QUALIFICATION SPECIFICATION

g gateway
qualifications

Diploma in Care
(Level 2)

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
603/2826/5	Gateway Qualifications Level 2 Diploma in Care

Version and date	Change detail	Section/Page reference
3.0 (Nov 2022)	Removed address and changed back cover. Funding section updated	Page 26 Page 10

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: www.gatewayqualifications.org.uk/recognition

Contents

1. Qualification Information

1.1. About the qualification

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

Following the government's changed policy on qualifications and Apprenticeships across all sectors, the two sector skills councils responsible for the health and adult care workforces, Skills for Health and Skills for Care, worked together to consider the future approach to adult care and health qualifications. They were committed to the government agenda on integration and therefore wanted to provide a greater clarity, transferability and opportunity for workers within and across the health and adult care workforce.

Both sector skills councils are committed to qualifications, which have at their core shared knowledge and skills that support the vision of employers providing integrated services and the portability of skills and knowledge across the health and adult care workforce.

At Level 2, it was decided that there would be a common qualification for both health and adult care settings. This means that there will be no barrier to entering either the adult care or health workforces.

The content of the qualification links with the knowledge and skills required for the Apprenticeship standards 'Adult Care Worker' and 'Healthcare Support Worker'. The content is applicable to a variety of roles, examples of which are included below:
- adult care worker
- healthcare assistant/support worker
- personal assistant.

The Level 2 Diploma in Care will require learners to demonstrate understanding and effective practice in the following areas:

- Communication
- Person development
- Values and behaviours
- Health and wellbeing
- Responsibilities
- Safeguarding

Within each area, content is specified as one or more units which are the required core for the Gateway Qualifications Level 2 Diploma in Care.

The content links with requirements for the national occupational standards (NOS) for health and social care. The full suite of NOS can be found at:
http://www.skillsforcareanddevelopment.org.uk/Careersincare/working_to_a_standard.aspx

To work in health or adult care settings means that the worker can make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. Workers in this sector need to have the right values and behaviours developing competences and skills to provide high quality compassionate care and support. They are the frontline staff who help adults with health, care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives which is at the heart of person centred care.

Job roles are varied and determined by and relevant to the type of the service being provided and the person supported.

Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

Personal assistants do the same job as an Adult Care Worker and work directly for one individual usually within their own home. Working with people, feeling passionate about supporting and enabling them to live a more independent and fulfilling life is a rewarding and worthwhile job that provides excellent career opportunities.

Healthcare support workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals. They will carry out well-defined routine clinical duties like monitoring an individual's conditions (by checking things like blood pressure, temperature or weight), checking on their overall progress, comfort and wellbeing. Depending on where they work, they may also help individuals to eat, drink, wash, dress or go to the toilet.   HCSWs will prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during and/or after those activities in line with their care plan. They will also carry out non-clinical duties and, depending on where they work, this could include things like keeping records, making beds, tidying up the work area, returning or cleaning the equipment used during a clinical activity. HCSWs will be able to address straightforward problems in their day to day work, reporting concerns and changes to the appropriate person in a timely manner. HCSWs work in a range of healthcare settings and the team may include workers from both health and social care. HCSWs will report to a registered healthcare practitioner who will directly or indirectly supervise their work.

These are the personal attributes and behaviours expected of all adult care and healthcare workers carrying out their roles
- Care – is caring consistently and enough about individuals to make a positive difference to their lives
- Compassion – is delivering care and support with kindness, consideration, dignity and respect
- Courage – is doing the right thing for people and speaking up if the individual they support is at risk
- Communication – good communication is central to successful caring relationships and effective team working
- Competence – is applying knowledge and skills to provide high quality care and support
- Commitment – to improving the experience of people who need care and support ensuring it is person centred

1.2. Objective

The objective of the Gateway Qualifications Level 2 Diploma in Care is to confirm occupational competence for adult care workers or healthcare support workers.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Diploma in Care	460	400	46

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.5. Geographical coverage

This qualification has been approved by Ofqual to be offered in England.

If a centre based in Wales, Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

Those completing the Level 2 qualification could progress onto:

- Further qualifications relevant to their work context, e.g. End of Life Care
- A Level 3 apprenticeship as a Senior Healthcare Support Worker or Lead Adult Care Worker

1.7. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

https://www.gov.uk/government/collections/qualifications-approved-for-public-funding

https://hub.fasst.org.uk/Pages/default.aspx

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

The approved age range for these qualifications is: 16+

2.2. Prior qualifications

Apprentices must attain Level 2 Maths and English prior to completing the apprenticeship standard.

2.3. Prior skills/knowledge/understanding

There are no formal entry conditions for this qualification and the relevant apprenticeship standard. Individuals about to undertake this qualification must, however, work in job roles which are appropriate for the qualification and which will allow them to gather the evidence necessary for achievement of the learning outcomes.

Potential apprentices should be willing to undergo a DBS (Disclosure and Barring Service) check. Employers in adult care carry out DBS checks, as this is a requirement, and certain offences may disqualify potential apprentices from employment in these sectors and thus automatically preclude them from completing an apprenticeship or gaining employment in the sector. Potential apprentices should therefore discuss any relevant matters with their employer prior to enrolment.

2.4. Restrictions

Learners must undertake the Disclosure and Barring Service process and provide the result prior to undertaking this qualification.

The Care Certificate, which builds on the previous Common Induction Standards and National Minimum Training Standards, is a requirement for this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer's responsibility to judge where the gaps are for staff to meet the additional standards in the Care Certificate.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the Reasonable Adjustments and Special Consideration Policy.

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units.

3.2. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/ please see section **3.3 Recognition of Prior Learning (RPL).**

Gateway Qualifications Level 2 Diploma in Care

Learners must achieve a minimum of 46 credits with 24 credits coming from the mandatory units and the rest may be drawn from any of the optional groups. Optional units must be selected in liaison with the employer for an apprenticeship role.

Mandatory

Learners must achieve 24 credits from this group.

Unit Number	Standard Identifier	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
K/616/6803	SFH039	Communication in care settings	2	3	20	26
L/616/6809	SFH054	Duty of care	2	1	7	10
F/616/6807	SFH142	Equality and inclusion in care settings	2	2	17	20

Unit Number	Standard Identifier	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
M/616/6804	SFH074	Handle information in care settings	2	1	10	10
J/616/6808	SFH146	Health, safety and wellbeing in care settings	2	4	33	42
A/616/6806	SFH007	Implement person-centred approaches in care settings	2	5	39	50
T/616/6805	SFH105	Personal development in care settings	2	3	23	32
R/616/3054	SFH075	Responsibilities of a care worker	2	2	16	20
K/616/3044	SFH008	Safeguarding and protection in care settings	2	3	26	33

O1: Optional Units: Specialisms in Adult Care

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	2	3	25	30
J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	2	3	27	30
A/601/4895	Contribute to the support of individuals with multiple conditions and or disabilities	2	3	25	30
A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	26	40
F/503/8704	End of life and dementia care	3	2	20	20
Y/601/9277	Equality, diversity and inclusion in dementia care practice	2	3	24	30
M/601/5316	Introductory awareness of autistic spectrum conditions	2	2	17	20
J/616/6811	Introductory awareness of models of disability	2	2	15	20
F/601/3442	Introductory awareness of sensory loss	2	2	16	20
K/616/3528	Managing symptoms in end of life care	3	3	22	30
K/601/6285	Principles of positive risk taking for individuals with disabilities	2	2	20	20
M/601/7048	Principles of self-directed support	3	3	26	30
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	30
T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	2	3	23	30
H/601/9024	Provide support for mobility	2	2	14	20
M/502/3146	Purpose and principles of independent advocacy	3	4	25	40
F/503/7150	Stroke awareness	2	3	28	30
K/601/3449	Support effective communication with individuals with a sensory loss	2	3	23	30
T/601/5804	Support families of individuals with acquired brain injury	2	3	24	30
K/601/7047	Support parents with disabilities	3	6	43	60

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
H/601/2879	The person-centred approach to the care and support of individuals with dementia	2	2	17	20
F/616/3146	Understand advance care planning	3	3	25	30
A/601/9434	Understand and enable interaction and communication with individuals who have dementia	2	3	19	30
F/601/3683	Understand and implement a person centred approach to the care and support of individuals with dementia	2	3	21	30
T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	3	26	30
A/601/2886	Understand equality, diversity and inclusion in dementia care	2	2	20	20
Y/503/8689	Understand how to provide support when working in end of life care	3	4	33	40
J/503/8137	Understand how to support individuals during the last days of life	3	3	28	30
A/503/8085	Understand how to work in end of life care	2	3	28	30
F/616/6810	Understand mental health	3	3	14	30
L/601/6117	Understand physical disability	2	2	19	20
K/601/9199	Understand the administration of medication to individuals with dementia using a person-centred approach	3	2	15	20
K/601/5315	Understand the context of supporting individuals with learning disabilities	2	4	35	40
Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23	30
T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2	2	18	20
J/601/5824	Understand the impact of acquired brain injury on individuals	2	3	25	30
L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	3	26	30
Y/601/6170	Work with other professionals and agencies to support individuals with a physical disability	2	3	21	30

O2: Optional Units: Healthcare and Clinical Skills

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
F/616/3163	Assist in the administration of medication	2	4	25	40
T/616/3497	Assist the practitioner to carry out health care activities	2	2	13	18
H/501/7103	Causes and Spread of Infection	2	2	20	20
R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20	20
M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	2	2	18	20
R/601/8256	Contribute to the care of a deceased person	2	3	24	30
R/616/6813	Contribute to the effectiveness of teams	2	3	5	20
L/616/6812	Dementia Awareness	2	2	7	20
R/616/3507	Monitor and maintain the environment and resources during and after clinical / therapeutic activities	2	3	20	26
J/601/8027	Move and position individuals in accordance with their care plan	2	4	26	40
T/601/8850	Obtain and test capillary blood samples	3	4	30	40
J/601/8853	Obtain and test specimens from individuals	2	2	15	24
D/616/3493	Prepare individuals for healthcare activities	2	2	9	17
R/616/3541	Principles of Health Promotion	2	2	13	20
Y/616/3542	Promotion of General Health and Well-being	2	2	12	20
Y/601/9490	Provide support for sleep	2	2	13	20
T/616/3502	Provide support to manage pain and discomfort	2	2	15	18
A/616/3503	Select and wear appropriate personal protective equipment for work in health care settings	2	2	15	20
T/601/9495	Support individuals at the end of life	3	6	50	60
A/601/7926	Support individuals to access and use information about services and facilities	2	3	20	30
D/601/8017	Support individuals to carry out their own health care procedures	2	2	15	20
M/601/8054	Support individuals to eat and drink	2	2	15	20

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
J/601/8058	Support individuals to manage continence	2	3	19	30
F/601/8060	Support individuals to meet personal care needs	2	2	16	20
L/601/8725	Support individuals undergoing healthcare activities	2	3	22	30
L/601/8143	Support individuals who are distressed	2	3	21	30
L/501/6737	The principles of Infection Prevention and Control	2	3	30	30
H/616/3057	Understand mental health problems	3	3	16	28
F/602/0097	Understand mental well-being and mental health promotion	3	3	20	28
T/601/8721	Undertake agreed pressure area care	2	4	30	40
D/616/3171	Undertake personal hygiene activities with individuals	2	3	24	32
R/601/8662	Undertake physiological measurements	3	3	23	30

O3: Optional Units: Support in Adult Care

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
A/601/9546	Contribute to support of positive risk-taking for individuals	2	3	27	30
L/601/9471	Contribute to supporting group care activities	2	3	23	30
H/601/3451	Contribute to supporting individuals in the use of assistive technology	2	3	19	30
K/504/2200	Contribute to the support of infection prevention and control in social care	2	3	21	30
H/601/8049	Facilitate person centred assessment, planning, implementation and review	3	6	45	60
R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	20
T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	20
R/601/8824	Prepare environments and resources for use during healthcare activities	2	3	20	30
Y/616/3153	Prepare for and carry out extended feeding techniques	3	4	27	40
D/616/3381	Promote positive behaviour	3	6	44	60
Y/601/7352	Provide active support	2	3	27	30
R/601/8063	Provide agreed support for foot care	2	3	23	30
A/601/8025	Provide support for journeys	2	2	17	20
F/601/8026	Provide support for leisure activities	2	3	20	30
D/601/9023	Provide support for therapy sessions	2	2	14	20
R/601/8015	Support care plan activities	2	2	13	20
M/616/3143	Support independence in the tasks of daily living	2	5	35	50
R/601/8578	Support individuals in their relationships	3	4	27	40
J/616/3133	Support individuals to live at home	3	4	29	40
K/601/9963	Support individuals to maintain personal hygiene	2	2	17	20
F/601/5160	Support individuals to negotiate environments	2	4	32	40
R/616/3149	Support individuals who are bereaved	3	4	30	40
T/616/3144	Support individuals with specific communication needs	3	5	35	50
Y/601/8632	Support participation in learning and development activities	2	3	23	30
L/601/6442	Support person-centred thinking and planning	2	5	34	50
F/601/4056	Support use of medication in social care settings	3	5	40	50

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
K/504/2195	Understand how to support individuals to be part of a community	2	3	16	30
K/602/4645	Understand the benefits of engaging in activities in social care	2	2	16	20
T/502/7599	Understand the effects of ageing in activity provision	2	2	17	20
J/616/3441	Work in partnership with families to support individuals	3	3	27	30

3.3. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.4. Links to other qualifications

This qualification forms part of the on-programme assessment for the Leader in Adult Care standards.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualification is through a portfolio of evidence.

4.2. Assessment materials

There are no specific assessment materials provided for this qualification.

4.3. Assessment guidance

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

Competence based assessment must include direct observation as the main source of evidence. Simulation may only be utilised as an assessment method for competence based learning outcome where this is specified in the assessment requirements of the unit. Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment. Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

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

4.4. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

4.5. Qualification-specific tutor/assessor requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which will be checked through Gateway Qualifications External Quality Assurance process.

