



Handbook

PWA01 – VTCT (Skillsfirst) Level 1 Award in Preparing
to Work in Adult Social Care (RQF)

600/2290/5

Version 6

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Preparing to Work in Adult Social Care (RQF)
Qualification number	600/2290/5
Product code	PWA01
Age range	Restrictions apply to learners under the age of 18 working unsupervised with children. Centres and learners should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.
Total Qualification Time (TQT)	60
Guided Learning (GL) hours	53
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	Learners either working voluntarily or in placement in care services may be legally required to undergo criminal record checks prior to employment or placement. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of requirements. These are usually the responsibility of the employer. The appropriate service regulatory body and the ISA (Independent Safeguarding Authority) for England should be able to provide the detail of the requirements, not Skillsfirst.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 1 Award in Preparing to Work in Adult Social Care (RQF) is a vocational qualification providing a basic awareness for learners who want to work in this sector. It is ideal for school leavers who are eligible for employment and pre-apprenticeship programmes, adult returners or those undergoing a career change who may wish to understand more about working in health and social care.

This qualification is only aimed at learners interested in working in adult social care in England. It aims to introduce you to some basic concepts of caring for adults which are essential within this sector.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 1 Award in Preparing to Work in Adult Social Care (RQF) learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 2 Diploma in Working in Care Services (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Preparing to Work in Adult Social Care (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **60**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group A):				
PWSC01	Introduction to the adult social care sector	1	11	F/502/9579
PWSC02	Introduction to the values and principles of adult social care	1	12	D/502/9590
PWSC08	Awareness of the skills and attitudes needed to work in adult social care	1	9	M/502/9660
PWSC09	Awareness of communication in adult social care	1	16	A/502/9662
PWSC10	Awareness of the role and responsibilities of the adult social care worker	1	11	F/502/9727

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Care and Development

The Level 1 Award in Preparing to Work in Adult Social Care (RQF) is based on the units developed by Skills for Care and Development who are the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Their contact details are:

2nd Floor
City Exchange
11 Albion Street
Leeds
LS1 5ES

Phone: 0113 390 7666

Email: sscinfo@skillsforcareanddevelopment.org.uk

This handbook provides details from Skills for Care and Development assessment principles, which centres will need to apply in order to assess and quality assure the Level 1 in Preparing to Work in Adult Social Care (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care and Development website www.skillsforcareanddevelopment.org.uk

4.3 Occupational expertise of those who deliver, assess performance and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3.1 Tutors/assessors

Tutors/assessors delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements:

- have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. this knowledge must be at least to the same level as the training being delivered. This could be verified by:
 - curriculum vitae and references.
 - possession of a relevant qualification.
 - corporate membership of a relevant professional institution.
- credible experience of providing training.
- centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

4.3.2 Internal verifiers

Internal verifiers must:

- be occupationally knowledgeable in the health and social care sector
- have occupational knowledge at least to the same level as the qualification being verified
- have experience of using quality assurance systems as applied to qualifications
- be organised and participate in standardisation activities.

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher-Learning and Skills framework.

4.4 Employer Direct Model (EDM)

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD.

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.
- Centres may design course programmes of study in any way that best meets the needs and capabilities of their candidates.
- In particular, staff should consider the skills and knowledge related to the National Occupational Standards.
- Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit.
- pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation may be necessary for specific elements of the units. Skillsfirst guidance to centres is to ensure that demands on the learner during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess.
- All simulations should follow these documented plans.
- A centre's overall strategy for simulation must be examined and approved by the external verifier.
- There should be a range of simulations to cover the same aspect of the standard so that the risk of learners successfully colluding is reduced.
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry.
- The nature of the contingency must be realistic.

5.4.2 Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

PWSC01 – Introduction to the adult social care sector

Unit reference number: F/502/9579

Level: 1

Credit value: 1

Guided Learning (GL) hours: 11

Unit aim

The aim of this unit is to develop learners' awareness of the adult social care sector

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know about types of social care support available to adults

LO2 Know the range of jobs available in adult social care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose. Types of adult social care support may include

- day services
- residential support including respite
- domiciliary support
- community based support
- support purchased using personal budgets such as personal assistants

Each of the above may be for older people, or people with mental health illness, dementia, physical disabilities, learning disabilities etc.

Informal care could include support provided by friends, family, neighbours, community groups etc.

