



Handbook

PWC02 – VTCT (Skillsfirst) Level 2 Certificate in
Preparing to Work in Adult Social Care (RQF)

600/0585/3

Version 5

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 2 Certificate in Preparing to Work in Adult Social Care (RQF)
Qualification number	600/0585/3
Product code	PWC02
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Total Qualification Time (TQT)	200
Guided Learning (GL) hours	179
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
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	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.
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 2 Certificate in Preparing to Work in Adult Social Care (RQF) qualification provides a solid foundation for those of you who may have a basic awareness of adult social care or be new to the sector as a whole. It is accessible for all ages, such as; school leavers who are eligible for employment, pre-apprenticeship programmes, adult returners or those undergoing a career change and who may want to understand more about working in health and social care.

2.2 Progression opportunities

As well as progression to further qualifications, learners may also progress to employment in a wide range of administrative roles as these qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in the cleaning and supervision environments.

From Level 2

This qualification provides progression to the following qualifications:

- Level 2 Diploma in Health and Social Care (Adults) for England
- Level 3 Certificate in Preparing for work in Adult Social Care
- Level 3 Diploma in Health and Social Care (Adults) for England

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Preparing to Work in Adult Social Care (RQF) learners must achieve all mandatory units

The minimum TQT required to achieve this qualification is **200**.

Product code	Unit title	Unit reference number
Mandatory units (Group A):		
SHC24	Introduction to duty of care in health, social care or children's and young people's settings	H/601/5474
PWSC23	Principles of diversity, equality and inclusion in adult social care settings	H/602/3039
PWSC26	Understand person-centred approaches in adult social care settings	J/602/3180
PWSC21	Principles of communication in adult social care settings	L/602/2905
PWSC22	Principles of personal development in adult social care settings	L/602/3035
PWSC27	Understand health and safety in social care settings	R/602/3179
HSC024	Principles of safeguarding and protection in health and social care	A/601/8574
PWSC25	Understand the role of the social care worker	A/602/3113
PWSC28	Understand how to handle information in social care settings	Y/602/3118

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

Level 2 Certificate 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: 01133907666

Email sscinfo@skillsforcareanddevelopment.org.uk

This handbook provides details from Skills for Care and Development assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Certificate 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 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 Deliverers, Assessors and internal verifiers

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

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

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Employer direct model

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 and Skills for Care and Development, 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 and agreed by the sector skills council. 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 are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above

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 for **each** unit

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.

- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- 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 a health and social care unit.

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

- consistently perform the job or tasks to the required level of competence
- 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, the assessor and, perhaps, their employer.

5.4 Simulation and witness testimony

There are occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain

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's guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. 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
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of evidence, the following should be considered:

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context – the degree to which the context of the learning gained and assessed, relates to the current context of learner's work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.

6 Units

Unit Handbook

SHC24 – Introduction to duty of care in health, social care or children's and young people's settings

Unit reference number: H/601/5474

Level: 1

Credit value: 2

Guided Learning (GL) hours: 9

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

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

LO1 Understand the implications of duty of care

LO2 Understand support available for addressing dilemmas that may arise about duty of care

LO3 Know how to respond to complaints

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard CCLD 203 HSC 24 GCU 2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how the duty of care affects own work role

Learning Outcome	Assessment Criteria
LO2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas

Learning Outcome	Assessment Criteria
LO3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Identify the main points of agreed procedures for handling complaints

SHC24 Document History

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

Unit Handbook

PWSC23 – Principles of diversity, equality and inclusion in adult social care settings

Unit reference number: H/602/3039

Level: 2

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

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

LO1 Understand the importance of diversity, equality and inclusion.

LO2 Know how to work in an inclusive way

LO3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC23, HSC 24, HSC 234

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination
	1.2 Describe how direct or indirect discrimination may occur in the work setting
	1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination

Learning Outcome	Assessment Criteria
LO2 Know how to work in an inclusive way	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.2 Describe how to interact with individuals in an inclusive way
	2.3 Describe ways in which discrimination may be challenged in adult social care settings

Learning Outcome	Assessment Criteria
LO3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination
	3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

PWSC23 Document History

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

Unit Handbook

PWSC26 – Understand person-centred approaches in adult social care settings

Unit reference number: J/602/3180

Level: 2

Credit value: 4

Guided Learning (GL) hours: 34

Unit aim

This unit introduces the concept of person centred support as a fundamental principle of social care. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

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

LO1 Understand person-centred approaches for care and support

LO2 Understand how to implement a person-centred approach in an adult social care setting

LO3 Understand the importance of establishing consent when providing care or support

LO4 Understand how to encourage active participation

LO5 Understand how to support an individual's right to make choices

LO6 Understand how to promote an individual's well-being

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC 24, HSC 26, HSC 234

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand person-centred approaches for care and support	1.1 Define person-centred values
	1.2 Explain why it is important to work in a way that embeds person-centred values

Learning Outcome	Assessment Criteria
LO2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the history, preferences, wishes and needs of an individual
	2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support
	2.3 Explain how using an individual's care plan contributes to working in a person-centred way

Learning Outcome	Assessment Criteria
LO3 Understand the importance of establishing consent when providing care or support	3.1 Define the term "consent"
	3.2 Explain the importance of gaining consent when providing care or support
	3.3 Describe how to establish consent for an activity or action
	3.4 Explain what steps to take if consent cannot be readily established

Learning Outcome	Assessment Criteria
LO4 Understand how to encourage active participation	4.1 Define what is meant by active participation
	4.2 Describe how active participation benefits an individual
	4.3 Describe ways of reducing barriers to active participation
	4.4 Describe ways of encouraging active participation

Learning Outcome	Assessment Criteria
LO5 Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices
	5.2 Explain why risk-taking can be part of an individual's choices
	5.3 Explain how agreed risk assessment processes are used to support the right to make choices
	5.4 Explain why a worker's personal views should not influence an individual's choices
	5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning Outcome	Assessment Criteria
LO6 Understand how to promote an individual's well-being	6.1 Explain how individual identity and self-esteem are linked with well-being
	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
	6.3 Identify ways to contribute to an environment that promotes well-being

PWSC26 Document History

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

Unit Handbook

PWSC21 – Principles of communication in adult social care settings

Unit reference number: L/602/2905

Level: 2

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

The 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

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

LO1 Understand why communication is important in adult social care settings

LO2 Understand how to meet the communication and language needs, wishes and preferences of an individual

LO3 Understand how to reduce barriers to communication

LO4 Understand confidentiality in adult social care settings

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC 21

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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 with agreed others
	4.4 Explain how and when to seek advice about confidentiality

PWSC21 Document History

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

Unit Handbook

PWSC22 – Principles of personal development in adult social care settings

Unit reference number: L/602/3035

Level: 2

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning outcomes

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

LO1 Understand what is required for good practice in adult social care roles

LO2 Understand how learning activities can develop knowledge, skills and understanding

LO3 Know how a personal development plan can contribute to own learning and development

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC 22, HSC23

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what is required for good practice in adult social care roles	1.1 Identify standards that influence the way adult social care job roles are carried out
	1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Learning Outcome	Assessment Criteria
LO2 Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding
	2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding
	2.3 Describe how feedback from others has developed own knowledge, skills and understanding

Learning Outcome	Assessment Criteria
LO3 Know how a personal development plan can contribute to own learning and development	3.1 Define the term “personal development plan”
	3.2 Identify who could be involved in the personal development plan process
	3.3 Identify sources of support for own learning and development
	3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

PWSC22 Document History

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

Unit Handbook

PWSC27 – Understand health and safety in social care settings

Unit reference number: R/602/3179

Level: 2

Credit value: 4

Guided Learning (GL) hours: 40

Unit aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It introduces knowledge and understanding of areas of health and safety required to working in a social care setting.