Occupationally competent:

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

Occupationally knowledgeable:

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

Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions.

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

4.6. Qualification-specific quality assurance requirements

Units must be verified by an Internal Quality Assurer who is accountable to the centre. Internal Quality Assurers must:

- hold a D34, V1 Internal Verifier qualification or Internal Quality Assurer qualification or be working towards a relevant qualification and have sufficient and relevant technical/occupational familiarity with the units that are verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand Gateway Qualifications' quality assurance systems and requirements for these qualifications.
- Trainee Internal Quality Assurers must have a plan that is overseen by the recognised centre, to achieve an appropriate Internal Quality Assurance qualification within an agreed timescale.
- All verification decisions made by those working towards a relevant IQA qualification must be verified by a qualified Internal Quality Assurers.

4.7. Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5.   What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6.   Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

Appendix 1 – Mandatory Unit Details

Communication in care settings

Unit Number:	K/616/6803
Standard Identifier	SFH039
Level:	Level 2
Credit Value:	3
GLH:	20
TQT:	26
Unit Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand why communication is important in the **work setting.**	1.1 Identify different reasons why people communicate. 1.2 Explain how effective communication affects all aspects of your own work. 1.3 Explain why it is important to observe an **individual's** reactions when communicating with them.
2 Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1 Find out an individual's communication and language needs, wishes and **preferences**. 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences. 2.3 Show how and when to seek advice about communication.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to reduce barriers to communication.	3.1 Identify barriers to communication. 3.2 Demonstrate how to reduce barriers to communication in different ways. 3.3 Demonstrate ways to check that communication has been understood. 3.4 Identify sources of information, support and **services** to enable more effective communication.
4 Be able to apply principles and practices relating to confidentiality at work.	4.1 Explain the term 'confidentiality'. 4.2 Demonstrate confidentiality in day to day communication, in line with **agreed ways of working.** 4.3 Describe situations where information normally considered to be confidential might need to be passed on. 4.4 Explain how and when to seek advice about confidentiality.

Indicative Content: Communication in care settings

Learning Outcome 1:

Learners should be able to identify the different reasons people communicate, for example:
- to express needs
- to give and receive instructions
- to share ideas
- to ask questions
- establish and maintain a relationship.

They should be able to explain how communication affects relationships at work, both positively and negatively. This can include being able to clarify what has to be done, to be able to build rapport and to resolve challenging situations.

Learners should be able to understand the importance of observing non-verbal communication signs such as facial expressions to help them to decide whether a client is uncomfortable, happy or sad etc.

Assessment Criteria 1.3
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Learning Outcome 2:

Assessment Criteria 2.1
Learners should be able to understand individuals' preferences.

Preferences may be based on:
- beliefs
- values
- culture

Assessment Criteria 2.2

Communication methods may include:
a) non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour
b) verbal communication
- vocabulary

- linguistic tone
- pitch

c) technological aids

Learners should know who to ask for help or support within in the workplace. This could be their manager or a colleague.

Learning Outcome 3:

Barriers to effective communication can include linguistic barriers such as the use of dialect, jargon, sector specific or technical vocabulary.

The environment can have a major impact on the effectiveness of the communication e.g.
- noise
- poor lighting
- too many distractions

An individual's emotional and behavioural state of mind can be a barrier, for example:
- attitude
- anxiety
- lack of confidence
- aggression.

Other barriers can include sensory impairment, health problems or medical conditions, learning disabilities, effects of alcohol or drugs.

Learners should be aware of methods of overcoming barriers, for example:
- use of technological aids e.g. hearing aids, induction loop, telephone relay services
- human aids e.g. interpreters, signers, translators, advocates
- use of age-appropriate vocabulary
- staff training
- improving environment
- reducing distractions.

Assessment criteria 3.4

Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

An advocacy service is provided by an advocate who is independent of the individual and the services being accessed. An advocate's role includes arguing the individual's case when needed, and making sure the correct procedures are followed by the organisations providing the individual's care.

Advocacy is a process of supporting and enabling individuals to:

Indicative Content: Communication in care settings

•   Express their views and concerns.
    •   Access information and services.
    •   Defend and promote their rights and responsibilities.
    •   Explore choices and options.

Learning Outcome 4:

Learners should be able to understand what confidentiality means, for example:

- When an individual shares information with yourself and doesn't wish for it to be given to anyone else, this is classed as confidential.
- Some confidential information can only be shared on a need to know basis to specific individuals.

Confidentiality should be treated very professionally and information should not be exposed to just anybody, unless the person is felt to be at harm, has harmed themselves or others or where a crime has been committed or may be committed. This would fall under the safeguarding policy.

Learners should be aware of policies and procedures related to confidentiality and data protection, including who to approach for support and guidance in following them.

Assessment criteria 4.2

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

Duty of Care

Unit Number:	L/616/6809
Standard Identifier	SFH054
Level:	Level 2
Credit Value:	1
GLH:	7
TQT:	10
Unit Aim:	This unit covers the knowledge required to understand duty of care and own role in this.
Assessment Guidance	N/A

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the implications of duty of care.	1.1 Define the term 'duty of care'. 1.2 Describe how duty of care relates to duty of **candour**. 1.3 Describe how the duty of care affects own work role.
2 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.
3 Know how to respond to complaints.	3.1 Describe the process to follow when responding to complaints. 3.2 Identify the main points of agreed procedures for handling complaints.

Indicative Content: Duty of care

Learning Outcome 1:

Learners should understand the meaning of the following terms, be clear about how they relate to each other and identify the links between them and their own practice:
- Duty of care:
  - o accountability for e.g. exercising authority, managing risk, working safely, safeguarding vulnerable adults
  - o monitoring own behaviour and conduct
  - o maintaining confidentiality and protecting sensitive data
  - o reporting concerns
  - o maintaining professional boundaries
  - o maintaining high standards of conduct outside the professional role
- Duty of Candour:
  - o the 'professional duty of candour' guidance sets out the standards expected of healthcare professionals, including "saying sorry".
  - o workers in the caring professions must:
    - ▪ speak to a patient, or those close to them, as soon as possible after they realise something has gone wrong with their care.
    - ▪ apologise to the patient – explain what happened, what can be done if they have suffered harm and what will be done to prevent someone else being harmed in the future.
    - ▪ use their professional judgement about whether to inform patients about near misses – incidents which have the potential to result in harm but do not.
    - ▪ report errors at an early stage so that lessons can be learned quickly, and patients are protected from harm in the future.
    - ▪ not try to prevent colleagues or former colleagues from raising concerns about patient safety. Managers must make sure that if people do raise concerns they are protected from unfair criticism, detriment or dismissal.

Assessment criteria 1.2

Candour – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.

Learning Outcome 2:

Learners should be able to describe potential conflicts or dilemmas they may face between their duty of care and individual's rights. This may include:

- attitudes of individuals towards the person providing care or towards others
- unsafe behaviour such as drug/alcohol abuse
- aggression and violence, bullying and intimidation, vandalism

Indicative Content: Duty of care

Learners must know that individual's rights include:

- respecting others' points of view and actions
- being safe and secure
- being loved and feeling that they belong within the community or their personal network
- having a right to education
- being treated fairly and equitably.

Learners should be aware of sources of support and advice about conflicts and dilemmas: e.g. from their line manager, through accessing training and professional development opportunities, by speaking to other health professionals, school/college services, counselling services, mediation and advocacy services.

Assessment criteria 2.1
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Learning Outcome 3

Learners should be aware of their organisational policies around handling complaints. They should be able to explain the process for raising a complaint and who to contact.

Equality and inclusion in care settings

Unit Number:	F/616/6807
Standard Identifier	SFH142
Level:	Level 2
Credit Value:	2
GLH:	17
TQT:	20
Unit Aim:	This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand the importance of equality and inclusion.	1.1 Explain what is meant by: • Diversity • Equality • Inclusion • discrimination 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the **work setting.** 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination.
2 Be able to work in an inclusive way.	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role. 2.2 Show interaction with **individuals** that respects their beliefs, culture, values and preferences. 2.3 Describe how to challenge discrimination in a way that encourages change.
3 Know how to access information, advice and support about diversity, equality and inclusion.	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion. 3.2 Describe how to access information, advice and support about diversity, equality and inclusion. 3.3 Identify when to access information, advice and support about diversity, equality and inclusion.

Indicative Content: Equality and inclusion in care settings

Learning Outcome 1:

The learner should be able to explain what the following mean:
Diversity - the differences between individuals
Equality - individuals' rights, for example, choices, opportunity
Inclusion - individuals at the centre of planning and support
Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of their characteristics e.g. age, sex, race.

The learner should also be able to describe how discrimination can impact on the individual, their family and friends and wider society. This could, for example, include:
   • Physical impacts
   • Social and educational impacts
   • Society and work-related impacts.

Assessment criteria 1.2
Work Setting may include one specific location or a range of locations, depending on the context of a particular work role.

Learning Outcome 2:

Learners should be able to identify legislation and codes of practices relevant to their own role, for example:

   • Human Rights Act 1998
   • Special Educational Needs and Disability Regulations 2014
   • SEND code of practice: 0 to 25 years 2014 (updated 2015)
   • Equality Act 2010

Learners should be able to show how they act in a way which respects individuals' diversity and shows an awareness of equality when interacting with:

   • colleagues
   • individuals using services
   • family and friends of others
   • other professionals.

This may include:

   • demonstrating active listening skills
   • knowledge of individuals beliefs, cultures and values

maintaining confidentiality as appropriate by using preferred methods of communication.

Assessment criteria 2.2

Indicative Content: Equality and inclusion in care settings
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
Learning Outcome 3 Learners should be able to identify a range of sources of information and support around equality, diversity and inclusion from both internal and external sources: Internal: • managers • colleagues • intranet • email • posters • policies External: • websites • Equality Act 2010 • Government information – websites and leaflets • British Council

Handle information in care settings

Unit Number:	M/616/6804
Standard Identifier	SFH074
Level:	Level 2
Credit Value:	1
GLH:	10
TQT:	10
Unit Aim:	This unit covers the knowledge and skills to be able to handle information in care settings.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcome 3 must be assessed in a real work environment.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the need for secure handling of information in care settings.	1.1 Identify the legislation that relates to the recording, storage and sharing of information in **care settings.** 1.2 Explain why it is important to have secure systems for recording and storing information in a care setting.
2 Know how to access support for handling information.	2.1 Describe how to access guidance, information and advice about handling information. 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information.

3 Be able to handle information in accordance with agreed ways of working.	3.1 Keep records that are up to date, complete, accurate and legible.
	3.2 Follow agreed ways of working for:
	   • recording information
	   • storing information
	   • sharing information

Indicative Content: Handle information in care settings

Learning Outcome 1:

Learners should be aware of relevant legislation and codes of practice relating to handling data, including General Data Protection Regulation, Freedom of Information Act, Equality Act

They should also know:
- relevant legislation relating to the duty of confidentiality, human rights and safeguarding vulnerable adults
- relevant codes of practice relating to the handling of information e.g. relating to the accuracy, retention, availability and disposal of information
- the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information.

In each case, they should be able to relate this to a care setting and how information is dealt with.

Learners should understand the importance of keeping legible, accurate, complete and up-to-date records e.g. signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs.

Assessment criteria 1.1
Care settings e.g. Adult, children and young people's health settings and adult care settings.

Learning Outcome 2:

Learners should be able to identify internal sources of information about keeping records. This could include policies and procedures, speaking to colleagues or managers.

They should also be aware of the processes to be followed where they have concerns about how information is collected, stored and used including whistleblowing policies.

Learning Outcome 3:

Learners should be able to demonstrate that they have kept up to date and accurate records following internal processes which comply with the Data Protection Act.

Assessment criteria 3.2
Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Health, safety and wellbeing in care settings

Unit Number:	J/616/6808
Standard Identifier	SFH146
Level:	Level 2
Credit Value:	4
GLH:	33
TQT:	42
Unit Aim:	The aim of this unit is to prepare the learner for the principles of health and safety within the health and care settings.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 4, 5and 8 must be assessed in a real work environment.

This unit has 9 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.	1.1 Identify legislation relating to general health and safety in a care work setting. 1.2 Outline the main points of the health and safety **policies and procedures** agreed with the employer. 1.3 Outline the main health and safety responsibilities of: • Self • the employer or manager • **others** in the **work setting** 1.4 Identify **tasks** relating to health and safety that should not be carried out without special training. 1.5 Explain 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 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities. 2.2 Explain how and when to report potential health and safety risks that have been identified. 2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Understand procedures for responding to accidents and sudden illness.	3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting. 3.2 Outline the procedures to be followed if an accident or sudden illness should occur.
4 Be able to reduce the spread of infection.	4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection. 4.2 Explain the causes and spread of infection in care settings. 4.3 Demonstrate the recommended method for hand washing settings. 4.4 Demonstrate the use of **Personal Protective Equipment (PPE)** and when to use it. 4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.
5 Be able to move and handle equipment and objects safely.	5.1 Identify legislation that relates to moving and handling. 5.2 Explain principles for moving and handling equipment and other objects safely. 5.3 Demonstrate how to move and handle equipment and objects safely.

6 Know how to handle hazardous substances and materials.	6.1 Describe hazardous substances and materials that may be found in the work setting.
	6.2 Explain safe practices for:
	  • storing hazardous substances
	  • using hazardous substances
	  • disposing of hazardous substances and materials

7 Understand how to promote fire safety in the work setting.	7.1 Describe practices that prevent fires from:
	  • Starting
	  • Spreading
	7.2 Describe emergency procedures to be followed in the event of a fire in the work setting.
	7.3 Explain the importance of maintaining clear evacuation routes at all times.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
8 Be able to implement security measures in the work setting.	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: • Premises • Information 8.2 Implement measures to protect own security and the security of others in the work setting 8.3 Explain the importance of ensuring that others are aware of own whereabouts.
9 Know how to manage own stress.	9.1 Identify common signs and indicators of stress in self and others. 9.2 Identify circumstances and factors that tend to trigger stress in self and others. 9.3 Describe ways to manage stress and how to access **sources of support.**

Indicative Content: Health, safety and wellbeing in care settings

Learning Outcome 1:

Learners should be able to identify legislation relating to the health and safety in an adult care setting; this may include one specific location or a range of locations, depending on the context of a particular work role.

Relevant legislation includes:

- The Health and Safety at Work etc Act 1974 (HSW Act) Employers have a legal duty under this Act to ensure, so far as is reasonably practicable, the health, safety and welfare at work of their employees and others who may be affected by their undertaking.
- The Management of Health and Safety at Work Regulations 1999 Employers must consider the risks to employees and others (including the risk of reasonably foreseeable violence); identify hazards; assess risks posed; decide how to prevent or control the risks; and develop a clear management plan.
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) Employers must notify their enforcing authority in the event of an accident at work to any employee resulting in death, major injury or incapacity for normal work for three or more days. This includes any act of nonconsensual physical violence done to a person at work.
- Safety Representatives and Safety Committees Regulations 1977 (a) and The Health and Safety (Consultation with Employees) Regulations 1996 (b) Employers must inform, and consult with, employees in good time on matters relating to their health and safety. Employee representatives, either appointed by recognised trade unions under (a) or elected under (b) may make representations to their employer on matters affecting the health and safety of those they represent.

Learners should also be able to outline the main policies and procedures in use in an organisation; this may include other agreed ways of working as well as formal policies and procedures.

Assessment criteria 1.2
Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Assessment criteria 1.3
Health and safety this could be in relation to the safety of yourself, your colleagues or the people you support.

Others may include:
- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Indicative Content: Health, safety and wellbeing in care settings

Assessment criteria 1.4
Tasks that the learner should not carry out without special training may include those relating to:
- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

Learning Outcome 2:

Learners should know how to identify risks and be able to minimise potential risks and hazards to both themselves and the individual or others around them.

They should know who to refer to in their organisation for support with health and safety and to know how to access other information outside the organisation, for example, the Health and Safety Executive website, trade unions or technical manuals for the safe use of equipment.

Learning Outcome 3:

Learners should be able to understand the types of accidents and sudden illness, for example:

Accident:
- slips and trips
- falls
- needle stick injuries
- burns and scalds
- injuries from operating machinery or specialised equipment
- electrocution
- accidental poisoning.

Sudden illness such as
- heart attack
- diabetic coma
- stroke
- epileptic convulsion

The learner should understand what procedures must be followed if an accident or sudden illness should occur:
- knowing how to ensure and maintain safety for individuals concerned and others
- clearing the area
- safely moving equipment if possible
- remaining calm
- knowing how to send for help

• knowing how to assess individuals for injuries.

Learning Outcome 4:

Learners should have an understanding how infection can be spread, for example:
• airborne
• direct contact
• indirect contact.

They should be able to understand measures which can minimise the spread of Infection, for example:
• hand-washing
• food hygiene procedures
• disposal of waste.

Assessment criteria 4.4
Use of Personal, Protective Equipment (PPE)
The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

Learning Outcome 5

Learners should be able to identify legislation relating to moving and handling, for example:
• The Health and Safety at Work Act 1974;
• The Manual Handling Operations Regulations 1992 (as amended in 2002)
• regulations from the HSC/E covering manual handling risk factors and how injuries can occur.

Learners should be show and explain safe moving and handling. The key principles of this are to avoid the need for hazardous manual handling, to assess the risk of injury from any hazardous manual handling, to reduce the risk of injury from hazardous manual handling.

Learners should be aware of the importance of correct posture and technique when moving and handling individuals.

Learning Outcome 6:

Learners should be able to describe hazardous substances and materials identified in the COSHH regulations (2002) which include substances that are corrosive, for example:
• acid
• irritants
• cleaning fluids
• toxic medicines
• highly flammable solvents.

Indicative Content: Health, safety and wellbeing in care settings

Dangerous to the environment includes:
- chemicals
- clinical waste
- germs that cause diseases e.g. legionnaires' disease
- materials that are harmful e.g. used needles,

Items which are potentially infectious include used dressings and body fluids e.g. blood, faeces, vomit.

Learners should know how to store, use and dispose of hazardous substances following organisational and manufacturers' guidance.

Learning Outcome 7:

Learners should understand the measures that prevent fires from starting and the importance of taking care with electrical appliances and equipment, for example,
- not overloading power sockets
- checking for worn or faulty wiring
- unplugging appliances when not in use
- keeping electrical equipment away from water
- not putting anything metal in microwaves.

Leaners should be able to explain emergency procedures to be followed and have an understanding of how to raise the alarm if a fire is discovered, for example:
- operating a fire alarm system
- following agreed procedures for alerting all personnel in the work setting
- knowledge of basic firefighting procedures, for example, the use of different fire extinguishers, fire blankets or other fire safety equipment.

Learning Outcome 8:

Learners should be able to demonstrate procedures for checking identity and understanding agreed ways of working for checking the identity of anyone requesting access to work setting premises, for example
- checking official ID
- signing in procedures
- allocating visitor badges
- the use of biometric security systems like fingerprint scanners.

They should also demonstrate understanding of protecting security by using agreed ways of working for protecting own security and the security of others in the work setting for example:
- knowledge of security systems, alarms, CCTV, gaining access to buildings
- understanding special procedures for shift or night time working and the importance of procedures for lone working and ensuring that others are aware of own whereabouts.

Indicative Content: Health, safety and wellbeing in care settings

Assessment criteria 8.1
Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Learning Outcome 9:

Learners should be able to identify the common signs of stress such as:
• aches and pains
• nausea
• dizziness
• chest pain
• rapid heartbeat.

They should be able to identify emotional signs and symptoms:
• moodiness
• irritability or short temper
• agitation
• inability to relax
• feeling overwhelmed
• sense of loneliness and isolation
• depression or general unhappiness.

Learners should be able to describe signs that indicate own stress which may include:
• work factors - changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects.
• personal factors - financial problems, relationship or family problems, major life changes, bereavement, injury or illness**.**

Implement person-centred approaches in care settings

Unit Number:	A/616/6806
Standard Identifier	SFH007
Level:	Level 2
Credit Value:	5
GLH:	39
TQT:	50
Unit Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand and work in a person-centred way.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 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. 1.3 Explain why risk-taking can be part of a person-centred approach. 1.4 Explain how using an **individual's care plan** contributes to working in a person-centred way.
2 Be able to work in a person-centred way.	2.1 Find out the history, **preferences**, wishes and needs of the individual. 2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual.
3 Be able to establish consent when providing care or support.	3.1 Explain the importance of establishing **consent** when providing care or support. 3.2 Establish consent for an activity or action. 3.3 Explain what steps to take if consent cannot be readily established.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4 Be able to encourage active participation.	4.1 Describe how active participation benefits an individual. 4.2 Identify possible barriers to active participation. 4.3 Demonstrate ways to reduce the barriers and encourage active participation.
5 Be able to support the individual's right to make choices.	5.1 Support an individual to make informed choices. 5.2 Use agreed risk assessment processes to support the right to make choices. 5.3 Explain why a worker's personal views should not influence an individual's choices. 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others.
6 Be able to support the individual's well-being.	6.1 Explain how an individual's 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 Support an individual in a way that promotes a sense of identity and self-esteem. 6.4 Demonstrate ways to contribute to an environment that promotes well-being. 6.5 Recognise and respond to changes in physical and mental health. 6.6 Explain the importance of good nutrition and hydration.

Indicative Content: Implement person-centred approaches in care settings

Learning Outcome 1:

Person-centred approaches include:
- treating the person as an individual, with dignity and respect
- looking at the individual as a whole person, not just meeting one aspect of their needs
- listening and helping the individual to make informed choices
- working in partnership with the individual.

Influences of person-centred values on care work include:
- meeting the needs of the individual
- providing the best possible quality care service
- ensuring a good quality of life of the individual
- treating the individual as you (or they) would want to be treated.

Learners should understand the person-centred values and how they must be used in all aspects of care, saying why this is important in ensuring high quality standards of work. They could give examples of how each of the values is displayed in practice.

Use of care plans:
A care plan sets out the daily care and support that has been agreed should be provided to an individual by the adult care worker. It acts as a guide in terms of what sorts of activities are expected. It will be reviewed regularly, and the individual and the adult care worker should be involved in discussion about how it is working and whether parts need changing. The learner should be able to see how the care plan can help the adult care worker to apply the values.

Assessment criteria 1.1
Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

Assessment criteria 1.4
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Indicative Content: Implement person-centred approaches in care settings

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.

Learning Outcome 2:

The learner should be able to demonstrate how they can find out the history, preferences, wishes and needs of the individual and then apply this information to support the individual.

Assessment criteria 2.1
Preferences may be based on:
- beliefs
- values
- culture

Learning Outcome 3:

Forms of consent:
A person may demonstrate their consent in a number of ways:
- verbally
- in writing
- by implying (by co-operating) that they agree.
Equally they may withdraw or refuse consent in the same way.

Verbal consent, or consent by implication, will be enough evidence in most cases. Written consent should be obtained if the treatment or care is risky, lengthy or complex. This written consent stands as a record that discussions have taken place and of the person's choice. If a person refuses treatment, making a written record of this is just as important. A record of the discussions and decisions should be made. Consent may be through a representative or advocate.

Steps to take when consent cannot be established:
- not continuing with the task
- reporting to supervisor or manager
- recording the information

Assessment criteria 3.1
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 ('mental capacity').

Learning Outcome 4:

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.

Indicative Content: Implement person-centred approaches in care settings

Assessment criteria 4.1
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.

Learning Outcome 5:

Different approaches to support an individual to make informed choices include:
- discussion
- providing relevant information
- guidance from friends or family
- using an advocate or support service

Support an individual to question or challenge decisions includes:
- encouraging the individual to ask questions and comment on the decisions made
- being prepared to listen
- assisting the individual to ask for a second opinion
- speaking to/referring the individual to a senior member of staff
- using the complaints procedure

Risk
Risk is the management of uncertainty, and risk decisions are made without having all the knowledge available on which an accurate prediction could otherwise be made. Risk is usually seen as the possibility that an event will occur, with harmful outcomes for an individual or for others.

Learning Outcome 6:

Factors that contribute to the well-being of an individual include:
- being treated as an individual
- being treated with dignity and respect
- being given choices
- communicating effectively with them.

The environment may include both the physical environment and social environment

The physical environment could be:
- bedroom
- handbag
- personal belongings

The social environment includes personal boundaries, subjective feelings etc.

Assessment criteria 6.1
Well-being may include aspects that are:

Indicative Content: Implement person-centred approaches in care settings
- social   - emotional   - cultural   - spiritual   - intellectual   - economic   - physical   - mental

Personal development in care settings

Unit Number:	T/616/6805
Standard Identifier	SFH105
Level:	Level 2
Credit Value:	3
GLH:	23
TQT:	32
Unit Aim:	This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand what is required for competence in own work role.	1.1 Describe the duties and responsibilities of own role. 1.2 Identify **standards**, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role. 1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice.
2 Be able to reflect on own work activities.	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice. 2.2 Assess how well own knowledge, skills and understanding meet standards. 2.3 Demonstrate the ability to reflect on work activities.
3 Be able to agree a personal development plan.	3.1 Identify **sources of support** and how they can be used for own learning and development. 3.2 Describe the process for agreeing a **personal development plan** and **who should be involved.** 3.3 Contribute and agree to own personal development plan.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4 Be able to develop own knowledge, skills and understanding.	4.1 Describe how a learning activity has improved own knowledge, skills and understanding. 4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding. 4.3 Explain the importance of **continuing professional development.** 4.4 Describe how feedback from **others** has developed own knowledge, skills and understanding. 4.5 Demonstrate how to record progress in relation to personal development.

Indicative Content: Personal development in care settings

Learning Outcome 1:

Learners should be encouraged to identify and describe the duties and responsibilities of own role. If not currently working within the sector this could be done by using either a relevant job description, speaking to someone in the role or by undertaking a work placement.

Learners should be aware of how to work effectively with others:
- influencing others
- respecting others and their differences, opinions and feelings
- looking out for others
- recognising other's abilities
- ensuring fair and equitable treatment
- supporting others
- communicating effectively

Assessment criteria 1.2
Standards may include:
- codes of conduct and practice
- regulations
- minimum standards
- National Occupational Standards

Learning Outcome 2:

The learner should be able to evaluate their performance against relevant standards e.g.
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Learners should understand how reflection can lead to improved practice.

Learning Outcome 3:

The learner should be able to identify relevant sources of support to plan and review own development.

If employed, they could undertake a performance review with their employer to evaluate own performance and plan development using a personal development plan format. If they are not employed, the learner could undertake a work placement and have a review at the end of this with input from both the assessor and the employer.

Objectives and targets set must be SMART (Specific, Measurable, Achievable, Relevant (or Realistic), Timebound).

Indicative Content: Personal development in care settings

Assessment criteria 3.1
Sources of support may include:
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Assessment criteria 3.2
A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Who should be involved may include:
- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

Learning Outcome 4:

Assessment criteria 4.3
Continuing Professional Development (CPD)
Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Assessment criteria 4.4
Others may include:
- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Responsibilities of a care worker

Unit Number:	R/616/3054
Standard Identifier	SFH075
Level:	Level 2
Credit Value:	2
GLH:	16
TQT:	20
Unit Aim:	SFH075 and DAC3E1- This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
Assessment Guidance	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand working relationships in care settings.	1.1 Explain how a working relationship is different from a personal relationship. 1.2 Describe different working relationships in **care settings.**
2 Be able to work 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 Access full and up-to-date details of agreed ways of working. 2.3 Work in line with agreed ways of working. 2.4 Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care.
3 Be able to work in partnership with others.	3.1 Explain why it is important to work in partnership with **others.** 3.2 Demonstrate ways of working that can help improve partnership working. 3.3 Identify skills and approaches needed for resolving conflicts. 3.4 Access support and advice about: • partnership working • resolving conflicts

Indicative Content: Responsibilities of a care worker

Learning Outcome 1:

Assessment criteria 1.2
Care settings e.g. Adult, children and young people's health settings and adult care settings.

A working relationship means a relationship with a work colleague; the nature of a professional relationship includes:

- concept of teamwork
- working within agreed guidelines
- working towards common goals with a shared purpose.

A personal relationship: a relationship with a friend, family member or within a social group. This can be a one based on love, liking, family bond or social commitment.
Different working relationships in health and social care settings:

- relationships between co-workers e.g. colleagues
- between worker and manager e.g. supervisory
- relationships within teams e.g. multidisciplinary team, care planning team
- between different health and social care workers e.g. nurse and care assistant
- relationships between different professionals e.g. health and social care worker and legal advocate
- professional relationships with others e.g. families of individuals.

Learning Outcome 2:

Assessment criteria 2.2
Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.

Assessment criteria 2.4
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Learners must understand that employees adhere to the scope of the job role and that their job description forms part of a contract of employment.

Workers in adult care must:

- understand their legal responsibility to the employer and individuals
- have defined roles and responsibilities
- display professional commitment
- demonstrate an understanding of the expectations of the job

- understand professional boundaries and working within professional limitations
- be accountable for their actions.

These requirements may be used as a means of assessing performance within the job e.g. for appraisal purposes.

Agreed ways of working include accessing full and up-to-date policies and procedures that relate to the responsibilities of the specific job role, e.g. health and safety, safeguarding, equal opportunities and inclusive working, security etc.

Agreed ways of working may be less formally documented with a micro-employer.

Implementing agreed ways of working, e.g. knowing and demonstrating the requirements of own role in relation to infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling etc.

Learning Outcome 3:

Assessment criteria 3.1
Others may include:

- Team members and colleagues
- Other professionals
- Individual people who require care or support
- Families, friends, advocates or others who are important to individual people

Partnership working:

Learners should understand the importance of professional relationships with team members, colleagues, other professionals, individuals who require care or support and their families, friends, advocates or others important to individuals.

They should be aware of the importance of communication; agreed ways of sharing information; confidentiality and the boundaries to sharing information e.g. on a 'need to know' basis; knowing how to empower individuals.

They should understand the nature of professional respect: understanding different roles and responsibilities; multi-agency working; improving partnership working through effective communication and information sharing; collaboration and team-working; being involved in or knowing the purpose of multi-agency team meetings and conferences.

Resolving conflicts:

Learners should have an understanding of the skills and approaches needed for resolving conflicts, e.g. managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, avoiding threatening others, paying attention to the feelings being expressed non-verbally as well as the spoken words of others, being respectful of differences, compromising, actively seeking resolution,

Indicative Content: Responsibilities of a care worker

communicating clearly, trying not to exaggerate or over-generalise, avoiding accusations and not prescribing to a blame culture, importance of active listening.

Accessing support and advice:

Learners should know how and when to access support and advice about partnership working, e.g. in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, understanding and working to professional limitations or expectations and boundaries; following agreed ways of working for seeking out support.

They should know how to access support, e.g. by speaking to a colleague, through their manager or supervisor, contacting a professional organisation or independent advisory organisations, including charities where relevant.

They should know how and when to access support and advice about resolving conflicts, e.g. in relation to professional disagreements, issues with individuals or their families, conflict with colleagues or managers.

They should also be aware of how to access other types of support, e.g. through mentoring support, employment counselling, independent advisory organisations or trade unions.

Safeguarding and protection in care settings

Unit Number:	K/616/3044
Standard Identifier	SFH008
Level:	Level 2
Credit Value:	3
GLH:	26
TQT:	33
Unit Aim:	SFH008 and DAC3F1 - This unit is aimed at those working in a wide range of care settings. This unit covers 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.
Assessment Guidance	N/A

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand principles of safeguarding adults.	1.1 Explain the term safeguarding. 1.2 Explain own role and responsibilities in safeguarding individuals. 1.3 Define the following terms: • Physical abuse • **Domestic abuse** • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 1.4 Describe harm. 1.5 Describe restrictive practices.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
2 Know how to recognise signs of abuse.	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 2.2 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse.
3 Know how to respond to suspected or alleged abuse.	3.1 Explain the **actions to take** if there are suspicions that an individual is being abused. 3.2 Explain the actions to take if an individual alleges that they are being abused. 3.3 Identify ways to ensure that evidence of abuse is preserved.
4 Understand the national and local context of safeguarding and protection from abuse.	4.1 Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse. 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse. 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect. 4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing.** 4.5 Identify when to seek support in situations beyond your experience and expertise.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
5 Understand ways to reduce the likelihood of abuse.	5.1 Explain how the likelihood of abuse may be reduced by: • working with **person centred values** • encouraging **active participation** • promoting choice and rights • supporting individuals with awareness of personal safety 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse. 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention.
6 Know how to recognise and report unsafe practices.	6.1 Describe **unsafe practices** that may affect the **well-being** of individuals. 6.2 Explain the actions to take if unsafe practices have been identified. 6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.
7 Understand principles for online safety.	7.1 Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online 7.2 Explain ways of reducing the risks presented by each of these types of activity. 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices.

Indicative Content: Safeguarding and protection in care settings

Learning Outcome 1:

Assessment criteria 1.3
Domestic abuse should include acts of control and coercion.

Types of abuse:

Physical abuse:

- Hitting
- Shaking
- Biting
- Throwing
- burning or scalding
- suffocating
- force-feeding

or otherwise causing physical harm to an individual

Sexual abuse:

- forcing an individual to take part in sexual activities or behave in sexually inappropriate ways
- penetrative acts including rape or buggery

Emotional abuse:

- bullying
- invoking threats or fear
- devaluing individual self-esteem
- verbal abuse and swearing
- imposing inappropriate expectations
- conveying feelings of worthlessness
- exploitation

Financial abuse:

- theft of money or property
- misappropriation or mismanagement of individuals' finances
- denying individuals access to their own finances, particularly with the elderly or individuals with learning difficulties.

Institutional abuse:

- misuse of authority, information or power over vulnerable individuals by staff in health and social care settings
- failure to maintain professional boundaries
- inappropriate use of medication

- physical restraint
- humiliation or bullying
- denying privacy

Self-neglect:

- individuals engaging in neglectful or self-harming behaviours including refusing to eat or drink
- neglecting personal hygiene or toilet needs
- causing actual bodily harm to self, including cutting

Neglect by others:

- not caring for the basic needs of individuals including neglectful practice in washing, toileting, feeding or personal care.

Learning Outcome 2:

Assessment criteria 2.2
Factors may include:
- a setting or situation
- the individual

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.

Learners should be able to identify signs of abuse:

Physical abuse:

- bruising
- bite marks
- burn marks
- changes in behaviour, can lead to death in extreme cases.

