

QUALIFICATION SPECIFICATION

g gateway
qualifications



Health and Social Care (Graded)
(Level 2)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This qualification specification covers the following qualifications:

| Qualification Number | Qualification Title |
|----------------------|--|
| 603/2399/1 | Gateway Qualifications Level 2 Certificate in Health and Social Care |
| 603/2034/5 | Gateway Qualifications Level 2 Diploma in Health and Social Care |

| Version and date | Change detail | Section/Page Reference |
|-------------------|--|------------------------|
| 2.1 November 2019 | Addition of grading change statement | 18 |
| 2.2 (April 2021) | Qualification approval from Qualifications Wales removed. | Pg7 and 9 |
| 2.3 (August 2022) | Green units added to both L2 Certificate and Diploma qualifications. Added unit details, removed address and changed back cover. | Pg 12-15, Pg167-177 |
| 2.4 (March 2023) | Updated Funding section | Page 8 |

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 the qualifications 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

| | |
|---|----|
| About this qualification specification | 4 |
| 1. Qualification Information | 8 |
| 1.1 About the qualifications | 8 |
| 1.2 Objective | 8 |
| 1.3 Funding | 8 |
| 1.4 Geographical coverage | 9 |
| 1.5 Progression opportunities | 9 |
| 1.6 Equality, diversity and inclusion | 9 |
| 2. Learner Entry Requirements | 10 |
| 2.1 Key information | 10 |
| 2.2 Access to qualifications for learners with disabilities or specific needs | 10 |
| 2.3 Recruiting learners with integrity | 10 |
| 3. Achieving the Qualifications | 12 |
| 3.1 Achievement methodology | 12 |
| 3.2 Qualification Size | 12 |
| 3.3 Qualification structure | 12 |
| Gateway Qualifications Level 2 Certificate in Health and Social Care | 13 |
| Gateway Qualifications Level 2 Diploma in Health and Social Care | 15 |
| 3.4 Grading | 17 |
| 3.5 Recognition of Prior Learning (RPL) | 22 |
| 3.6 Links to other qualifications | 22 |
| 4. Assessment | 23 |
| 4.1 Method of assessment | 23 |
| 4.2 Assessment language | 23 |
| 4.3 Assessment Materials | 23 |
| 4.4 Access Arrangements, Reasonable Adjustments and Special Considerations | 23 |
| 5. Centre Recognition and Qualification Approval | 25 |
| 5.1 Centre Recognition | 25 |
| 5.2 Qualification-Specific Centre Requirements | 25 |
| 5.3 Qualification-specific tutor/assessor requirements | 25 |
| 6. Quality Assurance | 26 |
| 6.1 Qualification-specific quality assurance requirements | 26 |
| 6.2 Malpractice | 26 |
| 6.3 Additional requirements/guidance | 26 |
| 7. Learner Registration and Results | 27 |
| 7.1 Registration | 27 |
| 7.2 Issuing results | 27 |

| | |
|--|-----|
| 7.3 Enquiries | 27 |
| 8. What to do next | 28 |
| 9. Gateway Qualifications | 28 |
| 10. Appendices..... | 29 |
| 10.1 Appendix 1 – Unit details | 29 |
| Duty of Care in Health and Social Care..... | 29 |
| Communication in Health and Social Care | 32 |
| Health and Social Care Project | 39 |
| Understanding Disability | 44 |
| Understanding Autism..... | 48 |
| Understanding Learning Disability..... | 56 |
| Understanding Sensory Loss | 60 |
| Working in Health and Social Care..... | 65 |
| Basic First Aid Principles..... | 70 |
| Health and Safety in the Workplace | 73 |
| Activity Provision in Health and Social Care..... | 77 |
| Person-Centred Approaches in Health and Social Care | 81 |
| Protection and Safeguarding in Health and Social Care | 84 |
| Support Individuals to Eat and Drink | 89 |
| Understand How to Handle Information in Social Care Settings..... | 94 |
| Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings | 97 |
| Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings | 100 |
| Maintaining Quality Standards in the Health Sector..... | 103 |
| Food Safety in Health and Social Care and Children's and Young People's Settings | 107 |
| Moving and Positioning Individuals | 112 |
| Dealing with Loss and Grief in Health and Social Care..... | 116 |
| Team Work in Health, Social Care or Children's and Young People's Settings | 121 |
| Indicative Content: Team Work in Health, Social Care or Children's and Young People's Settings | 123 |
| Dementia Awareness | 124 |
| Diabetes Awareness | 128 |
| Stroke Awareness | 136 |
| Diet and Nutrition | 143 |
| Mental Health and Disorder..... | 147 |
| Care of the Elderly | 151 |
| Supporting an Individual to be Part of a Community | 155 |
| ICT for the Workplace | 159 |

| | |
|--|------------|
| Improving own Employability Skills | 163 |
| Numeracy Skills for the Workplace | 167 |
| Community Environment Project | 171 |
| Environmental Awareness | 173 |
| Taking Personal Responsibility for the Environment..... | 176 |
| Improving Sustainability in the Workplace..... | 178 |
| Sustainability | 180 |

1. Qualification Information

1.1 About the qualifications

The qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed following consultation with further education colleges and adult and community learning who requested new level 2 qualifications that were graded. They are intended primarily for learners post 16 who are interested in Health and Social Care but have not studied Health and Social Care at key stage 4 or who have not achieved Level 2 in this subject.

The qualifications may be used within a 16-19 study programme and are intended to give learners the knowledge, understanding and skills that will enable them to progress to further study in a health and social care related area at a higher level.

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Health and Social Care. The level 2 units in the qualifications have the same content and pass criteria as some of the units in the Suite of Skills qualifications in Health and Social Care but also include merit and distinction criteria.

The qualifications include an optional unit in Improving own Employability Skills. This could be used with learners who are on a programme that encompasses a work placement.

Learners also have the option of completing a substantial project in an area of Health and Social Care. This will support the development of independent learning and research skills that are essential for further study.

1.2 Objective

The objective of the Gateway Qualifications Level 2 Health and Social Care qualifications is to give learners the knowledge, understanding and skills that will enable them to progress to qualifications at a higher level, to an apprenticeship or to employment in a health and social care related area.

1.3 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>

1.4 Geographical coverage

The qualifications have been approved by Ofqual to be offered in England.

If a centre based outside of England or overseas (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.5 Progression opportunities

The qualifications support learners to progress to qualifications in health and social care and related areas at a higher level, to apprenticeships and to employment in the sector.

1.6 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 Key information

| Qualification Titles | |
|---|---|
| Age | The qualifications have been approved for learners aged 16-18 and 19+. |
| Prior qualifications or units | There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking these qualifications. |
| Prior skills/knowledge/understanding | There is no requirement for learners to have prior skills, knowledge or understanding. However, to access the qualifications learners should ideally have achieved maths and English at level 1 and be working towards level 2. |
| Restrictions | There are no restrictions to entry. |
| Additional requirements/guidance | There are no additional rules or guidance regarding learner entry requirements |

2.2 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. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details.

2.3 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).

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](#).

3. Achieving the Qualifications

3.1 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.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

3.2 Qualification Size

| Qualification Title | Total Qualification Time | Guided Learning | Credit Value |
|--|--------------------------|-----------------|--------------|
| Gateway Qualifications Level 2 Certificate in Health and Social Care | 230 | 184 | 23 |
| Gateway Qualifications Level 2 Diploma in Health and Social Care | 450 | 360 | 45 |

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.

3.3 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/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**.

Gateway Qualifications Level 2 Certificate in Health and Social Care

Learners must achieve a total of 23 credits including the completion of 3 mandatory units from Group M and the remaining credits from optional units in Group O.

Mandatory Group

Learners must achieve the three mandatory units totalling 7 credits.

| Unit Number | Unit Title | Level | Guided Learning | Credit Value |
|-------------|---|-------|-----------------|--------------|
| F/615/9162 | Duty of Care in Health and Social Care | 2 | 16 | 2 |
| J/615/9163 | Communication in Health and Social Care | 2 | 24 | 3 |
| K/615/9222 | Equality and Inclusion in Health, Social Care or Children's and Young People's Settings | 2 | 18 | 2 |

Optional Group

Learners must achieve 16 credits from this group.

| Unit Number | Unit Title | Level | Guided Learning | Credit Value |
|-------------|--|-------|-----------------|--------------|
| F/615/9159 | Health and Social Care Project | 2 | 48 | 6 |
| T/615/9420 | Understanding Disability | 2 | 16 | 2 |
| H/615/9428 | Understanding Autism | 2 | 24 | 3 |
| H/615/9431 | Understanding Learning Disability | 2 | 24 | 3 |
| J/615/9440 | Understanding Sensory Loss | 2 | 24 | 3 |
| L/615/9164 | Working in Health and Social Care | 2 | 24 | 3 |
| T/615/8252 | Basic First Aid Principles | 2 | 8 | 1 |
| R/615/9165 | Health and Safety in the Workplace | 2 | 16 | 2 |
| Y/615/9166 | Activity Provision in Health and Social Care | 2 | 24 | 3 |
| T/615/9174 | Person-Centred Approaches in Health and Social Care | 2 | 16 | 2 |
| R/615/9182 | Protection and Safeguarding in Health and Social Care | 2 | 24 | 3 |
| D/615/9184 | Support Individuals to Eat and Drink | 2 | 15 | 2 |
| K/615/9186 | Understand How to Handle Information in Social Care Settings | 2 | 9 | 1 |
| T/615/9188 | Infection Prevention and Control in Health and Social Care or Children and Young People's Settings | 2 | 24 | 3 |
| M/615/9190 | Maintaining Quality Standards in the Health Sector | 2 | 8 | 1 |
| R/615/9196 | Food Safety in Health and Social Care and Children's and Young People's Settings | 2 | 24 | 3 |
| Y/615/9197 | Moving and Positioning Individuals | 2 | 24 | 3 |
| D/615/9203 | Dealing with Loss and Grief in Health and Social Care | 2 | 24 | 3 |

| Unit Number | Unit Title | Level | Guided Learning | Credit Value |
|-------------|--|-------|-----------------|--------------|
| K/615/9205 | Team Work in Health, Social Care or Children's and Young People's Settings | 2 | 25 | 3 |
| T/615/9207 | Dementia Awareness | 2 | 17 | 2 |
| F/615/9209 | Diabetes Awareness | 2 | 24 | 3 |
| T/615/9210 | Stroke Awareness | 2 | 28 | 3 |
| F/615/9212 | Diet and Nutrition | 2 | 32 | 4 |
| H/615/9221 | Mental Health and Disorder | 2 | 24 | 3 |
| M/615/9223 | Care of the Elderly | 2 | 24 | 3 |
| T/615/9224 | Supporting an Individual to be Part of a Community | 2 | 24 | 3 |
| R/615/7724 | ICT for the Workplace | 2 | 24 | 3 |
| F/615/7766 | Numeracy Skills for the Workplace | 2 | 24 | 3 |
| J/615/7767 | Improving own Employability Skills | 2 | 24 | 3 |
| L/650/2072 | Community environment project | 1 | 30 | 3 |
| K/650/2224 | Environmental awareness | 2 | 24 | 3 |
| F/650/2212 | Improving sustainability in the workplace | 2 | 24 | 3 |
| R/6590/2209 | Sustainability | 2 | 24 | 3 |
| M/650/2082 | Taking personal responsibility for the environment | 1 | 30 | 3 |

Gateway Qualifications Level 2 Diploma in Health and Social Care

Learners must achieve a total of 45 credits including the completion of 3 mandatory units from the Mandatory Group and the remaining credits from units within the Optional Group.

Mandatory Group

Learners must achieve the three mandatory units totalling 7 credits.

| Unit Number | Unit Title | Level | Guided Learning | Credit Value |
|-------------|---|-------|-----------------|--------------|
| F/615/9162 | Duty of Care in Health and Social Care | 2 | 16 | 2 |
| J/615/9163 | Communication in Health and Social Care | 2 | 24 | 3 |
| K/615/9222 | Equality and Inclusion in Health, Social Care or Children's and Young People's Settings | 2 | 18 | 2 |

Optional Group

Learners must achieve 38 credits from this group.

| Unit Number | Unit Title | Level | Guided Learning | Credit Value |
|-------------|--|-------|-----------------|--------------|
| F/615/9159 | Health and Social Care Project | 2 | 48 | 6 |
| T/615/9420 | Understanding Disability | 2 | 16 | 2 |
| H/615/9428 | Understanding Autism | 2 | 24 | 3 |
| H/615/9431 | Understanding Learning Disability | 2 | 24 | 3 |
| J/615/9440 | Understanding Sensory Loss | 2 | 24 | 3 |
| L/615/9164 | Working in Health and Social Care | 2 | 24 | 3 |
| T/615/8252 | Basic First Aid Principles | 2 | 8 | 1 |
| R/615/9165 | Health and Safety in the Workplace | 2 | 16 | 2 |
| Y/615/9166 | Activity Provision in Health and Social Care | 2 | 24 | 3 |
| T/615/9174 | Person-Centred Approaches in Health and Social Care | 2 | 16 | 2 |
| R/615/9182 | Protection and Safeguarding in Health and Social Care | 2 | 24 | 3 |
| D/615/9184 | Support Individuals to Eat and Drink | 2 | 15 | 2 |
| K/615/9186 | Understand How to Handle Information in Social Care Settings | 2 | 9 | 1 |
| T/615/9188 | Infection Prevention and Control in Health and Social Care or Children and Young People's Settings | 2 | 24 | 3 |
| M/615/9190 | Maintaining Quality Standards in the Health Sector | 2 | 8 | 1 |
| R/615/9196 | Food Safety in Health and Social Care and Children's and Young People's Settings | 2 | 24 | 3 |
| Y/615/9197 | Moving and Positioning Individuals | 2 | 24 | 3 |
| D/615/9203 | Dealing with Loss and Grief in Health and Social Care | 2 | 24 | 3 |
| K/615/9205 | Team Work in Health, Social Care or Children's and Young People's Settings | 2 | 25 | 3 |

| Unit Number | Unit Title | Level | Guided Learning | Credit Value |
|-------------|--|-------|-----------------|--------------|
| T/615/9207 | Dementia Awareness | 2 | 17 | 2 |
| F/615/9209 | Diabetes Awareness | 2 | 24 | 3 |
| T/615/9210 | Stroke Awareness | 2 | 28 | 3 |
| F/615/9212 | Diet and Nutrition | 2 | 32 | 4 |
| H/615/9221 | Mental Health and Disorder | 2 | 24 | 3 |
| M/615/9223 | Care of the Elderly | 2 | 24 | 3 |
| T/615/9224 | Supporting an Individual to be Part of a Community | 2 | 24 | 3 |
| R/615/7724 | ICT for the Workplace | 2 | 24 | 3 |
| F/615/7766 | Numeracy Skills for the Workplace | 2 | 24 | 3 |
| J/615/7767 | Improving own Employability Skills | 2 | 24 | 3 |
| L/650/2072 | Community environment project | 1 | 30 | 3 |
| K/650/2224 | Environmental awareness | 2 | 24 | 3 |
| F/650/2212 | Improving sustainability in the workplace | 2 | 24 | 3 |
| R/6590/2209 | Sustainability | 2 | 24 | 3 |
| M/650/2082 | Taking personal responsibility for the environment | 1 | 30 | 3 |