Range of jobs should include ancillary roles, managers, and trainers in addition to front line staff

Details of relationships to NOS, other qualifications and frameworks

This unit is linked to PWCS01

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about types of social care support available to adults	1.1 Define adult social care
	1.2 Outline the different types of adult social care support and their purpose
	1.3 Give examples of who would access different types of adult social care support
	1.4 Outline how informal care contributes to adult social care

Learning Outcome	Assessment Criteria
LO2 Know the range of jobs available in adult social care	2.1 Identify a range of jobs available in adult social care
	2.2 Outline settings where adult social care support is provided
	2.3 Outline a range of ways to develop a role or career in adult social care

PWSC01 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

PWSC02 – Introduction to the values and principles of adult social care

Unit reference number: D/502/9590

Level: 1

Credit value: 1

Guided Learning (GL) hours: 12

Unit aim

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

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know the values and principles of adult social care

LO2 Know the importance of diversity within adult social care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Key values and principles of adult social care include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership
- confidentiality

This list is not exhaustive.

Details of relationships to NOS, other qualifications and frameworks

This unit is linked to PWCS02

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

PWSC02 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

PWSC08 – Awareness of the skills and attitudes needed to work in adult social care

Unit reference number: M/502/9660

Level: 1

Credit value: 1

Guided Learning (GL) hours: 9

Unit aim

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

Learning outcomes

There is one outcomes to this unit. The learner will:

LO1 Know the range of skills and attitudes essential to work in adult social care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Skills and attitudes essential to work in adult social care include:

- Skills and attitudes essential to work in adult social care include:
- 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

Details of relationships to NOS, other qualifications and frameworks

This unit is linked to PWCS08

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

PWSC08 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

PWSC09 – Awareness of communication in adult social care

Unit reference number: A/502/9662

Level: 1

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to develop learner's awareness of communication in adult social care.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the communication skills needed in adult social care

LO2 Know how adult social care workers can meet the communication and language needs of individuals

LO3 Know the importance of record keeping in adult social care settings

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Communication skills may include:

- Formal
- Informal
- Visual
- Reading
- Writing
- Speaking – verbal / non-verbal
- Listening
- Body language

Details of relationships to NOS, other qualifications and frameworks

This unit is linked to PWCS09

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the communication skills needed in adult social care	1.1 Identify the range of communication skills needed in adult social care

Learning Outcome	Assessment Criteria
LO2 Know how adult social care workers can meet the communication and language needs of individuals	2.1 Identify barriers to effective communication
	2.2 List ways of overcoming barriers to effective communication

Learning Outcome	Assessment Criteria
LO3 Know the importance of record keeping in adult social care settings	3.1 List the different purposes for which record keeping might be used
	3.2 Give examples of different types of record keeping used in adult social care settings
	3.3 Outline the skills needed to maintain clear, accurate and up to date records

PWSC09 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

PWSC10 – Awareness of the role and responsibilities of the adult social care worker

Unit reference number: F/502/9727

Level: 1

Credit value: 1

Guided Learning (GL) hours: 11

Unit aim

The unit aims to develop learners' awareness of the role and responsibilities of the adult social care worker.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know about the responsibilities of the adult social care worker

LO2 Know about the role of the adult social care worker

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

An Individual is someone requiring care or support

Others may include:

- family
- friends
- informal carers
- advocates
- health professionals such as doctors, dentists, nurses and physiotherapists.
- social workers, housing officers, care assistants
- organisations providing home services such as cleaning, laundry or meals on wheels
- community groups and other organisations that the individual has links with

Duty of Care is a legal obligation to:

- Always act in the best interests of individuals and others
- Not act or fail to act in a way that could cause harm
- Act within your competence and do not take on something you do not believe you can safely do

Person-centred support ensures that the needs, wishes and preferences of individuals inform their daily care.

Details of relationships to NOS, other qualifications and frameworks

This unit is linked to PWCS10

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the responsibilities of the adult social care worker	1.1 Identify main responsibilities of an adult social care worker
	1.2 Outline the responsibilities and limits of the relationship between care workers and the individual
	1.3 Identify others that adult social care workers may work in partnership with
	1.4 Outline the need to report any suspicions about abuse or neglect

Learning Outcome	Assessment Criteria
LO2 Know about the role of the adult social care worker	2.1 Identify daily tasks in a range of adult social care roles
	2.2 Outline how duty of care might apply to the adult social care worker's daily role
	2.3 Give examples of how to provide person-centred support when supporting individuals in day-to-day activities

PWSC10 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

PWA01 Document History

Version	Issue Date	Changes	Role
v6	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator