant by the term 'health and social care professions'	1.1	Describe what is meant by the term 'health and social care professions'
2	Understand types and needs of patients served by the health and social care professions	2.1	Identify different types of patients served by the health and social care professions
		2.2	Describe the different needs of patients served by the health and social care professions
3	Know about professional bodies related to the health and social care professions	3.1	Identify the main professional bodies relevant to the health and social care professions
		3.2	Describe the role of one professional body relevant to one specific health and social care profession
4	Know about the legislative framework and statutory obligations relevant to the health and social care professions	4.1	Identify and outline key regulatory legislation and statutory obligations relevant to the health and social care professions
		4.2	Describe the impact of the legal and statutory requirements on the operation of the health and social care professions
5	Know about current policy developments related to the health and social care professions	5.1	Describe a current policy development or idea relevant to the health and social care professions
		5.2	Describe the potential impact of a single policy development relevant to the health and social care professions

UNIT SPECIFICATIONS

Care of the Elderly

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about the ageing process	1.1 Describe the physical, psychological, social and emotional changes that an individual may experience as a result of ageing 1.2 Describe how the ageing process may affect the support needs of an individual
2 Know about conditions affecting older people	2.1 Identify common conditions affecting older people 2.2 Describe the key features of different conditions and the affect they may have on older people 2.3 Outline the support needs of individuals with different conditions commonly affecting older people
3 Know how to communicate with older people	3.1 Outline different strategies for ensuring that older people can hear and understand what is being said to them 3.2 Describe ways to support older people to communicate their wishes, opinions or requests
4 Know about good practice in caring for older people	4.1 Outline the features of good practice in caring for older people, including specific techniques or adaptations relating to their age

UNIT SPECIFICATIONS

Ethical Issues in Health Care

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand the concept of ethics as it relates to health and social care professions	1.1	Describe the concept of ethics and its relevance to health and social care professions
2	Understand a number of ethical issues in health care	2.1	Describe a number of ethical issues in health care
3	Understand the complexity of factors involved in ethical issues	3.1	Describe the moral and ethical arguments related to a specified ethical issue

UNIT SPECIFICATIONS

Diabetes Awareness

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know what is meant by diabetes	1.1 Describe what is meant by the term diabetes
	1.2 Outline key features of Type 1 diabetes
	1.3 Outline key features of Type 2 diabetes
	1.4 Describe signs and symptoms that indicate an individual may have diabetes
2 Know risk factors for developing type 2 diabetes	2.1 Identify risk factors associated with the development of type 2 diabetes
	2.2 Describe ways that individuals can reduce their risk of developing Type 2 diabetes
	2.3 Outline the long term health consequences of developing Type 2 diabetes
3 Know the treatment and management options for individuals with diabetes	3.1 Outline the treatments and other support available for individuals with diabetes a) nutritional b) medication c) exercise
	3.2 Describe the importance of self-care for the individual with diabetes
	3.3 Give examples of tests used to monitor diabetes to include a) annual tests b) daily (or more frequent) tests
4 Know how to respond to hypoglycaemia	4.1 Describe what is meant by the term hypoglycaemia
	4.2 Identify the possible causes of hypoglycaemia
	4.3 List the signs and symptoms of hypoglycaemia
	4.4 Describe what action to take if an individual has hypoglycaemia
5 Know how to respond to hyperglycaemia	5.1 Describe what is meant by the term hyperglycaemia
	5.2 Identify the possible causes of hyperglycaemia
	5.3 List the signs and symptoms of hyperglycaemia
	5.4 Describe what action to take if an individual has hyperglycaemia
6 Know the links between diabetes and other conditions	6.1 Describe the impact of intercurrent illness on individuals with diabetes
	6.2 Outline how treatment for diabetes may be required to be changed during intercurrent illness
	6.3 Describe the links and possible complications between diabetes and a) dementia b) depression c) pregnancy

UNIT SPECIFICATIONS

Stroke Awareness

Credit Value of Unit: 3

GLH of Unit: 28

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know what a stroke is	1.1 Identify the changes in the brain associated with stroke
	1.2 Outline other conditions that may be mistaken for stroke
	1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA)
2 Know how to recognise stroke	2.1 List the signs and symptoms of stroke
	2.2 Identify the key stages of stroke
	2.3 Identify the assessment tests that are available to enable listing of the signs and symptoms
	2.4 Describe the potential changes that an individual may experience as a result of stroke
3 Understand the management of risk factors for stroke	3.1 State the prevalence of stroke in the UK
	3.2 Identify the common risk factors for stroke
	3.3 Describe how risk factors may vary in different settings
	3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
4 Understand the importance of emergency response and treatment for stroke	4.1 Describe why stroke is a medical emergency
	4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
	4.3 Identify the impact on the individual of the key stages of stroke
	4.4 Identify the correct early positioning for airway management
	4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident
5 Understand the management of stroke	5.1 Describe why effective stroke care is important to the management of stroke
	5.2 Identify support available to individuals and others affected by stroke
	5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance

UNIT SPECIFICATIONS

Preparing for a Career in the Health and Social Care Professions

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about the career structure and job opportunities in an identified health or social care profession	1.1 Describe the range and content of roles within the identified health or social care profession
	1.2 Outline the career structure and progression routes within the identified health or social care profession
	1.3 Identify typical job opportunities within the identified health or social care profession in own locality
2 Know how to prepare for a career in an identified health or social care profession	2.1 Identify sources of help or information available to prepare for an career in the identified health or social care profession
	2.2 State the entry requirements for a career in the identified health or social care profession
	2.3 Describe the personal skills and qualities required for a career in the identified health or social care profession
	2.4 Identify personal goals and actions required in order to apply for a career in the identified health or social care profession

UNIT SPECIFICATIONS

The Role and Responsibilities of the Health and Social Care Worker

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the role and responsibilities of the health and social care worker	1.1 Describe the role and main responsibilities of a health and social care worker including duty of care
	1.2 Describe the responsibilities and boundaries of the relationship between care workers and individuals
	1.3 Describe different working relationships in social care settings
	1.4 Outline the need to report any suspicions about abuse and neglect
2 Understand the importance of working in partnership with others	2.1 Describe the importance of working in partnership with others
	2.2 Identify skills and approaches needed for resolving conflicts
	2.3 Describe how and when to access support and advice about: a) partnership working b) resolving conflicts

UNIT SPECIFICATIONS

Basic First Aid Principles

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the legal requirements for provision of first aid in the workplace	1.1 Explain the legal duties of employers for the provision of first aid in the workplace 1.2 Describe provisions made for first aid in a specific workplace including personnel, equipment, facilities and information
2 Understand basic first aid procedures	2.1 Explain procedures to be followed for different emergency first aid situations in given scenarios 2.2 Outline record-keeping requirements for a specific workplace 2.3 Explain why it is important to keep records of incidents, accidents and treatments

UNIT SPECIFICATIONS

Introduction to Biology

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: Level 2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the structure and function of animal and plant cells	1.1 Identify the main parts of plant and animal cells such as nucleus, membrane and chloroplasts
	1.2 List the differences between plant and animal cells
	1.3 Describe the main function of the nucleus, cell membrane, mitochondria and chloroplasts
	1.4 Describe how the membrane controls movement into and out of cells e.g. osmosis and diffusion
2 Understand nutrition in plants	2.1 Describe the process of photosynthesis
	2.2 Write a word equation for photosynthesis
	2.3 Investigate factors that affect the rate of photosynthesis such as light or temperature
3 Appreciate the role of digestion in energy production in animals	3.1 Describe the digestive function of the main parts of the alimentary canal
	3.2 Describe the role of enzymes in the digestive process
	3.3 Investigate the factors that affect enzyme activity
	3.4 Investigate the presence of proteins, carbohydrates and fats in different foods
4 Recognise the role of the cardiovascular system for the transport of oxygen and carbon dioxide	4.1 List the main components of blood
	4.2 Describe the role of blood in transporting oxygen and carbon dioxide
	4.3 Describe the structure of a mammalian heart
	4.4 Identify the differences in the structure of veins, arteries and capillaries
5 Understand the basic structure and function of the central nervous system	5.1 Name the parts of the central nervous system such as brain and spinal column
	5.2 Describe the difference between motor and sensory neurones
	5.3 Describe a reflex arc
6 Understand basic principles of cell division and inheritance	6.1 Describe the stages of mitosis and meiosis
	6.2 Explain how different characteristics can be inherited such as blood types, eye colour or sex
	6.3 Describe some ways that inheritance can be controlled, such as selective breeding or cloning
7 Consider the impact that humans have on the environment	7.1 List different ways that water pollution can occur such as fertilisers, sewage toxic chemicals
	7.2 Explain how building or farming can affect the population of other species
	7.3 Describe some causes and effects of air pollution such as sulphur dioxide leading to acid rain, chlorofluorohydrocarbons leading to thinning of the ozone layer
	7.4 Explain simply how humans have affected the environment through global warming