3.4 Grading

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.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

| | |
|---------------------------------|---|
| To achieve a Pass | <ul style="list-style-type: none"> learners must evidence all Pass criteria from the assessment and grading grid |
| To achieve a Merit | <ul style="list-style-type: none"> learners must evidence all Pass and Merit criteria from the assessment and grading grid should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria partial achievement of the Merit criteria cannot attract the Merit grade. |
| To achieve a Distinction | <ul style="list-style-type: none"> learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid Distinction criteria are qualitative extensions of the Merit criteria should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria partial achievement of the Distinction criteria cannot attract the Distinction grade. |

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The unit grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, i.e. the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

$$\frac{\text{No. of credits required}}{\text{No. of credits achieved}} \times \text{Total No. of Points} = \text{Adjusted Points Total}$$

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

| | Points per credit | | |
|---------|-------------------|-------|-------------|
| | Pass | Merit | Distinction |
| Level 2 | 5 | 6 | 7 |

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Certificate in Health and Social Care

| | Pass | Merit | Distinction |
|--------------|---------|---------|-------------|
| Points range | 115-126 | 127-138 | 139-161 |

Level 2 Diploma in Health and Social Care

| | Pass | Merit | Distinction |
|--------------|---------|---------|-------------|
| Points range | 225-247 | 248-292 | 293-315 |

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Level 2 Certificate in Health and Social Care - Example 1

Achievement of merit qualification grade:

| Units | Credit | Grade | Grade Points | Total Unit Points (credit x grade) |
|---|-----------|-------------|--------------|---------------------------------------|
| Communication in Health and Social Care | 3 | Distinction | 7 | 21 |
| Duty of Care in Health and Social Care | 2 | Merit | 6 | 12 |
| Equality and Inclusion in Health, Social Care or Children's and Young People's Settings | 2 | Merit | 6 | 12 |
| Health and Social Care Project | 6 | Pass | 5 | 30 |
| Understanding Disability | 2 | Pass | 5 | 10 |
| Support Individuals to Eat and Drink | 2 | Pass | 5 | 10 |
| Activity Provision in Health and Social Care | 3 | Merit | 6 | 18 |
| Improving own Employability Skills | 3 | Merit | 6 | 18 |
| Totals | 23 | | | 131 |

Level 2 Diploma in Health and Social Care - Example 1

Achievement of pass qualification grade:

| Units | Credit | Grade | Grade Points | Total Unit Points (credit x grade) |
|---|-----------|-------|--------------|---------------------------------------|
| Communication in Health and Social Care | 3 | Pass | 5 | 15 |
| Working in Health and Social Care | 3 | Pass | 5 | 15 |
| Health and Social Care Project | 6 | Pass | 5 | 30 |
| Supporting an Individual to be Part of a Community | 3 | Pass | 5 | 15 |
| Protection and Safeguarding in Health and Social Care | 3 | Pass | 5 | 15 |
| Understanding Sensory Loss | 3 | Pass | 5 | 15 |
| Duty of Care in Health and Social Care | 2 | Pass | 5 | 10 |
| Equality and Inclusion in Health, Social Care or Children's and Young People's Settings | 2 | Pass | 5 | 10 |
| Moving and Positioning Individuals | 3 | Pass | 5 | 15 |
| Communication in Health and Social Care | 3 | Pass | 5 | 15 |
| Understanding Learning Disability | 3 | Pass | 5 | 15 |
| Activity Provision in Health and Social Care | 3 | Merit | 6 | 18 |
| Dealing with Loss and Grief in Health and Social Care | 3 | Merit | 6 | 18 |
| Diabetes Awareness | 3 | Merit | 6 | 18 |
| Support Individuals to Eat and Drink | 2 | Merit | 6 | 12 |
| Totals | 45 | | | 236 |

Level 2 Diploma in Health and Social Care - Example 2

Achievement of merit qualification grade:

| Units | Credit | Grade | Grade Points | Total Unit Points (credit x grade) |
|---|-----------|-------------|--------------|---------------------------------------|
| Communication in Health and Social Care | 3 | Distinction | 7 | 21 |
| Working in Health and Social Care | 3 | Merit | 6 | 18 |
| Health and Social Care Project | 6 | Pass | 5 | 30 |
| Supporting an Individual to be Part of a Community | 3 | Pass | 5 | 15 |
| Protection and Safeguarding in Health and Social Care | 3 | Pass | 5 | 15 |
| Understanding Sensory Loss | 3 | Pass | 5 | 15 |
| Duty of Care in Health and Social Care | 2 | Merit | 6 | 12 |
| Equality and Inclusion in Health, Social Care or Children's and Young People's Settings | 2 | Merit | 6 | 12 |
| Moving and Positioning Individuals | 3 | Merit | 6 | 18 |
| Communication in Health and Social Care | 3 | Merit | 6 | 18 |
| Understanding Learning Disability | 3 | Merit | 6 | 18 |
| Activity Provision in Health and Social Care | 3 | Distinction | 7 | 21 |
| Dealing with Loss and Grief in Health and Social Care | 3 | Distinction | 7 | 21 |
| Diabetes Awareness | 3 | Distinction | 7 | 21 |
| Support Individuals to Eat and Drink | 2 | Distinction | 7 | 14 |
| Totals | 45 | | | 269 |

3.5 Recognition of Prior Learning (RPL)

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.

| Qualification Number | Qualification Title | RPL Permitted |
|----------------------|---|---------------|
| 603/2399/1 | Gateway Qualifications Level 2 Certificate in Health and Social Care* | Yes |
| 603/2034/5 | Gateway Qualifications Level 2 Diploma in Health and Social Care* | Yes |

3.6 Links to other qualifications

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Health and Social Care. The level 2 units in the qualifications have the same content and pass criteria as units in the Suite of Skills qualifications in Health and Social Care but also include merit and distinction criteria.

The qualifications also provide the opportunity to develop employability skills as well as English, maths and ICT skills.

4. Assessment

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 qualifications is through a portfolio of evidence.

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment Materials

There are no specific assessment materials provided for the qualifications. However, centres should refer to the guidance on assessment.

4.4 Access Arrangements, Reasonable Adjustments and Special Considerations

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](#).

5. Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website: <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Qualification-Specific Centre Requirements

Centres must ensure that they have the appropriate resources in place when delivering skills based in the vocational area.

5.3 Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the qualifications.

Tutor/assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

6. Quality Assurance

6.1 Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for the qualifications.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 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.

7. Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

7.2 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.3 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website: <https://www.gatewayqualifications.org.uk/contact-us/>

8. What to do next

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

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. 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 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).

10. Appendices

10.1 Appendix 1 – Unit details

Duty of Care in Health and Social Care

| | |
|----------------------|------------|
| Level: | Level 2 |
| Credit Value: | 2 |
| GLH: | 16 |
| Unit Number: | F/615/9162 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the concept of duty of care in health and social care. | 1.1 Explain what is meant by 'duty of care' in a health and social care context. 1.2 Outline the groups for whom health and social care professionals have a duty of care. 1.3 Outline the key obligations of health and social workers to those for whom they have a duty of care. | M(i) Explain how the duty of care contributes to the safeguarding and protection of individuals. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know the role of legislation and workplace policies in helping health and social care organisations and staff to fulfil their duty of care. | 2.1 Outline how legislation and workplace policies, protocols and guidelines help ensure that health and social care organisations and practitioners fulfil their duty of care. | | D(i) Using a specific health and social care setting give specific examples of how legislation, policy and/or procedure are applied in practice to ensure duty of care is fulfilled. |
| 3 Know about dilemmas relating to duty of care. | 3.1 Describe possible conflicts for a health and social care practitioner between duty of care to a client and the demands of an employer. 3.2 Identify sources of help in resolving dilemmas relating to duty of care. | M(ii) Explain what steps a health and social care practitioner can take if they are seriously concerned about unsafe practices and poor standard of care. | D(ii) Explain the legal requirements of a health and social care worker to 'whistle blow'. |

Indicative Content: Duty of Care in Health and Social Care**Learning Outcome 1:**

Learners need to show an understanding of the term 'duty of care' and how it affects them as a worker. They should know that it is a legal obligation for all personnel working within the health and social care sector to provide a safe and effective service that meets individual needs and protects them from harm. Employers also have a similar duty of care to their employees.

Learning Outcome 2:

Learners should give examples of how legislation and work place policies help them fulfil their duty of care. Examples may include:

- giving them boundaries to work within
- knowing their own roles and responsibilities and the responsibilities of others
- helps to provide protection if malpractice or complaints occur
- meeting organisational requirements.

Learning Outcome 3:

Practitioners may encounter conflict when adhering to organisational policies, codes of practice whilst ensuring the individual wishes of the client are met. Examples of possible conflict may include:

- the client refusing medication or treatment
- the client smoking on the premises or against advice.

Learners will be able to provide their own examples of similar, relevant potential conflicts. Sources of help in resolving conflicts will include the client, person's family, medical staff, care professionals, line manager.

Communication in Health and Social Care

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/9163

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know about different forms of communication. | 1.1 Describe different forms of receptive and expressive communication. | M(i) Explain how to use verbal and non-verbal communication techniques to aid effective communication. | D(i) Explain with reference to the Communication Cycle how communication could be improved within a specific health and social care setting. |
| 2 Understand the importance of communication between health and social care practitioners and service users. | 2.1 Explain the benefits to both parties of clear communication between practitioners and service users. 2.2 Outline some of the consequences of poor communication between practitioners and service users. | M(ii) Give examples of how effective communication can promote person-centred care. | |

| LEARNING OUTCOMES The learner will: | ASSESSMENT CRITERIA - PASS The learner can: | MERIT In addition to the pass criteria, the learner can: | DISTINCTION In addition to the pass and merit criteria, the learner can: |
|--|---|--|---|
| | 2.3 Explain why it is important for a practitioner to establish an individual's needs and preferences for receptive and expressive communication. | | |
| 3 Know about barriers to communication between health and social care practitioners and service users. | 3.1 Describe barriers to communication between practitioners and users of health and social care services. 3.2 Outline different ways to overcome these barriers. | M(iii) Give examples of how to communicate effectively with service users with a range of different needs including through the use of technological aids. | D(iii) Evaluate the effectiveness of specific measures taken to overcome barriers to communication for a selected client group. |
| 4 Understand information-sharing between health and social care practitioners within and between services. | 4.1 Explain the benefits to staff and service users of sharing information within and between services. 4.2 Explain the importance of confidentiality in health and social care, including key legal requirements. 4.3 Describe situations in which there may be conflicts between information-sharing and maintaining confidentiality. | | D(iv) Explain the possible consequences of health and social care professionals sharing information inappropriately. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|-------------------|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 4.4 Outline how workplace policies and procedures support effective communication and appropriate information-sharing within and between services. | | |

Indicative Content: Communication in Health and Social Care**Learning Outcome 1:**

Learners need to know different forms of receptive and expressive communication. Examples may include what we hear and understand (receptive) and what we say to others (expressive).

Learning Outcome 2:

For this outcome, learners need to give examples of the benefits of clear communication and the consequences of poor communication. Benefits may include developing positive working relationships, gaining a better understanding of individual needs and sharing information.

Consequences of poor communication could include misunderstandings, inappropriate care plans, lack of trust. Learners need to know why it is important to know whether the service user prefers receptive or expressive communication.

Learning Outcome 3:

Possible barriers may include sensory or cognitive loss, cultural differences, dialect and accent, emotional difficulties, health issues. Ways to overcome these barriers may include use of appropriate electronic aids e.g. telephone amplifiers, hearing loops, computers; using language appropriately e.g. avoiding the use of acronyms, being aware of dialect differences; adapting the environment e.g. improving lighting, reducing background noise; using alternative forms of communication e.g. sign language, lip reading, Braille, Makaton.

Learning Outcome 4:

Learners need to show that they understand the benefit of sharing relevant information with other services whilst maintaining the confidentiality of the service user. Learners must understand the importance of maintaining confidentiality in health and social care services. They may refer to the 'confidentiality rules', the Data Protection Act and the Human Rights Act. Situations where conflicts can arise may include some of the following examples i.e. where the service user is:

- unable to give consent due to ill health,
- has a notifiable disease
- does not have the capacity to make informed decisions.

Examples of how workplace policies and procedures support effective communication may include helping practitioners prepare appropriate care plans, ensuring all parties have a shared understanding of the issues, ensuring consistency in the way information is gathered.

Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Level: Level 2
Credit Value: 2
GLH: 18
Unit Number: K/615/9222

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand equality and inclusion in health, social care or children's and young people's settings. | 1.1 Explain why it is important that equality and diversity is promoted in health, social care or children's and young people's settings. 1.2 Outline examples of discrimination that could occur in health, social care or children's and young people's settings. 1.3 Explain how practices that promote equality and diversity reduce the risk of discrimination. 1.4 Outline the key legal responsibilities of a health, social care or children's and young people's organisation in relation to equality and inclusion. | M(i) Describe the potential effects on individuals of discrimination. | D(i) Explain the consequences for organisations of not actively complying with legislation, codes of practice relating to diversity, equality and inclusion. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know how to work in an inclusive way. | 2.1 Describe ways of working with clients/children which respect their beliefs, culture, values and preferences. 2.2 Outline ways to challenge and report discrimination. 2.3 Identify sources of information on equality and diversity and describe ways to use these to support own inclusive practice. | M(ii) Describe ways to support an individual to make a complaint about discriminatory practices. | D(ii) Give a specific example of a way to challenge discrimination that is likely to lead to more inclusive practices being adopted in the future. |

Indicative Content: Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Learning Outcome 1:

Learners need to be able to explain equality, diversity and inclusion within health, social care or children and young people's settings. To do this they must explain what the terms refer to and why it is important e.g.

- Equality being equal rights and treatment of all individuals.
- Diversity being about the differences between individuals - for example - race, culture, gender, age, marital status, religion, disability, politics etc.

Inclusion involves working with people in a way that recognises and respects their individuality. Learners must be able to give examples of how discrimination (treating someone unfairly based on the grounds of age, disability, gender, race, religious beliefs etc or treating someone less favourably than someone in the same situation or someone being unfairly disadvantaged or excluded) can occur directly or indirectly e.g. direct could be refusing to work with an individual because of their religion. Indirect could be providing services in a set way without consulting the individual.

Learners should be able to identify the effects of discrimination on individuals and organisations. Effects on individuals could be physical and emotional - low self-esteem and self-worth, stress, depression. Consequences for the organisation can be immediate e.g. low standards of care, poor staff morale, high turn-over of staff and ultimately investigation, litigation and closing of services.

Practices that promote equality and diversity and reduce the risk of discrimination should include: valuing people's individuality; encouraging people to express their views and have them listened to; respecting, increasing and celebrating people's differences. Putting individuals at the centre of care planning.

Legislation and codes of practice could include: Equality Act, Human Rights Act, Sex Discrimination Act, Disability Discrimination Act, Children Act, Care Standards Act, Health & Social Care Act, Mental Capacity Act. Codes of practice e.g. General Social Care Council.

Learning Outcome 2:

Learners will need to describe ways to work in an inclusive way with clients/children which respect beliefs, culture, values and preferences. This could include: providing care that is person centred, treating individuals as unique, working in agreed ways, challenging discriminatory practice.

They should know how to challenge and report discrimination within their organisation and from whom they can get information and support. This could be from their line manager or senior staff. Learners will need to know the policies and procedures on how to support and individual, make a complaint about discriminatory practices within an organisation.

Learners will need to give a specific example of how to challenge discrimination that leads to more inclusive practice e.g. challenging staff who ignore details of an individual care plan about dietary preferences, ensuring that all staff are aware of an individual's needs through training.

Health and Social Care Project

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: F/615/9159

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Be able to identify and select a health and social care project. | 1.1 Agree a suitable topic and scope for a health and social care project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agree deadlines. | M(i) Explain what they hope to achieve through the project. M(ii) Give reasons why each action is required. M(iii) Describe how these skills will be deployed. M(iv) Produce a plan for the project which includes timelines, order of activities, resources and facilities needed. | D(i) Explain how this will contribute to their understanding of a particular area of health and social care. D(ii) Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies. |

| LEARNING OUTCOMES The learner will: | ASSESSMENT CRITERIA - PASS The learner can: | MERIT In addition to the pass criteria, the learner can: | DISTINCTION In addition to the pass and merit criteria, the learner can: |
|---|---|---|---|
| 2 Be able to carry out research for a health and social care project. | 2.1 Identify sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately. | M(v) Recognise the relative reliability and bias in different sources. M(vi) Select and combine data from different sources. | D(iii) Analyse data systematically to determine its relevance and reliability |
| 3 Be able to undertake activity to complete a health and social care project. | 3.1 Carry out the necessary actions to complete the health and social care project. 3.2 Apply appropriate skills and knowledge to complete the project. | M(vii) Make on-going adjustments where needed. M(viii) Apply a range of relevant skills and knowledge to complete the project. | D(iv) Follow contingency plan where necessary. D(v) Apply and extend own subject skills and knowledge to complete the project. |
| 4 Be able to present a health and social care project. | 4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions. 4.2 Present information in own words, avoiding plagiarism. 4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience. | M(ix) Sequence information to ensure a logical flow. | D(vi) Summarise key points. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 5 Be able to evaluate health and social care project outcomes and own performance. | 5.1 Review own performance in planning, carrying out and presenting outcomes from a health and social care project, identifying what went well and what could be improved. | M(x) Determine success criteria and use these to make suggestions for improving performance. | D(vii) Evaluate how well each success criterion was met. D(viii) Summarise knowledge and skills relating to health and social care gained through completing the project. |

Indicative Content: Health and Social Care Project**Learning Outcome 1:**

Evidence may include witness statements, a personal log, notes of meetings, a video diary. Learners must not include any confidential material.

Example projects could include:

- promoting an event
- fund raising
- planning an activity or outing

Intended outcomes may include:

- raising funds for a charity
- raising awareness of a specific issue
- improving service users daily living
- increasing service users social interaction
- increasing service users physical activity

Skills needed may include:

- communication and interpersonal skills
- organisational skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict/difficult situations

Planning to meet deadlines could be evidenced by a chart.

Learning Outcome 2:

Sources of information may include:

- colleagues
- websites
- similar services and organisations
- books, journals
- relevant government/inspectorate reports

Information and data needed and relevant sources will vary according to the project selected but may include:

- availability of staff/service users
- demand for the selected activity or event
- capacity of the service users
- overall cost implications

Reference using:

- author, title and date for books, journals etc
- URLs for websites
- name and position of individual staff consulted. NB always respect the confidentiality of service users and staff

Indicative Content: Health and Social Care Project**Learning Outcome 3:**

Evidence may include witness statements, a personal log, notes of meetings, a video diary
NB Learners should not include confidential material.

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others

Learning Outcome 4:

Evidence may include for example presentation material, witness statements, a personal log, a video. NB Do not include confidential material.

Presenting a health and social care project:

- format and structure
- style – formal/informal
- best use of technology
- audience
- graphics
- supporting handouts/documents needed, where appropriate
- questions following presentation

Learning Outcome 5:

Evidence may include for example witness statements, peer assessments, a personal log, notes of meetings, a video diary. NB it should not include confidential material.

Evaluation of performance;

- attendance
- reliability
- team skills
- communication skills
- taking responsibility
- meeting objectives

Understanding Disability

Level: Level 2
Credit Value: 2
GLH: 16
Unit Number: T/615/9420

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand what is meant by 'disability'. | 1.1 Define the terms 'disability' and 'impairment'. 1.2 Outline the key differences between 'disability' and 'impairment'. 1.3 Outline conditions which cause different types of disability. | | |
| 2 Know how key legislation protects people who have a disability. | 2.1 Identify current legislation which protects people with a disability. 2.2 Describe the rights of people with a disability which are protected by law. | M(i) Give examples of how disabled people have benefited from having their rights protected by law. | D(i) Explain how legislation can support an individual with a specific disability to have control over their lives. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Understand attitudes and barriers faced by people who have a disability. | 3.1 Explain the different attitudes and barriers facing disabled people including: <ul style="list-style-type: none"> a) social and financial issues b) negative attitudes c) physical barriers d) institutional barriers. 3.2 Explain the impact of these attitudes and barriers on the lives of disabled people. | M(ii) Explain how attitudes either promote a positive or negative perception of disability. | D(ii) Outline strategies to address attitudes and barriers. |
| 4 Understand different models of disability. | 4.1 Explain the 'medical' and 'social' models of disability and the differences between them. 4.2 Explain how use of the social model of disability benefits disabled people. | | D(iii) Give examples of how the different models of disability have shaped health and social care services for people with a disability. |

Indicative Content: Understanding Disability

Learning Outcome 1:

Disability may be considered as the generic term. The legal definition is having a physical or mental impairment that has a substantial or long term negative effect on someone's ability to do normal daily activities.

Impairment is more specific. Impairment being defined as an injury, illness or condition that causes or is likely to cause loss of or difference of physiological or psychological function - e.g. can have a sensory, physical, or mental impairment but it is not legally defined as a disability.

A disabled person is a person with an impairment who experiences disability. Disability is the result of negative interactions that take place between a person with an impairment and her or his social environment.

Conditions that cause disability may include:

- arthritis and other musculoskeletal problems
- back pain
- heart disease and stroke
- cancer
- depression
- diabetes
- obesity
- learning disability
- sensory impairments.

Learning Outcome 2:

Key legislation may include:

- Equality Act 2010
- The Disability Discrimination Act 1995
- United Nations (UN) Convention on Disability Rights.
- the rights of disabled people may include:
- the right to be protected from discrimination
- the right to employment, education and dealing with the police.

Legislation ensures no-one with a disability gets less favourable treatment than a person who is not disabled, i.e. it is unlawful to discriminate on the grounds of disability. Under the Equality Act protections relate to:

- Employment, including application forms; interview arrangements; aptitude or proficiency tests; job offers; terms of employment, including pay; promotion, transfer and training opportunities; dismissal or redundancy; discipline and grievances; reasonable adjustments in the workplace.
- Education, including direct discrimination, e.g. refusing admission to a student because of disability; indirect discrimination, e.g. only providing application forms in an inaccessible format; discrimination arising from a disability, e.g. a disabled pupil is prevented from

Indicative Content: Understanding Disability

going outside at break time because it takes too long to get there; harassment, victimisation.

Learning Outcome 3:

Types of difficulties faced by disabled people may include:

- social and financial issues - may not be able to get out without assistance, accessibility to facilities, not in employment
- negative attitudes - verbal and physical abuse, individuals not willing to help
- physical barriers - accessing buildings, managing pavements, reaching counters
- institutional barriers - accessing courses.

Strategies to address attitudes and barriers:

- educating people about disability to raise awareness
- increasing opportunities for interactions
- seeing positive images of disabled people in the media to reduce stigma.

Learning Outcome 4:

The social model of disability says that disability is caused by the way society is organised rather than by a person's impairment or difference. It looks at removing barriers to ensure independence, quality of life and equality.

The medical model implies that people are disabled by their impairment and therefore need to be changed by medical or other treatments. The medical model looks at what is wrong with people rather than what the person needs. It creates low expectations and leads to loss of independence.

Language associated with the social model may include:

- adapting
- providing support
- accessibility
- independence
- provision of tools and equipment.

Using the social model in practice includes:

- getting the person involved in decision making and problem solving
- asking their opinions
- providing appropriate support, equipment, aids.

Understanding Autism

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/9428

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the impairments and sensory sensitivities associated with autism. | 1.1 Identify the main areas of difference associated with autism. 1.2 Describe the characteristics associated with each area of difference. 1.3 Explain what is meant by 'hypersensitivity' and 'hyposensitivity' in relation to autism. | M(i) Give examples of hypersensitivity and hyposensitivity for different senses. | D(i) Outline what is meant by the 'triad or dyad of impairments' in relation to autism. |
| 2 Understand the concept of autism as a spectrum. | 2.1 Explain why autism is considered to be a spectrum condition. 2.2 Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, | M(ii) Use two contrasting case studies of individuals with autism to illustrate the breadth of the autistic spectrum. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | <p>strengths, preferences and interests.</p> <p>2.3 Identify other conditions which may be associated with an autistic spectrum condition.</p> | | |
| 3 Understand the behaviours exhibited by some individuals with autism. | <p>3.1 Describe behavioural characteristics associated with autism.</p> <p>3.2 Give reasons why individuals with autism may exhibit such behaviours.</p> <p>3.3 Describe ways to support an individual with autism if they are highly anxious or stressed.</p> | M(iii) Give examples of strategies an individual with autism can use to reduce their own stress or anxiety. | |
| 4 Understand how to contribute to the person-centred support of an individual with autism. | <p>4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual.</p> <p>4.2 Identify formal and informal support networks for an individual with autism.</p> <p>4.3 Explain why it is important to involve families/parents/carers in a person-centred approach to</p> | | D(ii) Explain why consistency in support is important for people with autism, drawing on effective practice examples. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | <p>the support of individuals with autism.</p> <p>4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others.</p> <p>4.5 Describe how to support the learning of an individual with an autistic spectrum condition.</p> | | |
| <p>5 Understand how to communicate effectively with individuals with autism.</p> | <p>5.1 Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with autism.</p> <p>5.2 Identify aspects of the environment that affect communication with an individual.</p> <p>5.3 Describe how to reduce barriers to communication with an individual.</p> <p>5.4 Outline the use of visual communication systems for individuals with autism.</p> | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|-------------------|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 5.5 Identify sources of advice about effective communication with an individual. | | |

Indicative Content: Understanding Autism

Learning Outcome 1:

Awareness of autism as a lifelong developmental disability that affects how people perceive the world and interact with others.

Learners should be introduced to the concept of neurodiversity and be able to compare autism with neurotypical behaviours/characteristics

Main areas of difference:

(triad of Impairments) Social Communication, Social Interaction and Social Imagination

Characteristics could include:

- problems with social communication due to: difficulties processing language and interpreting facial expressions and body language; difficulty following long complicated sentences, Difficulties explaining how they feel
- problems with Social Interaction: avoiding eye contact, standing too close, laughing or speaking at inappropriate times, showing no interest in other people's opinions or interests; hard to interpret others thoughts, feelings; hard to predict what will or could happen next; hard to change or plan for the future; hard to cope with new or unfamiliar situations
- difficulty with Social Interaction – they find it hard to imagine a world from another person's perspective
- unusual interest in objects
- need for sameness
- great variation in abilities
- under or over reaction of one or more of the 5 senses (sight, touch, taste, smell, hearing)
- repeated actions or body movements
- unusual emotional reactions or expressions.

Hypersensitivity and hyposensitivity – to sights, sounds, smells, tastes, touch.

Effects on the individual, e.g. sensory overload and typical responses/coping strategies.

Learning Outcome 2:

Learner should be able to explain what a 'spectrum condition' is ASD is the name given for a group of developmental disorders. It includes a wide range (spectrum) of symptoms, skills and levels of disability.

Individual's experience of autism is different, with degree to which they experience difficulty or difference across the triad of impairments varying.

Learners should understand the spectrum as more sophisticated than a linear continuum.

Link between understanding people with autism as individuals and person-centred practice and care value base.

Indicative Content: Understanding Autism

Common comorbid conditions such as:

- Anxiety
- ADHD
- Bipolar disorder
- Epilepsy.

Learning Outcome 3:

Behavioural characteristics

Learners should be aware that there is no single behavioural checklist for autism but be able to identify some common behavioural characteristics, relating to key areas of difference

Social relationships e.g.

- Difficulty in mixing with others
- Prefers to be alone
- Has an aloof manner
- Little or no eye contact.

Social communication e.g.

- Repeats words or phrases (echo-lalia)
- Speaks on very narrowly focused topics
- Difficulty in talking about abstract concepts
- Lack or impairment of conversational skills.

Imaginative thought e.g.

- Inappropriate attachment to objects
- Obsessive play with toys or objects
- Does not like change in routine or environment
- Will eat only certain foods
- Will use only the same object (same plate or cup, same clothes)
- Repetitive motor movements (rocking, hand flapping).

Reasons for behaviours may include:

- Response to sensory overload
- Self-soothing
- Means of processing information or interpreting environment.

Anxiety and Stress management could include:

- Keeping a diary to help someone identify triggers/situations
- Meltdown prevention plan
- Relaxation techniques, such as yoga, sensory stimulation

Indicative Content: Understanding Autism

- Talking techniques
- Counselling

Helping someone to understand social rules or what to expect in social interactions through strategies such as social stories.

Learning Outcome 4:

The learner should be able to explain value of person-centred approaches where the focus is on the individual and their strengths, preferences and wishes rather than on their impairment.

Structures and routines:

- means of creating stability and order in what may be a confusing, unpredictable world
- reduce stress and anxiety
- may become problematic if they prevent introduction of new experiences or do not allow for any form of change.

Consistency of approach reduces anxiety for individual, allows successful strategies to be shared across settings/support workers and families. Strategies and approaches should be documented; regular dialogue should be in place with families to allow them to help shape approach and apply agreed strategies.

Formal and informal networks.

Informal supports are people who are part of the family's personal social network, e.g. family members, friends, neighbours, colleagues or members of a faith-based community. Formal supports are individuals from organisations or agencies that provide help or a service to the family (e.g. doctor, social worker, charitable organization) such as:

- The National Autistic Society
- Autism Alliance
- Ambitious about Autism

Learning strategies could include:

- SPELL
- TEACCH
- Social Stories(tm)
- counselling.

Learning Outcome 5:

Learners should be able to explain verbal and non-verbal communication and the impact this can have when communicating with someone who has an autism condition. Reducing barriers to communication could include:

- Using the person names so they know the communication is aimed at them

Indicative Content: Understanding Autism

- Keeping background noise to a minimum
- Keeping language simple
- Speak slowly and clearly
- Using simple gestures with words
- Allowing extra time for them to process information
- Using pictures to aid communication.

Visual Supports could include:

- PECS (Picture exchange Communications system)
- Photographs, drawings, objects, written words, lists, symbols, colour cards, comic strip, choice boards, emotion thermometers
- Sources of Advice could include:
 - The National Autistic Society
 - Autism Alliance
 - Ambitious about Autism
 - Autism Speaks
 - Wrong Planet
 - Identity First

Understanding Learning Disability

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/9431

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the importance of a person-centred approach when working with individuals with a learning disability. | 1.1 Explain why it is important to recognise and value an individual with a learning disability as a person first. 1.2 Describe person-centred practices that can be used when working with individuals with a learning disability. | M(i) Explain how particular person-centred approaches enable individuals with a learning disability to make decisions or choices or to take control of an aspect of their lives. | D(i) Explain why it is important to support an individual to understand, question and challenge decisions made by others about them. |
| 2 Understand learning disability. | 2.1 Explain what is meant by the term 'learning disability'. 2.2 Outline some common causes of learning disability. 2.3 Explain how their learning disability may affect day-to-day living for individuals. | M(ii) Compare and contrast the effect of their learning disability on the day-to-day experiences of two different individuals. | D(ii) Outline the medical and social models of disability in relation to learning disability. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 2.4 Explain how attitudes to and services for people with a learning disability have changed over time. | | |
| 3 Understand the importance of effective communication for individuals with a learning disability. | 3.1 Explain the benefits of effective communication for individuals with a learning disability. 3.2 Describe effective practice in: <ul style="list-style-type: none"> communicating information to individuals with a learning disability supporting them to communicate with others, including when the individual is non-verbal. | M(iii) Explain the importance of respecting individuals' communication preferences, using effective practice examples. | D(iii) Explain the role an advocate can have in contributing to the support of an individual with a learning disability. |

Indicative Content: Understanding Learning Disability**Learning Outcome 1:**

Learners need to understand the meaning of a 'person-centred' approach. This may include:

- empowering individuals to make their own decisions and be in control of their own life
- respecting their opinions and values and individuality
- involving individuals in decision making and ensuring active participation
- Empowering individuals to be as independent as possible.

Examples may include:

- talking with the individual to find out what challenges they have and finding practical solutions
- making resources available so that the individual can decide when and where they can use them
- being supportive when they need to understand, question or challenge decisions that have been made by others
- giving information about complaints procedures
- using an advocate.

Learning Outcome 2:

A definition of the term 'learning disability' may include some of the following:

- reduced intellectual ability
- difficulties with everyday activities
- take longer to learn
- difficulty understanding complex information
- may be mild or profound.

Causes of a learning disability may include:

- brain damage as a result of an injury, accident or illness
- prenatal difficulties
- difficulties at birth
- early childhood illnesses
- genetics.

The social model of disability says that disability is caused by the way society is organised rather than by a person's impairment or difference. It looks at removing barriers to ensure independence, quality of life and equality.

The medical model implies that people are disabled by their impairment and therefore need to be changed by medical or other treatments. The medical model looks at what is wrong with people rather than what the person needs. It creates low expectations and leads to loss of independence.

Indicative Content: Understanding Learning Disability

Language associated with the social model may include:

- adapting
- providing support
- accessibility
- independence
- provision of tools and equipment.

Using the social model in practice includes:

- getting the person involved in decision making and problem solving
- asking their opinions
- providing appropriate support, equipment, aids.

Learning Outcome 3:

Examples of the impact of effective communication on individuals may include:

- better understanding of daily tasks
- improved quality of life
- improved level of concentration
- greater capacity to take control over their lives.

Importance of using language appropriate to the age and ability of the person may include:

- better understanding and less confusion
- able to help the person progress for where they are
- builds confidence and self esteem
- reduces feelings of being patronised, under-valued.

Respect for individual preferences is key to person-centred practice, allowing the individual to take control.

Different methods of communication may include:

- use of digital products
- Makaton or sign language
- visual and tactile aids.

Advocates support to develop to develop, confidence and knowledge to voice their concerns and make sure they are being treated appropriately. This is done by helping access information and services, explore choices and options, helping them to speak out on any issues that matter to them.

Understanding Sensory Loss

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/9440

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the importance of a person-centred approach when working with individuals with sensory loss. | 1.1 Explain why it is important to recognise and value an individual with sensory loss as a person first. 1.2 Describe person-centred practices that can be used when working with individuals with sensory loss. | M(i) Explain how particular person-centred approaches enable individuals with a sensory loss to make decisions or choices or to take control of an aspect of their lives. | D(i) Explain why it is important to support an individual to understand, question and challenge decisions made by others about them. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|----------------------------|---|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Understand sensory loss. | 2.1 Describe different types of sensory loss. 2.2 Outline different medical and genetic conditions which can cause sensory loss. 2.3 Outline other main causes of sensory loss. 2.4 Explain the potential impact of sensory loss on the day-to-day living of the individual with the loss. | M(ii) Use specific cases of individuals with different types of sensory loss to explain impact of sensory loss on their day-to-day lives. | D(ii) Compare the potential impact of acquired and congenital sensory loss. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Understand effective communication for individuals with sensory loss. | 3.1 Describe the key factors to be considered when communicating with individuals with: <ul style="list-style-type: none"> a) sight loss b) hearing loss c) deafblindness. 3.2 Describe different ways of communicating with individuals with different types of sensory loss, including ways of making information accessible. 3.3 Explain the benefits of effective communication on the lives of individuals with sensory loss. | | D(iii) Explain how a specific environment has been designed to facilitate effective communication for people with sensory loss. |

Indicative Content: Understanding Sensory Loss

Learning Outcome 1:

Learners need to understand the meaning of a 'person-centred' approach. This may include:

- empowering individuals to make their own decisions and be in control of their own life
- respecting their opinions and values and individuality
- involving individuals in decision making and ensuring active participation
- Empowering individuals to be as independent as possible.

Examples may include:

- talking with the individual to find out what challenges they have and finding practical solutions
- making resources available so that the individual can decide when and where they can use them
- being supportive when they need to understand, question or challenge decisions that have been made by others
- giving information about complaints procedures.

Learning Outcome 2:

Sensory loss can be a result of:

- medical conditions - e.g. macular degeneration, glaucoma, Diabetic eye disease, cataract.
- Conductive hearing loss, sensorineural hearing loss
- environmental factors
- noise in factories, loud music
- accidents e.g. head injury
- genetic condition - e.g. Ushers syndrome, Otosclerosis.

Learners should be able to give examples for each of the above.

Learners need to give examples of how different types of sensory loss impact on everyday life including the differences that could result between congenital and acquired hearing loss e.g.

- Hearing loss – affecting face to face communication. Unable to hear TV, radio, doorbell. Traffic risk
- Sight loss – affecting face to face communication. Unable to read written information, signs
- Social isolation issues, Anger and frustration.
- Mobility issues
- Social and emotional issues from acquired sensory loss – loss of security, loss of control, inability to negotiate environment
- Congenital loss – sensory loss from birth – e.g. effects on learning and development, societal attitudes, identity. Deaf culture.

Indicative Content: Understanding Sensory Loss**Learning Outcome 3:**

Factors to consider when communicating with individuals:

- a) sight loss e.g. may have no vision or restricted vision so they cannot read body language
- b) hearing loss e.g. may use lip reading so positioning will be important, aids need to be working effectively, understanding of words may be in the literal sense
- c) deafblindness e.g. may have difficulty understanding concepts, need to use other senses to help with understanding.

The benefits of effective communication may include:

- social e.g. making friends, getting out of their own environment, being part of the community
- emotional e.g. expressing feelings, sharing opinions
- cognitive e.g. challenging thinking, increasing vocabulary.

Making information accessible may include:

- information technology and other digital products
- audio and visual aids
- braille, Makaton, sign language
- using advocate who can sign.

Environmental design:

- Bigger, Brighter, Bolder RNID
- use of different colours to highlight contrast
- clear large print
- loop system
- aids and adaptations
- reducing obstacles
- organising clothing or food, medicines in a specific way.

Working in Health and Social Care

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: L/615/9164

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know about service provision in health and social care. | 1.1 Describe the different types of service providers for health and social care, including those offering statutory and independent provision. 1.2 Outline the services offered by the different providers and the client groups they serve. | M(i) Explain the difference between statutory and non-statutory health and social care service provision. | D(i) Explain who the regulators are for the different health and social care services provided and what they do. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know about occupations in health and social care. | <p>2.1 Describe different job roles in the: a) health sector b) social care sector.</p> <p>2.2 Outline health and social care jobs which involve working with adults, including the different types of service user (e.g. the elderly or people with learning disability).</p> <p>2.3 Outline health and social care jobs which involve working with children.</p> <p>2.4 Outline the staff structure within a specific health and social care setting, the roles and responsibilities of different staff within the structure and the inter-relationship between different roles.</p> | M(ii) Use a specific situation in a selected setting to explain why it is important for health and social care professionals to work together. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Know about the skills and qualifications required to work in health and social care. | 3.1 Describe the skills needed to work in health and social care and why these are important. 3.2 Outline the qualifications typically required for different job roles. | M(iii) Explain how a health or social care worker can gain the skills and qualifications needed to work in a specific job role. | D(ii) Assess the benefits of having professional standards and related qualifications (including mandatory qualifications) in health and social care. |
| 4 Know about career progression in health and social care. | 4.1 Describe different career pathways within health and social care. 4.2 Explain the importance of continuous professional development to staff working in health and social care. | | D(iii) Create a personal career progression plan which includes the experience, training, professional development, and qualifications needed, to gain a specific job and progress from it into a senior or management position. |

Indicative Content: Working in Health and Social Care

Learning Outcome 1:

Some examples of different types of service providers and services offered in health and social care may include:

- Statutory services e.g.
 - nurseries and schools - education
 - hospitals - medical care
 - care homes for elderly, dementia, respite care - support clients with daily living
 - social services - support vulnerable families.
- Voluntary and private sector e.g.
 - private nurseries and schools - education
 - care homes - assisted living and full-time care
 - out of school provision - care for children and young people before and after school
 - private home care services - assist with daily routines in client's own home.

Learning Outcome 2:

It is suggested that this learning outcome is studied in a holistic way. For example, learners can:

- describe job roles in each sector
- outline possible jobs in the sector to work with adults
- outline possible jobs in the sector to work with children
- outline staffing structures and the inter-relationship between roles.

Learning Outcome 3:

Learners should research the skills and qualifications required for working in health and social care and different job roles. This may include the level of qualification required for different job roles and different methods of gaining qualifications such as on-the-job or attending a training provider and gaining work experience as part of the qualification. Learners should become familiar with reputable sources of information about current qualifications.

Learning Outcome 4:

- Learners need to describe different career pathways within health and social care. For example, they may choose to begin with a health care assistant and follow the pathway through to managerial positions.

The importance of continuous professional development may include:

- keeping up to date with new procedures, research and legislation
- enhancing own professional expertise
- maintaining and enhancing professional standards
- providing a quality service
- challenging thinking or current practice

Indicative Content: Working in Health and Social Care

- opportunity to progress to higher level positions.

Basic First Aid Principles

Level: Level 2
Credit Value: 1
GLH: 9
Unit Number: T/615/8252

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the legal requirements for provision of first aid in the workplace. | 1.1 Explain the legal duties of employers for the provision of first aid in the workplace. 1.2 Describe provisions made for first aid in a specific workplace including personnel, equipment, facilities and information. | | D(i) Explain how a specific employer meets the legal requirements for the provision of first aid in the workplace and why adhering to the requirements is important. |
| 2 Understand basic first aid procedures. | 2.1 Explain procedures to be followed for different emergency first aid situations in given scenarios. 2.2 Outline record-keeping requirements for a specific workplace. | M(i) For a specific incident (real or simulated), assess how effectively those involved followed procedures for responding to and recording the incident. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|-------------------|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 2.3 Explain why it is important to keep records of incidents, accidents and treatments. | | |

Indicative Content: Basic First Aid Principles**Learning Outcome 1:**

'All employers must provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work'. HSE 2015

Legal duties of employers may include:

- carry out a risk assessment to identify what first aid arrangements are required
- must make appropriate first aid arrangements for the workplace
- provision of first aid kits fully stocked
- appointed person to take charge of first aid arrangements
- trained first aiders
- make sure all employees have details of first aid arrangements.

Learners need to describe provisions for a specific workplace e.g. residential care home, nursery.

Learning Outcome 2:

Different emergency first aid situations may include cuts, dizziness or fainting, falls, seizures, foreign objects, bites. The scenarios should relate to the client group that learners are going to be working with.

Learners should know their own limitations when first on the scene of an accident or someone is unwell. Procedures may include:

- assess situation quickly and calmly
- protect yourself
- prevent cross infection
- comfort and reassure
- give early treatment but know own limitations
- get help.

Record keeping requirements may include:

- accident report book (legal requirement)
- notification of child taken ill or having accident during child care for parent.

The importance of record keeping may include:

- avoid further injury or illness e.g. allergic reaction
- record of incident if there are legal implications
- provides historical evidence which may result in a risk assessment.

Health and Safety in the Workplace

Level: Level 2
Credit Value: 2
GLH: 16
Unit Number: R/615/9165

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand roles and responsibilities for health, safety and welfare in the workplace. | 1.1 Outline employers' and employees' duties in relation to health, safety and welfare at work. 1.2 Outline the consequences of non-compliance with health and safety legislation. 1.3 Outline the requirements for training and competence in the workplace. 1.4 Outline the ways in which health and safety information can be communicated. | M(i) Identify the main legislation relating to health and safety in work settings within a chosen sector. | D(i) Assess how well one organisation communicates health and safety information to staff and others such as customers/clients. |
| 2 Understand how risk assessments contribute to health and safety. | 2.1 Outline the process for carrying out a risk assessment. | | D(ii) Complete a risk assessment for a specific activity or environment within a chosen setting, |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 2.2 Explain how risk assessment can be used to reduce accidents and ill health at work. | | identifying likelihood and potential impact of each risk and actions that could reasonably be taken to minimise risks. |
| 3 Understand how to identify and control the risks from common workplace hazards. | 3.1 Describe common hazards in the workplace. 3.2 Explain how hazards can cause harm or damage to people, work processes, the workplace and the environment. 3.3 Describe different approaches to minimise or eliminate workplace hazards. | M(ii) Explain how consideration of people, equipment and environment can help reduce risks and hazards. | |
| 4 Know the procedures for responding to accidents and incidents in the workplace. | 4.1 Identify the actions that might need to be taken following an accident or incident in the workplace. 4.2 Outline the arrangements that should be in place in a workplace for emergencies and first aid. 4.3 Explain why it is important to record all incidents, accidents and ill health. | M(iii) Explain how to respond if first at the scene of a particular emergency, including any actions to avoid. | |

Indicative Content: Health and Safety in the Workplace**Learning Outcome 1:**

Learners need to show they understand that employers and employees share responsibility for the safety of everyone in the workplace.

Employer responsibilities may include:

- providing a safe and secure working environment
- providing safe access in the workplace
- providing information on how to maintain a safe and secure environment
- keeping records about safety issues.

Employee responsibilities may include:

- following procedures e.g. wearing appropriate PPE
- reporting safety issues to the appropriate person
- taking responsibility for own actions
- undertaking risk assessments.

Consequences of non-compliance may include:

- serious injury
- dismissal
- workplace paying fines or closure.

Employers must provide health and safety training for employees e.g. fire safety, lifting and handling, procedures e.g. infection control.

Ways to communicate health and safety information may include:

- on-line training
- leaflets, posters
- face-to-face training sessions.

Learning Outcome 2:

Employers are required to assess any risks that are associated with the workplace and work activities. Learners should be able to give an outline of the risk assessment process described by the Health and Safety Executive.

Reasons of how risk assessment can be used to reduce accidents and ill health at work may include:

- identification of potential hazards
- take precautions to avoid accidents
- anticipate potential problems
- helps to inform planning.

Indicative Content: Health and Safety in the Workplace**Learning Outcome 3:**

Learners may find it useful to answer 3.1 and 3.2 as one assessment. For example, they may identify washing the floor after a spillage as being a potential hazard. They can then explain that a person may slip on the floor however the work place process is to place a sign at the wet floor and leave it until the floor is dry.

Different approaches to minimise or eliminate workplace hazards may include:

- introduce new process and procedures
- remove potential hazards altogether e.g. new way of working, different equipment
- ask colleagues for recommendations
- visit similar workplaces to learn new ways of working.

Learning Outcome 4:

Responses may include:

- completing relevant forms
- recording the incident
- employers may need to contact regulatory authorities.

Arrangements that should be in place in the workplace may include:

- named first aider who has current and valid training
- fire officer with relevant training
- functional first aid kit
- recording documentation
- confidential health information about clients e.g. allergies, history of seizures
- first aid or rest room if possible.

Importance of recording incidents, accidents and ill health may include:

- provides a history of incidents that may need to be acted upon
- legal implications
- information for others e.g. medical teams, Health and Safety Executive.

Activity Provision in Health and Social Care

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: Y/615/9166

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the importance of activity provision to health and social care service users. | 1.1 Explain the benefits of engaging health and social care service users in activity. | | |
| 2 Know about different types of activity within health and social care | 2.1 Outline different types of activity used in health and social care, and the purposes for which they are used. | M(i) Explain how participating in different types of activity can meet physical, intellectual, emotional and social needs. | D(i) Evaluate how well the activity provision in a specific health and social care setting meets the differing needs of those using the service, highlighting improvements that could be made. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Be able to select and plan appropriate activities for health and social care service users. | 3.1 Outline the factors that should be taken into account when selecting an activity for an individual. 3.2 Identify an activity that meets the specific needs of an individual health and social care service user. 3.3 Create a plan for implementing an activity for an individual which includes aims and purpose, description of the activity, resources required and assessment of risk. | M(ii) Justify the activity chosen in relation to the individual's needs and preferences and available resources. | D(ii) Explain how to evaluate the impact of the planned activity once it has been implemented. |
| 4 Understand the role of the health or social care professional supporting individuals undertaking activities. | 4.1 Explain how a health and social care professional can support individuals to engage in and benefit from activities. 4.2 Explain the importance of taking a person-centred approach to supporting individuals undertaking activities. | M(iii) Explain the support needed to help a specific individual engage in and benefit from a particular activity. | D(iii) Explain the person-centred approach to be taken with a specific individual to help reduce or remove barriers to their participating in a particular activity. |

Indicative Content: Activity Provision in Health and Social Care

Learning Outcome 1:

The benefits of activity provision for health and social care service users may include:

- social e.g. make new friends, prevent isolation and loneliness
- emotional e.g. have fun, stress release
- cognitive e.g. stimulate brain, problem solving, encourages memory
- physical e.g. maintains functional capabilities, fun, makes you feel good.

Learning Outcome 2:

Different types of activities could be categorised under different areas of development. For example:

- social e.g. day care facilities, social clubs, local organisations laying on coffee mornings, visits to local schools, visits from local organisations such as Brownies, outings
- physical e.g. walking groups, Pilates, Yoga, chair-based exercise, craft activities
- cognitive e.g. board and card games, Bingo, singing groups.

All of these suggested activities will promote positive emotional development.

Learning Outcome 3:

Factors to consider when planning activities may include:

- individuals needs and interests
- health and safety e.g. number of helpers required
- transport and equipment required
- costs
- timings.

Plan an activity to include:

- identification of specific needs of a health and social care user
- aim and purpose of activity
- description of the activity
- resources
- risk assessment.

Learning Outcome 4:

Ways to support individuals to engage and benefit from activities may include:

- participating with them
- encouraging and supporting them before and during the activity
- effective communication.

Indicative Content: Activity Provision in Health and Social Care

Learners must be able to explain the importance of a person-centred approach. Examples will enhance the explanation e.g. finding out what the person is interested in; understanding their personality e.g. very shy, out-going, like to take the lead; letting the person decide if they want to participate.

Person-Centred Approaches in Health and Social Care

Level: Level 2
Credit Value: 2
GLH: 16
Unit Number: T/615/9174

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the concept and importance of person-centred care. | 1.1 Outline the core values underpinning person-centred care. 1.2 Explain why it is important to embed the core values of person-centred care in health and social care practice. | M(i) Explain what the consequences may be of not using a person-centred approach. | |
| 2 Know about person-centred approaches in health and social care. | 2.1 Describe how person-centred approaches are used in planning, delivering and reviewing an individual's care. 2.2 Explain how person-centred approaches can be used to support an individual to express their preferences, make choices, take risks and challenge decisions. | M(ii) Explain some of the challenges for health and social care settings of taking a person-centred approach. | D(i) Evaluate the effectiveness of the person-centred approach taken by a particular health and social care setting in supporting a specific individual. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|-------------------|----------------------------|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | | | |

Indicative Content: Person-Centred Approaches in Health and Social Care**Learning Outcome 1:**

Core values may include:

- making sure that the services provided support the goals and priorities of each person and not providing a 'one-size fits all'
- making sure the support focuses on what people can or would like to do to maintain their independence
- making sure people using health and social care services and their carers are treated with empathy, courtesy, respect and in a dignified way.

Learners need to explain why it is important to embed the core values into their practice. Reasons may include that every individual has rights.

Health and social care workers should be:

- involving people in discussions and decisions about their care and support
- agreeing mutual expectations
- respecting confidentiality and privacy.

Learning Outcome 2:

Person-centred approaches are used in:

- planning e.g. asking the person what they need and their expectations, offering realistic solutions for them to choose from, taking account of their opinions
- delivery e.g. explaining what is happening, making sure the person understands and agrees with the plan
- reviewing care e.g. asking the person for their opinion of the quality of care, asking for suggestions on how to improve the care provided.

Person-centred approaches can support the individual by building confidence and trust with the carer, respecting each other, know that their opinions are valued and will be acted upon.

Protection and Safeguarding in Health and Social Care

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/9182

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know the responsibilities of health and social care organisations and practitioners in relation to protection and safeguarding. | 1.1 Describe the key responsibilities of health and social care organisations and practitioners in relation to protection and safeguarding, including those required by law. | | |
| 2 Know about good practice in keeping health and social care service users safe or at reduced risk of harm. | 2.1 Explain how health and social care services use workplace protocols, policies and guidelines to keep service users safe or at reduced risk of harm. 2.2 Describe the practice of specific health and social care professionals in keeping service users safe or at reduced risk of harm. | M(i) Explain how applying person-centred values can reduce the likelihood of abuse within a health and social care setting. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Know about different forms of abuse. | 3.1 Describe different forms of abuse including: <ul style="list-style-type: none"> a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) neglect. 3.2 Describe common signs or symptoms associated with the different forms of abuse. | M(ii) Describe factors that may make an individual more vulnerable to abuse. | D(i) Explain what is meant by institutional abuse. |
| 4 Know how to respond to disclosure or suspicion of abuse. | 4.1 Outline procedures for reporting disclosure or suspicion of abuse. 4.2 Describe how to respond to an individual disclosing abuse. | M(iii) Explain why it is important to keep accurate records about potential and disclosed abuse. | D(ii) Explain actions to take if suspected abuse or unsafe practices have been reported within a health and social care setting but the organisation has taken no subsequent action. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 5 Know about information and support in relation to abuse. | 5.1 Identify different sources of information and support in relation to abuse. 5.2 Outline the different types of information and support available, including those: a) suitable for people who have been abused b) aimed at health and social care professionals. | | |

Indicative Content: Protection and Safeguarding in Health and Social Care**Learning Outcome 1:**

Responsibilities of health and social care organisations may include:

- safe guarding practices
- relevant background checks and references
- induction programme to include information about safeguarding
- policies and procedures including whistleblowing
- provision of staff training on safeguarding awareness.