Sexual abuse:

- disturbed behaviour including self-harm
- inappropriate sexualised behaviour
- repeated urinary infections
- depression
- loss of self-esteem
- impaired ability to form relationships.

Emotional abuse:

- loss of self-esteem and self-confidence,

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* being withdrawn from others.

Financial abuse:

* loss of trust
* insecurity
* fearful
* withdrawn
* conforming or submissive behaviour
* disappearance of possessions
* Power of Attorney obtained when individual is unable to comprehend.

Institutional abuse:

* loss of self-esteem and confidence
* submissive behaviour
* loss of control.

Self-neglect or neglect by others:

* unkempt appearance
* weight loss
* dehydration signs of actual self-harm including cut
* withdrawn or submissive behaviour

Learning Outcome 3:

Assessment criteria 3.1
The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

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

Actions to take regarding suspicions or allegations of abuse, including actions to take if the allegation or suspicion implicates any individual e.g.

* someone in the individual's personal network
* the learner
* the learner's line manager
* a colleague

Indicative Content: Safeguarding and protection in care settings

Learners should have an understanding of roles and responsibilities, the importance of following legislation, policies, procedures and agreed ways of working.

The basic information a learner should be aware of includes:

- who the alleged victim is
- who the alleged abuser is
- categories of abuse which could be happening
- when abuse has happened
- where abuse has happened
- importance of treating all allegations or suspicions seriously
- reporting suspicions or allegations to appropriate/named person
- the importance of clear verbal and accurate written reports
- importance of not asking leading questions with individuals concerned
- importance of respectful listening
- confidentiality and agreed procedures for sharing information on disclosure
- importance of actual evidence and avoiding hearsay

Ensure evidence is preserved:

- use of written reports including details of alleged/suspected abuse, signed, dated and witnessed
- use of witness statements (signed and dated)
- photographic evidence e.g. of physical injuries
- agreed procedures for using electronic records e.g. password protected systems
- confidential systems for manual records e.g. security systems, access to evidence records.

Learners should be aware of the importance of timescales to ensure reliability and validity of evidence and the need for secure storage of any actual evidence e.g. financial records.

Learning Outcome 4:

Assessment criteria 4.1
Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Assessment criteria 4.4
Whistle blowing

A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.

National policies and local systems:

National policies including:

Indicative Content: Safeguarding and protection in care settings

- the scope of responsibility of the Independent Safeguarding Authority (ISA)
- the national Disclosure and Barring Scheme (DBS)
- 'No Secrets' national framework and codes of practice for health and social care (2000)
- 'Safeguarding Adults' national policy review (2009)
- work of the Care Quality Commission
- 'Working Together to Safeguard Children' (2006)
- 'Every Child Matters' (2003); Common Assessment Framework (CAF)
- local systems including employer/organisational policies and procedures and multi-agency adult protection arrangements for a locality
- the scope of responsibility of Local Safeguarding Children's Boards (LSCBs)
- Local Safeguarding Adults Boards (LSABs).

Role of different agencies: importance of multi-agency and interagency working;

- social services
- social workers
- care assistants
- charities
- the police.

Responsibilities for allocating a named person usually from statutory agencies in health or social care; responsibilities for overseeing the Safeguarding Assessment and its outcome; consulting the police regarding all safeguarding incidents; convening or chairing strategy meetings, including the agreement of responsibilities, (lead professional); actions and timescales; coordinating and monitoring investigations; overseeing the convening of Safeguarding Case Conferences; providing information about activities and outcomes to the Safeguarding Coordinator.

Raising concerns is called 'whistleblowing'. Failing to act to prevent harm being caused to a person you have responsibility for, or acting in a way that results in harm to a person who legitimately relies on you, constitutes abuse.

When a child dies, or is seriously harmed, as a result of abuse or neglect, a case review is conducted to identify ways that local professionals and organisations can improve the way they work together to safeguard children.

Common factors that have been identified in serious case reviews include:

- Disagreement about use of early help assessment
- Confusion about 'referrals' and 'contacts' in children's social care (CSC)
- Not making a referral after bruising to non-mobile babies
- Not making a referral when young people disclose sexual activity
- Unresolved disagreement about the need for children's social care involvement
- Not convening strategy discussions
- Confusion about interpretation of medical information on cause of injury
- Incomplete information sharing by schools in child protection

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- Misinterpretation of Police decisions not to pursue a prosecution
- Unequal weight given to views of different agencies in Child Protection Conferences
- Unfocused discussion in Child Protection Conferences
- Reluctance to share all information in presence of families at child protection conferences
- Euphemistic language in reports and written records
- Lack of communication between children's and adults' social care

https://www.scie.org.uk/children/safeguarding/case-reviews/learning-from-case-reviews/

Learning Outcome 5:

Assessment criteria 5.1
Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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.

Working with person-centred values involves:

- decreasing the likelihood of abuse by working in a person-centred way
- being aware of the key values of privacy, dignity, independence, choice, rights and fulfilment
- decreasing vulnerability by increasing confidence
- importance of empowerment, independence and autonomy
- involving individuals in making their own decisions and choices
- respectful communication
- active listening.

The learner should be aware of the main principles that all adults have the right to live their lives free from violence, fear and abuse, the right to be protected from harm and exploitation, the right to independence and the right to justice.

Indicative Content: Safeguarding and protection in care settings

Learning Outcome 6:

Assessment criteria 6.1
Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

Unsafe practices: poor working practices such as:

- neglect in duty of personal care e.g. in relation to inappropriate
- feeding
- washing
- bathing
- dressing
- toileting
- inappropriate physical contact e.g. in relation to moving and handling
- unsafe administration of medication e.g. failure to check dosage
- unreliable systems for dealing with individual's money or personal property e.g. failure to witness or record accurately
- misuse of authority e.g. using physical restraint
- failure to maintain professional boundaries e.g. in relationships
- failure to ensure supervision e.g. for lone working situations
- inappropriate communication or sharing of information e.g. breaching confidentiality
- failure to update knowledge on safeguarding issues
- unsafe recruitment practices e.g. failure to check workers through Disclosure and Barring Service
- resource difficulties e.g. staff shortages
- operational difficulties.

Actions to take:

Importance of reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistleblowing'; if

Indicative Content: Safeguarding and protection in care settings

suspected abuse or unsafe practices have been reported, but no action has been taken, workers have the right to report concerns directly to social services or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and following the correct procedures; importance of raising genuine concerns and questioning these; reassurance of protection from possible reprisals or victimisation following reporting.

Learning Outcome 7:

Risks from the use of:

- electronic communication devices – theft, bullying, sexting
- internet – access to inappropriate materials, grooming
- social networking sites – not being aware of what to put online, privacy settings not being set high enough, arranging to meet people who they do not know, grooming
- carrying out transactions online – fraudulent activity, phishing, identity fraud, hacking into account.

Ways of reducing risk:

- use of secure passwords
- check privacy settings
- not sharing passwords
- not accepting people you do not know as friends on social networks
- being aware of what should not be disclosed on the internet
- looking for https to show secure website
- looking for padlock to show secure website
- not opening attachments from people you do not know
- not giving out personal details e.g. contact details.