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Understand the structure and function of animal and plant cells
Characteristics of life: movement, reproduction, sensitivity, growth, excretion, respiration, nutrition.
Structure and function of animal and plant cells, specialised cells, Levels of organisation of tissues, organs and organisms, transport across cells – osmosis, diffusion
2. Understand nutrition in plants

Photosynthesis: the word equation as well as a recognition of the relevant chemical symbols;
factors affecting photosynthesis: temperature, carbon dioxide concentration, light. , the amount of chlorophyll in the plant .The need for minerals, N P and K and other trace elements
3. Appreciate the role of digestion in energy production in animals
Digestive function of the main parts of the alimentary canal from the mouth to the anus, including the oesophagus, stomach and intestines
Enzymes, factors affecting activity, respiration, enzymes and digestion and the digestive system. Enzymes in industry.
Food types Proteins, carbohydrates and fats as macronutrients, and are found in different proportion in different foods. Explaining what these foods are
Carbohydrates as a source of energy, the two types starch and sugar. Examples of carbs pasta, potatoes, sugar, pasta
The need for protein and their importance in the repair and growth of cells, their use in the building of muscle, amino acids, hormones, that they can be found in both animal and plant products e.g. meat, fish, eggs, peas and beans
Fats, use of term lipids, need for fats for energy and insulation. Saturated and Polyunsaturated e.g. cheese, butter, oils and nuts
Vitamin C, D and A
Mineral ions e.g. calcium, and iron
Fibre
A balanced diet and the 'eatwell plate' and how diet needs to change with age, activity and circumstances
The measurement of the energy content of food
4. Recognise the role of the cardiovascular system for the transport of oxygen and carbon dioxide
Heart structure and function, double circulation system, make-up and role of the blood, types of blood vessels
5. Understand the basic structure and function of the central nervous system
Explanation of what makes up the CNS and PNS, receptors and effectors, different types neurones – sensory, relay and motor. Reflex arc and actions
6. Understand basic principles of cell division and inheritance
Chromosomes, genes and DNA. Cell division - mitosis and meiosis, Gametes and fertilisation, inheritance. Genetic diagrams and alleles. Selective breeding and genetic engineering, cloning by asexual reproduction, uses of cloning, embryo transplants, ethics and plants' use of tissue culture
7. Consider the impact that humans have on the environment
Waste and pollution, deforestation, burning of fossil fuels and their impact. The greenhouse effect and its effect on the environment through a combination of factors which contribute to global warming and climate change.

UNIT SPECIFICATIONS

Introduction to Chemistry

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: Level 2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand atomic structure	1.1 Describe the structure of an atom
	1.2 Distinguish between protons, electrons and neutrons in terms of their relative mass and electric charge
	1.3 Explain the terms atomic number and mass number
	1.4 Give the electronic structures of the first twenty elements and relate outer electrons to group number
2 Understand the periodic table, bonding, groups and trends	2.1 Understand covalent and ionic bonding
	2.2 Describe the properties and relative reactivity of elements for groups 0, 1, 2 and 7
	2.3 Explain the position of an element in these groups to its properties and relative reactivity
	2.4 Explain the relative reactivity of the alkali metals compared with the alkaline earths in the same period
3 Understand elements, compounds and mixtures	3.1 Distinguish between elements, compounds and mixtures
	3.2 Identify chemicals by their symbols
	3.3 Synthesize a compound by direct combination of elements
	3.4 Separate mixtures using standard laboratory techniques
	3.5 Describe how useful products are produced from crude oil
4 Understand reactions and chemical products	4.1 Distinguish between acids, alkalis and bases
	4.2 Explain the idea of neutralization
	4.3 Investigate the use of metals, bases and carbonates in the process of neutralisation to produce a salt
	4.4 Select acids and metal, base or carbonates to produce named salts
	4.5 Investigate direct composition and thermal decomposition reactions
	4.6 Write word equations for the reactions above
	4.7 Understand the importance of balancing equations
5 Investigate rates of reaction	5.1 Investigate and explain the effect of temperature, concentration and surface area of a solid on the rate of a reaction
	5.2 Interpret the results of such experiments using the collision theory
	5.3 Investigate and describe the effect of a catalyst on a given rate of reaction
	5.4 Define the term enzyme and describe some uses of enzymes