Learning outcomes

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

LO1 Understand the different responsibilities relating to health and safety in social care settings

LO2 Understand the use of risk assessments in relation to health and safety

LO3 Understand procedures for responding to accidents and sudden illness

LO4 Know how to reduce the spread of infection

LO5 Know how to move and handle equipment and other objects safely

LO6 Understand the principles of assisting and moving an individual

LO7 Know how to handle hazardous substances

LO8 Know environmental safety procedures in the social care setting

LO9 Know how to manage stress

LO10 Understand procedures regarding handling medication

LO11 Understand how to handle and store food safely

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC 22, HSC27, HSC 221, HSC 223

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the different responsibilities relating to health and safety in social care settings	1.1 List legislation relating to general health and safety in a social care setting
	1.2 Describe the main points of health and safety policies and procedures
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> the social care worker the employer or manager 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in a social care setting
	3.2 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

Learning Outcome	Assessment Criteria
LO4 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 hand washing
	4.4 Describe when to use different types of personal protective equipment

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

Learning Outcome	Assessment Criteria
LO7 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: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances

Learning Outcome	Assessment Criteria
LO8 Know environmental safety procedures in the social care setting	8.1 Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach
	8.2 Outline procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach

Learning Outcome	Assessment Criteria
LO9 Know how to manage stress	9.1 Identify common signs and indicators of stress
	9.2 Identify circumstances that tend to trigger own stress
	9.3 Describe ways to manage stress

Learning Outcome	Assessment Criteria
LO10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication
	10.2 Identify who is responsible for medication in a social care setting
	10.3 Explain why medication must only be handled following specialist training

Learning Outcome	Assessment Criteria
LO11 Understand how to handle and store food safely	11.1 Identify food safety standards relevant to a social care setting
	11.2 Explain how to: <ul style="list-style-type: none"> • store food • maximise hygiene when handling food • dispose of food
	11.3 Identify common hazards when handling and storing food

PWSC27 Document History

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

Unit Handbook

HSC024 – Principles of safeguarding and protection in health and social care

Unit reference number: A/601/8574

Level: 2

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

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

Learning outcomes

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

LO1 Know how to recognise signs of abuse

LO2 Know how to respond to suspected or alleged abuse

LO3 Understand the national and local context of safeguarding and protection from abuse

LO4 Understand ways to reduce the likelihood of abuse

LO5 Know how to recognise and report unsafe practices

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

Assessment

This unit is assessed in the workplace or in conditions resembling the workplace.

Assessment guidance

An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Person centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

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

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Well-being may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others
	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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • 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

Learning Outcome	Assessment Criteria
LO5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the wellbeing 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

HSC024 Document History

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

Unit Handbook

PWSC25 – Understand the role of the social care worker

Unit reference number: A/602/3113

Level: 2

Credit value: 1

Guided Learning (GL) hours: 9

Unit aim

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

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

LO1 Understand working relationships in social care settings

LO2 Understand the importance of working in ways that are agreed with the employer

LO3 Understand the importance of working in partnership with others

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC 23, HSC25, HSC 227

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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: <ul style="list-style-type: none"> • partnership working • resolving conflicts

PWSC25 Document History

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

Unit Handbook

PWSC28 – Understand how to handle information in social care settings

Unit reference number: Y/602/3118

Level: 2

Credit value: 1

Guided Learning (GL) hours: 9

Unit aim

This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.

Learning outcomes

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

LO1 Understand the need for secure handling of information in social care settings

LO2 Know how to access support for handling information in social care settings

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard HSC 21, HSC28

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the need for secure handling of information in social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care
	1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting

Learning Outcome	Assessment Criteria
LO2 Know how to access support for handling information in social care settings	2.1 Describe how to access guidance, information and advice about handling information
	2.2 Outline the actions to take when there are concerns over the recording, storing or sharing of information

PWSC28 Document History

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

PWC02 Document History

Version	Issue Date	Changes	Role
v5	08/02/2023	Formatting and re-branding. No content amendment.	Data Administrator