Learning Outcome 2:

Examples of practice and protocols that can help maintain the safety of service users may include:

- provides protection for services users and workers
- provides a standard to adhere to
- giving expectations of care to the service user
- giving confidence to all concerned.

Examples of practice may include:

- more than one worker caring for the personal needs of the service user
- respecting the individual by giving choice
- reporting any suspicious signs or symptoms.

Learning Outcome 3:

Abuse can happen in any type of setting including home, school, community and college.

Abusers can be strangers, known to the person, carers, neighbours.

Descriptions of different forms of abuse may include:

- physical abuse e.g. the child is deliberately hurt causing injuries such as bruising, burns, cuts, broken bones
- sexual abuse e.g. the person is forced or persuaded to take part in sexual activities. It may be physical or on-line
- emotional or psychological abuse e.g. the child is emotionally maltreated
- financial abuse e.g. child is denied basic clothing, play materials, food
- neglect e.g. ongoing failure to meet the basic needs of the child.

Signs and symptoms may include:

- physical e.g. bruising on both sides of the body, unexplained burns, repeated broken bones
- sexual abuse e.g. withdrawn, detailed knowledge of sexual activities, regressive behaviour, anxious around particular people

Indicative Content: Protection and Safeguarding in Health and Social Care

- emotional abuse e.g. withdrawn, anxious, prone to temper tantrums, frightened
- financial abuse e.g. unexplained loss of money, lack of toys, may take play equipment from other children
- neglect e.g. malnourished, inadequate clothing, cold, hungry, poor hygiene.

NB Learners should be able to identify unsafe practices and what a whistle blower policy is.

Learning Outcome 4:

Procedures for reporting suspected abuse may include:

- the welfare of the child is paramount
- following setting policies including having a named person with a clearly defined role and responsibilities relating to child protection
- discussing concerns with line manager, who will refer it on to social care services
- record what was said accurately, this may include showing marks of body charts
- if it is the manager that is under suspicion then it may be reported to the Care Quality Commission
- if an emergency then the police should be informed immediately.

Learners should be aware of whistle blowing procedures.

Responding to an individual disclosing abuse may include:

- listen and talk with the person
- make the person feel safe and secure
- take notes and document what is said
- involve relevant people as quickly as possible e.g. named person in centre.

Learning Outcome 5:

Sources of information may include:

- statutory services e.g. social services
- charities e.g. NSPCC, Childline, Age UK, women's aid, advocacy services.

Types of information and support available:

- internet sites
- leaflets from charities
- support networks
- networks for specific groups e.g. male survivors of abuse, partners of survivors of abuse.

Support Individuals to Eat and Drink

Level: Level 2
Credit Value: 2
GLH: 15
Unit Number: D/615/9184

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Be able to support individuals to make choices about food and drink. | 1.1 Establish with an individual the food and drink they wish to consume. 1.2 Encourage the individual to select suitable options for food and drink. 1.3 Describe ways to resolve any difficulties or dilemmas about the choice of food and drink. 1.4 Describe how and when to seek additional guidance about an individual's choice of food and drink. | M(i) Explain the importance of working with individuals in a person-centred way when supporting them to make choices about food and drink. | |
| 2 Be able to prepare to provide support for eating and drinking. | 2.1 Identify the level and type of support an individual requires when eating and drinking. | M(ii) Explain ways to find out about an individual's eating and support needs. | D(i) Justify provision of particular utensils, aids or adaptations and explain |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | <p>2.2 Demonstrate effective hand-washing and use of protective clothing when handling food and drink.</p> <p>2.3 Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences.</p> <p>2.4 Provide suitable utensils to assist the individual to eat and drink.</p> | | what (other) specialist alternatives are available. |
| 3 Be able to provide support for eating and drinking. | <p>3.1 Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking.</p> <p>3.2 Support the individual to consume manageable amounts of food and drink at their own pace.</p> <p>3.3 Provide encouragement to the individual to eat and drink.</p> <p>3.4 Support the individual to clean themselves if food or drink is spilt.</p> | | D(ii) Assess how effectively they supported an individual to eat and drink, drawing on appropriate evidence including feedback from others. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 3.5 Adapt support in response to an individual's feedback or observed reactions while eating and drinking. | | |
| 4 Be able to clear away after food and drink. | 4.1 Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away. 4.2 Confirm that the individual has finished eating and drinking. 4.3 Clear away used crockery and utensils in a way that promotes active participation. 4.4 Support the individual to make themselves clean and tidy after eating or drinking. | | |
| 5 Be able to monitor eating and drinking and the support provided. | 5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter. 5.2 Carry out and record agreed monitoring processes. 5.3 Report on the support provided for eating and drinking in accordance with agreed ways of working. | M(iii) Explain actions to take if they have concerns about an individual's food and drink consumption. | |

Indicative Content: Support Individuals to Eat and Drink**Learning Outcome 1:**

For 1.1 and 1.2 learners need to provide evidence of helping individuals to make choices about food and drink.

Ways to resolve difficulties about the choice of food may be:

- helping person understand the reason for the choice
- persuasion
- reducing portion sizes, if appropriate
- changing the way the food or drink is presented
- make it easier to eat e.g. smaller sizes, softer food.

How and when to seek additional guidance may include:

- when the individual refuses and is not eating or drinking
- contact line manager to discuss the way forward.

Learning Outcome 2:

Learners will need to provide evidence of preparing to provide support for eating and drinking.

Level and type of support may include:

- degree of independence from the individual
- physical capability
- type of food and drink e.g. solid or liquid
- use of aids.

Learners should demonstrate effective hand-washing procedures and appropriate use of personal protective clothing. They should be able to explain food related illnesses because of weakened immune system.

Learning Outcome 3:

Factors to promote an individual's dignity, comfort and enjoyment when eating and drinking may include:

- time to eat or drink without rushing
- appropriate protective clothing that is not patronising
- height of table, chair, access to utensils
- presentation of food
- portion sizes or cups that are not too full, light and easy to handle.

Learners must demonstrate competence in 3.2 to 3.5.

Indicative Content: Support Individuals to Eat and Drink**Learning Outcome 4:**

Reasons for making sure an individual has finished before clearing away may include:

- promoting independence and respecting the individual's rights
- promoting person centred approach to care.

Learners must demonstrate competence for 4.2 to 4.4.

Learning Outcome 5:

Reasons for monitoring what a person eats and drinks may include:

- prevent illness e.g. a person may have diabetes
- ensure person is receiving sufficient nutrients
- ensure person is hydrated.

Learners must demonstrate competence in 5.2 and 5.3.

Understand How to Handle Information in Social Care Settings

Level: Level 2
Credit Value: 1
GLH: 9
Unit Review Date: 31/07/2021

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the need for secure handling of information in social care settings. | 1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care. 1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting. | M(i) Explain the consequences for social care settings of not following policies and procedures relating to confidentiality. | |
| 2 Know how to access support for handling information in social care settings. | 2.1 Describe how to access guidance, information and advice about handling information. 2.2 Outline what actions to take when there are concerns over the recording, storing or sharing of information. | M(ii) Explain the options open to a social care professional seeking to raise concerns in response to particular scenarios where they believe there is malpractice in information- | D(i) Assess the guidance on information-handling provided to staff by a specific social care setting. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|-------------------|----------------------------|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | | handling, including both internal and external reporting/whistle-blowing. | |

Indicative Content: Understand How to Handle Information in Social Care Settings**Learning Outcome 1:**

Legislation related to handling information includes:

- Data Protection Act 1998
- Freedom of Information Act 2005
- Re-use of Public Sector Information Regulations 2015.

Reasons for having secure systems may include:

- legal requirement
- information is confidential
- information may be used inappropriately if accessed by unauthorised people.

Learning Outcome 2:

Ways to access guidance, information and advice about handling information may include:

- discussion with line manager
- individuals can access information by completing a 'subject access request'.

Actions may include:

- discussion with line manager
- discussion with individual concerned
- seek guidance from other key workers e.g. medical staff, police.

Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: T/615/9188

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know about the spread of infection. | 1.1 Outline how infections spread. 1.2 State why some individuals are more vulnerable to infection than others. 1.3 Explain how breaking the chain of infections minimises their spread. | M(i) Identify the most common infections affecting a specific health and social care setting or a particular type of setting. | |
| 2 Know how health and social care or children's and young people's settings prevent and control infections. | 2.1 Outline the role of infection control and prevention policies and guidelines in health and social care or children's and young people's settings. 2.2 Describe ways in which infection control and prevention policies and guidelines influence practice in health and social care or | M(ii) Identify the main pieces of legislation relevant to infection control. | D(i) Assess how effectively a particular health and social care or children and young person's setting puts into practice its infection prevention and control policies. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | children's and young people's settings. | | |
| 3 Know how personal hygiene contributes to infection prevention and control in health and social care or children's and young people's settings. | 3.1 Explain the importance of good personal hygiene in health and social care or children and young people's settings. 3.2 Describe personal hygiene, including hand hygiene, routines or practices that support infection prevention and control in health and social care or children and young people's settings. | | |
| 4 Understand how to reduce the risk of infection in health and social care or children's and young people's settings. | 4.1 Explain how to manage coughing and sneezing to minimise the spread of infection. 4.2 Explain how to manage spilled blood and bodily fluids to minimise the spread of infection. 4.3 Explain how to dispose of personal, protective equipment and other waste appropriately. | M(iii) Outline the early signs and symptoms of infection within in a health and social care or children and young person's setting, stating why it is important to detect these quickly. | D(ii) Explain how and why different settings might need to take different approaches to preventing the spread of infection. |
| 5 Be able to encourage staff and clients/children in health and | 5.1 Use appropriate strategies to: | | D(iii) Explain ways in which staff can encourage |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| social care or children's and young people's settings to adopt practices that reduce the risk of infection. | a) inform staff and clients/children of the importance of infection prevention and control b) advise staff and clients/children on good practice in reducing the risk of infection. | | clients/children, including those who may be reluctant, to comply with guidelines on prevention and control of infection, using good practice examples. |

Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings**Learning Outcome 1:**

Infections may spread due to:

- a person being infected with a disease
- a person incubating a disease although they do not know it
- someone who is a carrier of the disease
- household pets
- a reservoir of infection e.g. dust, food, saliva, urine and faeces, pus from a wound, sinks or drains.

Some individuals may be more vulnerable due to:

- low immune system as a result of illness
- their age e.g. young children, elderly
- working in a high-risk area or work or country.

Breaking the chain of infection may minimise the spread because:

- the germs may be destroyed
- the germs can no longer react within the body.

Learning Outcome 2:

The role of infection control policies may include:

- take precautions to prevent infection
- rules to follow to break chain of infection as quickly as possible
- guidelines on incubation or quarantine periods.

Ways policies influence practice may include:

- policies set the standard to be maintained
- promote high standards of cleanliness
- all workers and users can work together to ensure high standards
- workers have clear guidelines to follow and can educate users.

Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings**Learning Outcome 3:**

Importance of good personal hygiene may include:

- prevention of infection
- infection control
- role model for other workers and health and social care users.

Learners should demonstrate their knowledge of routines and practices to support infection prevention and control. This should include:

- hand hygiene
- use of personal protective equipment in different situations
- safe use and disposal of sharps, if appropriate for learners
- waste disposal
- cleaning the environment including equipment
- dealing with spillages of blood and bodily fluids.

Learning Outcome 4:

Ways to managing coughing and sneezing may include:

- encouraging person to cover mouth and nose with tissue
- putting tissue in the bin immediately after use
- washing hands after coughing or sneezing or blowing nose.

Dealing with spillages of blood and body fluids may include:

- dealing with them as quickly as possible
- keeping users away from the spillage
- using personal protective clothing
- using appropriate solutions to kill bacteria
- absorb spillage with disposable materials, if necessary
- wipe area and dry with appropriate disposal materials
- follow hand washing procedures.

Disposing of person, protective equipment and other waste may include:

- put waste into appropriate containers e.g. hazardous or non-hazardous
- make sure bins are never full
- follow procedures for emptying bins on a regular basis
- wear PPE to empty bins
- follow guidelines for disposing of disposable gloves and aprons
- when finished follow hand washing procedures.

Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings

Learning Outcome 5:

Different strategies to communicate with staff and clients about infection control may include:

- formal letters
- leaflets
- on-line or face-to-face training
- practical demonstrations
- guidelines.

Maintaining Quality Standards in the Health Sector

Level: Level 2
Credit Value: 1
GLH: 8
Unit Number: M/615/9190

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know how legislation, policies and procedures determine quality standards of work. | 1.1 Identify how quality standards link to legislation, policy and procedures. 1.2 Describe how personal attitudes and behaviours in a work role impact on service quality. | M(i) Describe the role of different organisations in setting and monitoring quality standards in health care'. | D(i) Explain how health care settings are inspected. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know the limits of own expertise and knowledge and when to refer to others. | 2.1 Describe what is meant by being competent. 2.2 Identify examples of when to seek help from others. 2.3 State why it is important to seek help and report issues to others. 2.4 Describe the benefits of learning from others. | M(ii) Describe the sources of advice and support within a health and care setting that could be drawn on in different scenarios where an individual would benefit from the help of others. | D(ii) Explain the possible legal consequences if a worker does not refer serious concerns to others. |
| 3 Know how to use resources efficiently to support quality standards. | 3.1 Describe the importance of using and maintaining resources properly. 3.2 State why it is necessary to report issues related to resources. 3.3 Identify how efficient use of resources contributes to the quality of service. | | D(iii) Assess how efficiently a particular health setting is using resources, making recommendations for improvements. |

Indicative Content: Maintaining Quality Standards in the Health Sector**Learning Outcome 1:**

Ways quality standards link to legislation, policies and procedures may include:

- provide a benchmark or measure to work to
- provision can be assessed against standards
- standards are usually part of a larger framework to raise quality of service
- policies and procedures ensure workers follow the same rules and processes.