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Understand atomic structure
The structure of the atom: protons, electrons and neutrons; atomic number and mass number; structures of the first 20 elements.
2. Understand the periodic table, bonding, groups and trends
The periodic table and element groups within the table; chemical bonding in terms of the sharing and transfer of electrons and electrostatic forces; covalent bonding, the role of electrons; ionic bonds, electrical charges on ions; noble gases; metallic bonding; breaking bonds; intermolecular forces.
3. Understand elements, compounds and mixtures
Differences between elements, compounds and mixtures; separating a mixture: filtration, evaporation, crystallisation, distillation and chromatography; fractional distillation of crude oil to obtain useful hydrocarbon products.
4. Understand reactions and chemical products
Reaction and products: acids, alkali and neutral; pH scale; neutralisation; strong and weak acids; soluble alkalis; making salts; direct composition and thermal decomposition reactions
5. Investigate rates of reaction
The collision theory, factors that affect reaction rates; effects of catalysts; common enzymes and their uses

UNIT SPECIFICATIONS

Introduction to Physics

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: Level 2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand everyday forces and motion	1.1 Define and differentiate between the terms mass, weight and force
	1.2 Identify the different types of forces
	1.3 Carry out a practical investigation into balancing forces and explain practical applications of the Principle of Moments
	1.4 Define the terms speed, velocity, and acceleration including the appropriate units and plot and interpret distance/ time graphs
2 Understand light and sound	2.1 Describe light and sound waves and how they travel
	2.2 State the meaning of amplitude, frequency and wavelength
	2.3 Describe the order of the electromagnetic spectrum and some uses of electromagnetic radiations
	2.4 Define and describe refraction, reflection, and dispersion
	2.5 Explain how sound waves can be used in one health related procedure
3 Understand the concepts of density	3.1 Define the term density
	3.2 Explain how the density of regular solids, irregular solids and liquids may be found
	3.3 Perform calculations on density using appropriate units
	3.4 State Archimedes' Principle and explain how a ship floats on water
4 Understand energy and energy resources	4.1 Describe energy transfers and changes and their practical uses
	4.2 Explain energy conservation and storage
5 Understand electricity in the home	5.1 Explain the terms current, voltage and resistance and state the units
	5.2 Carry out a practical exercise to investigate electrical conductors or insulators
	5.3 Construct and relate simple circuits to domestic examples
	5.4 Calculate fuse ratings
	5.5 Wire a plug safely and comment on hazards
6 Understand radioactivity and its uses	6.1 Describe the properties of at least one radiation associated with natural radioactivity such as alpha, beta or gamma emissions
	6.2 Describe radiation sources
	6.3 Describe radiation uses, hazards and safety
	6.4 Define half - life of a radioisotope
	6.5 Explain the use of radioactivity in one health-related procedure

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Understand everyday forces and motion
Mass, weight and force; different types of force; friction; reaction of forces and adding forces; defining terms: speed, velocity, acceleration; graphing movement
2. Understand light and sound
Waves: longitudinal waves and transverse waves; wave terms: amplitude, wave length wave speed and frequency. The electromagnetic spectrum, wave patterns, the law of reflection, refraction and dispersion
Examples of the use of sound waves in a health related procedure: ultrasound (scanning sonography) to look the body's internal organs, the foetus. Use of Doppler ultrasound for speed and direction of blood flow
3. Understand the concepts of density
Density of an irregular shape, Density of a liquid, Archimedes principle
4. Understand energy and energy resources
Energy transfer and changes in common situations; Joules; and Newtons, energy resources, storage and conservation
5. Understand electricity in the home
Explanation of electricity; parallel, series and closed loop circuits; Electricity and Electrons, current, voltage and resistance and their units; mains electricity: fuse ratings, plugs and hazards; storage of electricity
6. Understand radioactivity and its uses
Explanation of radioactivity. Alpha, beta and gamma radiation and their sources. Hazards associated with radioactivity and safety procedures. The concept of half-life of a radioisotope Use of radiation in medical fields such as X-rays, sterilising equipment, cancer treatment, tracers

UNIT SPECIFICATIONS

Scientific Skills

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Plan an appropriate procedure for investigating a hypothesis	1.1 Understand the concept of a hypothesis
	1.2 Understand the concept of variables
	1.3 Recognise relevant variables for the intended investigation
	1.4 Understand the concept of a fair test
	1.5 Decide on a suitable independent variable for the intended investigation
	1.6 Select suitable apparatus to undertake the investigation
	1.7 Recognise issues of safety related to the intended activity, and take the necessary precautions
	1.8 Decide on a suitable number and range of measurements/observations
	1.9 Make a prediction as to the outcome of the investigation (if appropriate), based on scientific ideas
2 Obtain suitable scientific evidence in order to test the hypothesis	2.1 Assemble and safely use the selected apparatus
	2.2 Make the intended measurements or observations in a systematic way and to a suitable level of accuracy
	2.3 Record the measurements or observations clearly and accurately
	2.4 Recognise the reliability of the recorded measurements/observations, and assess the need to repeat them
3 Analyse the evidence collected, and draw appropriate conclusions	3.1 Present the information collected in a suitable way such as diagrams, charts or graphs, or mathematically process data to a suitable level of accuracy
	3.2 Identify any trends and patterns arising from the presented information
	3.3 Draw appropriate conclusions based on the evidence
	3.4 Show how the conclusions support or contradict the original Hypothesis, based on scientific ideas
4 Evaluate the evidence collected and conclusions drawn	4.1 Assess the accuracy of the collected information
	4.2 Recognise the existence of any anomalous measurements/ observations, and suggest reasons for them
	4.3 Comment on the suitability of the practical procedure
	4.4 Suggest modifications to the practical procedure that might give more reliable and conclusive results

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Steps of the scientific method. Hypothesis and null hypothesis; observations v conclusions; qualitative and quantitative variables and controls; systems of measurement for length, mass, volume, temperature, time; significant figures.

Designing, carrying out and writing up an investigation or practical procedure.

UNIT SPECIFICATIONS

Research Methods in Sociology

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about using theoretical approaches in sociology.	1.1 Describe the differences between positivist and interpretive approaches.
	1.2 Identify the advantages and disadvantages of each approach.
	1.3 Explain the relationship between: • the theoretical approach • the research task • the choice of research method
2 Know about research methods.	2.1 Identify the advantages and disadvantages of qualitative and quantitative research methods.
	2.2 Describe the use of triangulation (multistrategy) research.
3 Understand ethical research.	3.1 Explain the ethical considerations of data collection.
4 Appreciate the use of secondary data in sociological research.	4.1 Describe the use of secondary data in sociological research.

UNIT SPECIFICATIONS

Ethical Issues in Social Policy

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about ethics.	1.1 Explain what is meant by ethics.
	1.2 Identify an ethical dilemma and the key issues surrounding it.
2 Understand current legislation and policies relating to an ethical dilemma.	2.1 Describe the key points of the legislation and policies relevant to the chosen ethical dilemma.
3 Appreciate competing views in an ethical debate.	3.1 Identify different views on the chosen ethical dilemma.
	3.2 Draw own conclusion(s).

UNIT SPECIFICATIONS

Introduction to Sociology

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Level 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about sociological topics.	1.1 Describe a range of sociological topics.
2 Know about key theories in the study of sociology.	2.1 Describe a range of sociological theories.
	2.2 Compare the key differences between sociological theories.
3 Carry out sociological research.	3.1 Select an area of sociological interest for research.
	3.2 Choose appropriate research methods.
	3.3 Carry out research on a sociological issue.
	3.4 Identify problems that arise during research.

APPENDIX 1

Summary Record of Achievement

Level 2 Certificate and Extended Certificate in Health and Social Care Professionals

Unit Title	Tick if unit claimed	Level / Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Personal and Social Development units					
Carrying out own Volunteering Role		L2			
Counselling Skills and Personal Development		L2			
Database software		L2			
Developing Self		L2			
Healthy Living		L2			
Identity and Cultural Diversity		L2			
Individual Rights and Responsibilities		L2			
IT communication fundamentals		L2			
Managing Your Own Money		L2			
Presentation software		L2			
Research Skills for Academic Study		L2			
Spreadsheet software		L2			

Time Management		L2			
Using the internet		L2			
Word Processing software		L2			
Health and Social Care units					
Activity Provision in Health and Social Care		L2			
Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare		L1			
Awareness of skills and attitudes needed to work in adult social care		L1			
Basic First Aid Principles		L2			
Care of the Elderly		L2			
Child and young person development		L2			
Communication and professional relationships with children, young people and adults		L2			
Contribute to the development of babies and young children		L2			
Diabetes Awareness		L2			
Encourage children and young people to eat healthily		L1			
Ethical Issues in Health Care		L2			
Ethical Issues in Social Policy		L2			
Human growth and development		L1			
Human Physiology for Health Care		L1			

Human Physiology for Health Care		L2			
Introduction to a healthy lifestyle		L1			
Introduction to autistic spectrum condition		L1			
Introduction to Biology		L2			
Introduction to Care Work		L1			
Introduction to Chemistry		L2			
Introduction to children and young people's development		L1			
Introduction to communication in health and social care (adults and children and young people), early years and childcare		L1			
Introduction to creative activities for children's development		L1			
Introduction to Criminology		L1			
Introduction to Criminology		L2			
Introduction to dementia		L1			
Introduction to disability awareness		L1			
Introduction to learning disability		L1			
Introduction to mental health		L1			
Introduction to physical disability		L1			
Introduction to Physics		L2			
Introduction to Psychology		L1			
Introduction to Psychology		L2			

Introduction to sensory loss		L1			
Introduction to Sociology		L1			
Introduction to Sociology		L2			
Introduction to the development of children and young people through play		L1			
Introduction to the physical care of babies and young children		L1			
Introduction to values and principles of adult social care		L1			
Introductory awareness of autistic spectrum conditions		L2			
Introductory awareness of equality and inclusion in health, social care and children's and young people's settings		L1			
Introductory awareness of health and safety in health, social care and children's and young people's settings		L1			
Introductory awareness of person-centred support in health, social care and children's and young people's settings		L1			
Introductory awareness of the importance of healthy eating and drinking for adults		L1			
Introductory awareness of working with others in health, social care and children's and young people's settings		L1			
Keeping a child healthy and safe		L1			
Maintaining Quality Standards in the Health Sector		L2			
Preparing for a Career in the Health and Social care Professions		L2			
Principles of communication in adult social care settings		L2			
Principles of safeguarding and protection in health and social care		L2			
Research Methods in Sociology		L2			
Safeguarding the welfare of children and young people		L2			

Scientific Skills		L2			
Stroke Awareness		L2			
The Role and Responsibilities of the Health and Social Care Worker		L2			
Understand the importance of engagement in leisure and social activities in health and social care		L1			
Understand the principles and values in health and social care (adults and children and young people), early years and childcare)		L1			
Understand the range of service provision and roles within health and social care (adults and children and young people), early years and child care		L1			
Understand the role of the social care worker		L2			
Understanding Health and Safety in Health and Social Care Settings		L2			
Understanding the Health and Social Care Professions		L2			

Learner Name _____ Total credit value of claim _____

For the Certificate this should be 13 credits and up to a maximum of 24

For the Extended Certificate this should be 25 credits and up a maximum of 36

Certificate

☐

Extended Certificate

☐

Please tick box as appropriate

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Observation Record Form

Level 2 Certificate and Extended Certificate in Health and Social Care Professionals

Learner Name _____

Unit: _____

Level: _____

Criteria assessed through Observation (Give number(s) from the unit specification)

What the learner had to do

--

Assessor's comments on learner performance

--

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Access to HE Diploma Pathways

Learners wishing to take the Ascentis Access to HE Diploma must register on a pathway, leading to a QAA-recognised Access to HE Diploma. The pathways are below:

- 1 Access to Higher Education Diploma (Allied Health Professions)**
- 2 Access to Higher Education Diploma (Art, Design and Media)**
- 3 Access to Higher Education Diploma (Business)**
- 4 Access to Higher Education Diploma (Business with English)**
- 5 Access to Higher Education Diploma (Business with Mathematics)**
- 6 Access to Higher Education Diploma (Business with Technology)**
- 7 Access to Higher Education Diploma (Computing)**
- 8 Access to Higher Education Diploma (Education Professions)**
- 9 Access to Higher Education Diploma (Engineering Science)**
- 10 Access to Higher Education Diploma (Health and Social Care Professions)**
- 11 Access to Higher Education Diploma (Humanities)**
- 12 Access to Higher Education Diploma (Humanities with Mathematics)**
- 13 Access to Higher Education Diploma (Law)**
- 14 Access to Higher Education Diploma (Nursing and Midwifery)**
- 15 Access to Higher Education Diploma (Primary Teaching)**
- 16 Access to Higher Education Diploma (Science)**
- 17 Access to Higher Education Diploma (Social Science)**
- 18 Access to Higher Education Diploma (Sports Studies)**