The impact of personal attitudes and behaviours in the work role may include:

- improved efficiency and effectiveness
- positive and can-do attitude
- positive culture within the work place
- helps service users feel safe and valued.

Learning Outcome 2:

Being competent may be defined as:

- able to work to a required standard
- having the necessary skills, ability and knowledge to do something successfully
- appropriately qualified to do the task.

Examples of when to seek help from others may include:

- do not understand the task
- need help to move or position a service user
- need clarification on what to do
- being shown how to carry out a new procedure
- concerned about malpractice.

Reasons for seeking help and reporting issues may include:

- personal or service user safety is being compromised
- suspect abuse
- suspect unprofessional practice i.e. whistle blowing.

Benefits of learning from others may include:

- they have more experience so can approach the task with confidence and skill
- opportunity to observe good practice before attempting it yourself
- opportunity to ask questions about the learning.

Indicative Content: Maintaining Quality Standards in the Health Sector

Learning Outcome 3:

Importance of using and maintaining resources may include:

- own and others health and safety
- legal requirement
- accidents or injuries may happen
- organisation is held accountable.

Reasons for reporting resource issues may include:

- responsibility of the employee and employer as part of health and safety legislation
- gives notification to ensure the resource is no longer available for use, is fixed or has been replaced.

The efficient use of resources and their contribution to quality may include:

- makes the care more comfortable for service users
- prevents injury to the worker and possible loss of working time
- making the process quicker.

Food Safety in Health and Social Care and Children's and Young People's Settings

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/9196

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand food safety in health and social care and children's and young people's settings. | 1.1 Explain why food safety is important in health and social care or children's and young people's settings. 1.2 Describe food safety practices that should be implemented when providing food and drink for children/clients. 1.3 Explain how each of these food safety practices helps protect children/clients from harm. | M(i) Identify legislation and codes of practice that apply to food safety in a health and social care or young people's setting. M(ii) Explain the possible consequences for individuals and the organisation of failing to maintain food safety. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Be able to maintain hygiene when handling food and drink. | 2.1 Follow appropriate hand-washing routines. 2.2 Use appropriate personal, protective equipment when handling food and drink. 2.3 Check the cleanliness of surfaces, utensils and equipment, taking appropriate action if these are found not to be clean. | | D(i) Review how well they maintained hygiene and how safely they handled food and drink when preparing, serving and clearing it away, providing evidence to support their self-assessment. |
| 3 Be able to prepare, serve and clear away food and drink safely. | 3.1 Prepare food and drink in a way that minimises risk to self and others. 3.2 Serve food and drink in a way that minimises risk to self and others. 3.3 Clear away food and drink in way that minimises risk to self and others. 3.4 Dispose of food waste promptly and in the appropriate place. | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 4 Know how to store food and drink safely in health and social care and children's and young people's settings. | 4.1 Describe the appropriate place and means of storing different types of food and drink. 4.2 Explain why different types of food and drink have different safe storage requirements. | M(iii) Explain what to do if they found problems with the storage of food or drink. | D(ii) Explain the potential consequences of not storing food and drink correctly. |

Indicative Content: Maintaining Quality Standards in the Health Sector**Learning Outcome 1:**

Reasons for food safety may include:

- prevention of spread of harmful bacteria which could result in illness
- ensure health and safety of all service users
- it is a legal requirement to have procedures in place
- prevent cross-contamination.

Food safety practices may include:

- hand-washing techniques - prevents spread of infection
- effective use of personal protective clothing - infection control
- safe storage, handling and cooking of food - kills bacteria, prevents cross-contamination
- procedures to follow when serving food
- cleaning equipment - kills bacteria.

Learning Outcome 2:

Learners must demonstrate their competence in maintaining hygiene when handling food and drink to achieve this outcome.

Learning Outcome 3:

Learners must be able to demonstrate competence in preparing, serving, and clearing away food safely to achieve this outcome. For example:

- preparing foods - separate boards and utensils for different types of food, colour-coded chopping boards, following manufacturer's instructions where relevant, checking use by dates
- serving food - maintaining personal hygiene, excluding staff who are not well, covering cuts appropriately, wearing protective clothing
- clearing food and drink - cleaning, sterilising equipment, disinfecting
- disposal of food - disposal according to setting policies, checking use by dates.

Learning Outcome 4:

Storing different types of food may include:

- stock rotation
- correct temperature control
- covering and packing
- separating raw and cooked food
- use by dates
- storage times

Indicative Content: Maintaining Quality Standards in the Health Sector

Reasons why different types of food and drink have different safe storage requirements may include:

- preservatives
- fresh food
- drinks may contain liquids that deteriorate quickly e.g. smoothies.

Moving and Positioning Individuals

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: Y/615/9197

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand basic anatomy and physiology in relation to moving and positioning individuals. | 1.1 State how the anatomy and physiology of the human body affects the way individuals should be moved and positioned. 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual. | | |
| 2 Know about guidance and requirements for moving and positioning individuals. | 2.1 Describe how legislation and agreed ways of working affect the moving and positioning of individuals. 2.2 Explain why it is important to move and position individuals in accordance with their care plan. | M(i) Give a specific example of how an individual's need for support in moving or positioning may change over time. | D(i) Compare ways of moving and positioning two individuals with different needs, explaining why different approaches are needed for each. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Know about health and safety in relation to moving and positioning individuals. | 3.1 Outline the health and safety factors to be considered when moving and positioning individuals. 3.2 Describe ways to minimise risk to self and individuals being moved and positioned. | | D(ii) Produce a risk assessment for moving and/or positioning an individual with a particular condition, including ways to reduce or minimise risk. |
| 4 Know how to move and position an individual. | 4.1 Describe how to prepare a specific individual before moving and positioning. 4.2 Describe safe practices for moving and positioning a specific individual including: <ul style="list-style-type: none"> a) adherence to care plan b) use of aids and equipment c) involvement of other staff d) encouraging the individual's active participation in the manoeuvre e) ensuring the comfort of the individual f) monitoring the individual during the manoeuvre. | M(ii) Explain the possible consequences for the worker and the individual if incorrect and/or unsafe practices are used. | |

Indicative Content: Moving and Positioning Individuals**Learning Outcome 1:**

Ways anatomy and physiology of the human body affects how people should be moved and positioned may include:

- upper limb disorders
- lower limb disorders
- back pain
- damage to joints or other tissues.

Learners need to consider different conditions and the impact it has on correct movement and positioning e.g. loss of feeling in limbs, arthritis, back pain, osteoarthritis.

Learning Outcome 2:

Legislation may include:

- Health and Safety at Work Act 1974
- Manual Handling Operations Regulations 1992
- Lifting Operations and Lifting Equipment Regulations 1998.

Ways legislation affect moving and positioning individuals may include:

- if applied appropriately, it is safer for the patient and employee
- providing a more comfortable experience for the patient
- reduces risk of further injury.

Importance of moving and positioning individuals according to their care plan may include:

- reassurance for the patient
- conditions may not be obvious and could result in further injury or pain
- co-ordinated approach e.g. moving patient after medication.

Learning Outcome 3:

Health and safety factors to consider may include:

- equipment is fully functional
- sufficient staff available to carry out the procedure
- environment is safe e.g. dry floors.

Ways to minimise risk may include:

- initial risk assessment before starting to avoid further injury or unnecessary pain
- put measures in place to reduce risk where practicable
- follow procedures and manufacture instructions when using equipment
- safety measures are put in place before starting.

Indicative Content: Moving and Positioning Individuals

Learning Outcome 4:

In this final learning outcome the learner must describe how to prepare a specific individual. This must include details for each of the five sections listed in the assessment criteria.

Dealing with Loss and Grief in Health and Social Care

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: D/615/9203

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|------------------------------|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know about loss and grief. | 1.1 Describe the different types of loss and grief that people may encounter in their lives. 1.2 Describe the different effects loss and grief can have on people at different stages of their life, including social, emotional, physical and behavioural effects. 1.3 Describe the way in which a person's culture, religion or personal beliefs may affect the way in which they experience grief and loss. | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know the process of grieving and adjusting to loss. | 2.1 Outline some of the different views about the stages an individual goes through when grieving or adjusting to loss. | M(i) Explain some of the common signs and symptoms of grief experienced by people at the different stages of grief and loss. | D(i) Explain why it is important for health and social care professionals to understand that the experience of loss and grief is unique to an individual. |
| 3 Know how a health and social care professional can support an individual to adjust to loss or grief. | 3.1 Describe different strategies a health and social care professional can use to help an individual: <ul style="list-style-type: none"> a) through the process of grieving b) deal with the effects of loss or grief on their lives. 3.2 Explain how strategies for supporting an individual might differ according to their age, culture, religion or personal beliefs. 3.3 State how accessing support for themselves can help a health and social care professional to better support those adjusting to loss or grief. | M(ii) Explain how strategies selected to support two individuals take into account their differing age, culture, religion or personal beliefs. | D(ii) Explain the support available to health and social care professionals, giving specific examples of how accessing this improves their ability to support individuals adjusting to loss or grief. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 4 Know about support services for people grieving or adjusting to loss. | 4.1 Outline the types of support available to people grieving or adjusting to loss and how they can be accessed. | | |

Indicative Content: Moving and Positioning Individuals**Learning Outcome 1:**

Different types of loss and grief may include:

- loss of a partner, sibling, child, parent
- marital breakdown
- friend or colleague
- close friend or member of family moving away to another town or country
- sudden and unexpected death
- expected death of young person, chronically ill or elderly.

Effects of loss and grief may include:

- social e.g. if the person has lost their partner it may result in loss of friendships, challenge of going places or holidays, on their own, isolation and loneliness, more time to meet new friends if person has been a long-time carer
- emotional e.g. depression, overwhelming sadness, sense of loss, relief if person has been suffering, fear of the unknown e.g. financial issues, household maintenance
- physical e.g. loss of weight, weight gain
- behavioural effects e.g. anger, withdrawal, frustrations.

Culture, religion or personal beliefs can provide a sense of comfort, reassurance of life beyond death, knowing the person is in a better place.

Learning Outcome 2:

There are a number of different stages in the grieving process. These may include:

- shock and denial
- pain and guilt
- anger and bargaining
- depression, reflection and loneliness
- the upward turn - beginning to get back to some degree of normality
- reconstruction and working through acceptance and hope.

Learning Outcome 3:

Supporting a person through the process of grieving may include listening to them, being available and approachable, suggesting support groups. Helping a person deal with the effects of loss or grief on their lives may include e.g. encouraging a person to go out and meet people, take on new interests, practical support such as helping to manage finances.

Accessing support for themselves will give the person a sense of purpose and control. The health and social care worker wants to promote a person-centred approach when supporting the person.

Indicative Content: Moving and Positioning Individuals

Learning Outcome 4:

Types of support may include:

- persons own medical practice
- support groups e.g. Samaritans
- religious groups
- charities e.g. bereavement UK, Cruse.

Team Work in Health, Social Care or Children's and Young People's Settings

Level: Level 2
Credit Value: 3
GLH: 25
Unit Number: K/615/9205

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the importance of team-work in health, social care or children and young people's settings. | 1.1 Explain the benefits of team-working to staff and clients/children in health, social care or children and young people's settings. | | |
| 2 Know how teams are structured in health, social care or children and young people's settings. | 2.1 Describe the purpose and membership of different teams in health, social care or children and young people's settings. 2.2 Outline the lines of reporting within a specific team. | M(i) Explain why it is important to know and use the formal lines of reporting, with reference to a specific team. | |

| LEARNING OUTCOMES The learner will: | ASSESSMENT CRITERIA - PASS The learner can: | MERIT In addition to the pass criteria, the learner can: | DISTINCTION In addition to the pass and merit criteria, the learner can: |
|---|--|---|--|
| 3 Know the characteristics of effective teams in health, social care or children and young people's settings. | 3.1 Outline the features of effective team-working in health, social care or children and young people's settings. 3.2 Describe the behaviours individuals need to display in order to contribute to an effective team in a health, social care or children and young people's setting. | M(ii) Explain how identified behaviours promote effective teamwork. | D(i) Explain, using specific good practice examples, how identified features of effective team-working contribute to achieving shared goals. |
| 4 Be able to work as an effective team member to complete a task or activity relating to health and social care or to the care of children or young people. | 4.1 Fulfil own responsibilities within a team. 4.2 Seek and offer support and advice to/from team members. 4.3 Communicate effectively with team members. | M(iii) Demonstrate behaviours identified as contributing to effective teamwork in completing a team task or activity. | D(ii) Assess own effectiveness as a team member, providing evidence to support self-evaluation. |

Indicative Content: Team Work in Health, Social Care or Children's and Young People's Settings**Learning Outcome 1:**

Some examples of the benefits of team working to staff and clients/children may include:

- everyone is involved in decision making
- everyone knows each other's roles and responsibilities
- everyone knows what is planned, what has been implemented and next steps
- reduces the risk of information being lost or care plans not being implemented appropriately
- the team can draw on the strengths of individuals to provide quality care.

Learning Outcome 2:

Structures should show the hierarchy (lines of reporting) of the chosen team and other multi-agency staff that are involved with the team. For example, Head of Centre, line manager, key worker, early years practitioner, cook, social worker etc. Learners must also include the purpose of the team.

Learning Outcome 3:

Features of effective team-working may include:

- effective means of communication e.g. share information, work through problems together
- supportive and encouraging
- everyone understands the goals they are working towards.

Individual behaviours required for effective team work may include:

- patience e.g. taking time to listen to others
- willing to accept and give constructive feedback
- empathy
- helping others when they need to
- going the 'extra mile'.

Learning Outcome 4:

Learners need to:

- know their role and responsibilities for the task
- carry out their responsibilities within the time given and to an appropriate standard
- ask for help and give help to others
- share what they are doing with the other team members.

Dementia Awareness

Level: Level 2
Credit Value: 2
GLH: 17
Unit Number: T/615/9207

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand what dementia is. | 1.1 Explain what is meant by the term 'dementia'. 1.2 Describe the key functions of the brain that are affected by dementia. 1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia. | | |
| 2 Understand key features of the theoretical models of dementia. | 2.1 Outline the medical model of dementia. 2.2 Outline the social model of dementia. 2.3 Explain why dementia should be viewed as a disability. | | D(i) Explain the key differences between the medical and social models of dementia. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Know the most common types of dementia and their causes. | 3.1 List the most common causes of dementia. 3.2 Describe the likely signs and symptoms of the most common type of dementia. 3.3 Outline the risk factors for the most common causes of dementia. 3.4 Identify prevalence rates for different types of dementia. | M(i) Describe the tests most commonly used in the health service to diagnose dementia. | |
| 4 Understand factors relating to an individual's experience of dementia. | 4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability. 4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia. | M(ii) Compare the experiences of living with dementia of two people in contrasting circumstances (e.g. different ages, types of dementia). | D(ii) Explain how the attitudes and behaviours of health and social care professionals can make a positive difference at different stages to an individual who has dementia. |

Indicative Content: Dementia Awareness**Learning Outcome 1:**

The definition of the term dementia may include:

- decline in mental ability severe enough to interfere with daily life
- that it is not a specific disease
- it is an overall term for a decline of memory or other thinking skills
- Alzheimer's disease and vascular dementia are most common types.

Key functions of brain affected by dementia may include:

- damage to brain cells so brain cells can no longer communicate with each other
- when cells in a particular region are damaged that region cannot carry out its functions normally e.g. memory, judgement, movement.

Learning Outcome 2:

Key features of the medical model and social model of dementia may include:

- a) medical - clinical approach
- b) social - about the person and how it affects them as an individual.

Reasons why dementia should be viewed as a disability may include:

- people with learning disabilities and in particular Down's Syndrome are at greater risk of developing dementia
- similar symptoms between those with disabilities and dementia e.g. memory loss, difficult with thought processes, problem solving or language. Other common symptoms include mood or behaviour changes.

Learning Outcome 3:

Common types of dementia may include:

- Alzheimer's disease
- vascular dementia
- fronto-temporal dementia
- Creutzfeldt-Jacob disease.

Signs and symptoms may include:

- memory is getting significantly worse
- difficulty remembering recent events
- find it hard to follow conversations
- leave objects in unusual places
- difficulty solving problems
- feel confused in familiar environments.

Indicative Content: Dementia Awareness

Risk factors may include:

- age related - increases significantly 65+
- genetics
- lifestyle e.g. higher blood pressure in mid-life.

Prevalence rates may include:

- an 80-year-old is more at risk of developing dementia than a 30-year-old
- rare to get dementia before 65
- after the age of 65 the risk of developing Alzheimer doubles approximately every 5 years
- dementia affects approximately 1 in 14 people over the age of 65 and 1 in 6 over the age of 80.

Learning Outcome 4:

Living with dementia may include:

- ability to maintain independence as long as possible
- need to access services on a day-to-day basis
- as a person gets older physical deterioration and dementia may necessitate other forms of support
- increased levels of confusion and concerns for safety.

Impact of other people's attitudes and behaviour may result in:

- depression
- isolation as the person does not want to go out
- people become more supportive and caring following the diagnosis.

Diabetes Awareness

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/9209

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|-----------------------------------|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know what is meant by diabetes. | 1.1 Describe what is meant by the term diabetes. 1.2 Outline key features of Type 1 diabetes. 1.3 Outline key features of Type 2 diabetes. 1.4 Describe signs and symptoms that indicate an individual may have diabetes. | M(i) Explain the key differences between type 1 and type 2 diabetes. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know risk factors for developing type 2 diabetes. | 2.1 Identify risk factors associated with the development of type 2 diabetes. 2.2 Describe ways that individuals can reduce their risk of developing Type 2 diabetes. 2.3 Outline the long term health consequences of developing type 2 diabetes. | M(ii) Explain the information needed about an individual to identify level of risk for developing type 2 diabetes. M (iii) Explain why it is important to personalise the advice given to an individual about reducing the risk of developing type 2 diabetes. | D(i) Evaluate the effectiveness of a local or national health campaign to inform people how to reduce their risk of developing type 2 diabetes. |
| 3 Know the treatment and management options for individuals with diabetes. | 3.1 Outline the treatments and other support available for individuals with diabetes: a) nutritional b) medication c) exercise. 3.2 Describe the importance of self-care for the individual with diabetes. 3.3 Give examples of tests used to monitor diabetes to include: a) annual tests b) daily (or more frequent) tests. | M(iv) Explain the potential consequences of an individual not following their treatment plan. | D(ii) Explain how a diagnosis of diabetes can affect emotional wellbeing and how that might affect their treatment and management pathway. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 4 Know how to respond to hypoglycemia. | 4.1 Describe what is meant by the term hypoglycemia. 4.2 Identify the possible causes of hypoglycemia. 4.3 List the signs and symptoms of hypoglycemia. 4.4 Describe what action to take if an individual has hypoglycemia. | | |
| 5 Know how to respond to hyperglycemia. | 5.1 Describe what is meant by the term hyperglycemia. 5.2 Identify the possible causes of hyperglycemia. 5.3 List the signs and symptoms of hyperglycemia. 5.4 Describe what action to take if an individual has hyperglycemia. | M(v) Explain the main differences between hyperglycemia and hypoglycemia and how treatments for each differ. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 6 Know the links between diabetes and other conditions. | 6.1 Describe the impact of intercurrent illness on individuals with diabetes. 6.2 Outline how treatment for diabetes may be required to be changed during intercurrent illness. 6.3 Describe the links and possible complications between diabetes and: a) dementia b) depression c) pregnancy. | | D(iii) Explain how complications arising from either pregnancy, dementia or depression can be managed in individuals with diabetes. |

Indicative Content: Diabetes Awareness**Learning Outcome 1:**

The meaning of diabetes may include:

- life-long condition
- glucose levels in the body are too high
- pancreas does not produce any or enough insulin to help glucose enter the cells of the body.

Key features of different types of diabetes may include:

- Type 1 - treated by daily doses of insulin, can develop at any age, usually appears before a person is 40, most common type of diabetes in children
- Type 2 - usually appears in people over 40, often related to life-style including obesity.

Signs and symptoms that may indicate diabetes could include:

- going to the toilet a lot
- feeling thirsty all the time
- more tired than usual
- weight loss but not trying to
- blurred vision
- slow healing of cuts.

Learning Outcome 2:

Risk factors of developing type 2 diabetes may include:

- high body mass index or over weight
- large waist in comparison to the rest of the body
- African-Caribbean, Black African, Chinese or South Asian and over 25
- Other ethnic backgrounds over 40
- had high blood pressure, heart attack, stroke.

Ways to reduce risk of Type 2 diabetes include:

- healthy diet
- physical exercise.

Long term health consequences of Type 2 diabetes may include:

- affects eye sight
- kidney failure
- circulation problems
- damage heart.

Indicative Content: Diabetes Awareness**Learning Outcome 3:**

Treatment and support available may include:

- a) nutritional - healthy, balanced diet; regular meal times; reduce saturated fats and salt; portion sizes; control amount of sugar eaten; keep hydrated
- b) medication - dependent on individual needs, different types of medication e.g. biguanide; insulin, islet transplants
- c) exercise - controls weight, helps fight infection, can lower blood glucose levels, strengthens bones, improves sleep.

Importance of self-care may include:

- maintaining independence, reduce risk of dependence
- reduced risk of complications
- empowerment.

Tests to monitor diabetes may include:

- a) annual tests - blood sugar, blood pressure, cholesterol, weight and diet, smoking habits, review of exercise taken, kidneys, eyes, feet
- b) daily - blood glucose levels, blood glucose targets, urine testing.

Learning Outcome 4:

The meaning of the term hypoglycemia may include sugar levels are too low or the level of glucose in the blood has fallen below a set point (below 4 mol/L).

Causes of hypoglycemia may include:

- delayed meals
- excessive exercise
- alcohol
- too high a dose of medication.

Signs and symptoms include:

- sweating
- tiredness
- feeling dizzy
- feeling weak and hungry
- confusion
- convulsions
- loss of consciousness.

Action to take may include:

- eat or drink glucose tablets, sweets, sugary fizzy drinks

Indicative Content: Diabetes Awareness

- take slower acting carbohydrate if meal is not due.
- take blood test 15-20 minutes to check if blood glucose levels have recovered.

Learning Outcome 5:

Definitions of the term hyperglycemia may include:

- blood glucose is too high
- insufficient insulin.

Possible causes may include:

- eating too much sugar
- already ill with a cold or tonsillitis.

Signs may include:

- feeling tired and thirsty
- needing to go to the toilet more often than usual
- headache
- stomach ache.

Action to take if an individual has hyperglycemia may include:

- have sugar-free drinks
- take insulin
- individual carrying out a test for ketones.

Learning Outcome 6:

Impact of incurrent illness may include:

- stress of illness can increase insulin requirements
- difficulty managing diabetes as they would normally.

Changes to treatment may include:

- monitor and increase fluid intake if required
- make sure there are arrangements in place for monitoring insulin if person is not able to during their illness
- increasing frequency of glucose monitoring
- maintain carbohydrate intake using fluids if patient has difficulty swallowing.

Links with other illnesses may include:

- a) dementia - research has shown that type 2 diabetes can be a risk factor for Alzheimer's disease, vascular dementia and other types of dementia; glucose is not used properly in people with dementia

Indicative Content: Diabetes Awareness

- b) depression - people with diabetes are more likely to suffer from depression, people with diabetes suffering from depression are at greater risk of suffering from an episode of diabetic burnout.
- c) c) pregnancy - glucose levels may vary, retinopathy should be treated before becoming pregnant due to potential pressure on small vessels in the eyes, some medication cannot be taken during pregnancy.

Stroke Awareness

Level: Level 2
Credit Value: 3
GLH: 28
Unit Number: T/615/9210

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--------------------------|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know what a stroke is. | 1.1 Identify the changes in the brain associated with stroke. 1.2 Outline other conditions that may be mistaken for stroke. 1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA). | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 2 Know how to recognise stroke. | 2.1 List the signs and symptoms of stroke. 2.2 Identify the key stages of stroke. 2.3 Identify the assessment tests that are available to enable listing of the signs and symptoms. 2.4 Describe the potential changes that an individual may experience as a result of stroke. | M(i) Compare the effect of a stroke on individuals when it occurs in the right and left side of the brain. | |
| 3 Understand the management of risk factors for stroke. | 3.1 State the prevalence of stroke in the UK. 3.2 Identify the common risk factors for stroke. 3.3 Describe how risk factors may vary in different settings. 3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke. | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 4 Understand the importance of emergency response and treatment for stroke. | 4.1 Describe why stroke is a medical emergency. 4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working. 4.3 Identify the impact on the individual of the key stages of stroke. 4.4 Identify the correct early positioning for airway management. 4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident. | M(ii) Explain what the consequences may be if treatment is delayed or not accessed. | D(i) Create a checklist for obtaining information about the history of a stroke incident, explaining the significance of each section or element. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 5 Understand the management of stroke. | 5.1 Describe why effective stroke care is important to the management of stroke. 5.2 Identify support available to individuals and others affected by stroke. 5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance | M(iii) Explain the most common psychological problems following a stroke for the individual and for their family or friends. | D(ii) Prepare advice to help a family member or friend care for an individual who has had a stroke on their return home from hospital. |

Indicative Content: Stroke Awareness**Learning Outcome 1:**

Changes in the brain associated with a stroke may include:

- blood supply to the brain is interrupted
- brain cells are starved of oxygen and essential nutrients
- some brain cells may die and others may be damaged.

Conditions that may be mistaken for stroke may include:

- indigestion
- muscular strain.

Differences between stroke and TIA may include:

- the symptoms are very similar but with a TIA the symptoms pass
- a TIA can last from minutes to hours but do not last longer than 24 hours.

Learning Outcome 2:

Signs and symptoms of stroke may include:

- one side of the face drops
- can't smile
- weakness in arm
- slurred or muddled speech.

Key stages of stroke may include:

- initial symptoms are observed
- condition deteriorates
- blood clots may form
- need to act quickly.

Assessment tests for strokes may include:

- blood tests to determine cholesterol and blood sugar levels
- check pulse for irregular heart beat
- blood pressure measurement
- brain scan e.g. CT or MRI
- swallow tests to make sure person can swallow properly
- heart and blood vessel tests e.g. ECG or ultrasound scan.

Potential changes may include:

- difficulty with speech
- mobility issues due to numbness or paralysis.

Indicative Content: Stroke Awareness**Learning Outcome 3:**

Learners need to research prevalence of stroke in the UK to gather up-to-date information. Stroke occurs approximately 152,000 times a year in the UK; one every 3 minutes and 27 seconds (Source: January 2016 Stroke Association).

Common risk factors of stroke may include:

- lifestyle e.g. obesity, smoking, lack of exercise, drinking
- high blood pressure
- high cholesterol levels
- diabetes
- family history.

Examples of how risk factors may vary in different settings may include:

- service users in residential care homes are more at risk due to age factors
- research is suggesting that active young men are at risk due to undetected heart conditions
- some service users may be more at risk due to heart conditions such as Down's Syndrome.

Reducing the risk of stroke may include:

- change lifestyle
- review diet to reduce cholesterol levels
- control diabetes
- have regular check-ups if there is a family history.

Learning Outcome 4:

Reason stroke is a medical emergency may include:

- deterioration can be fast
- stroke can result in permanent damage
- treatment is more effective in first three to four hours.

Actions to take in response to an emergency stroke incident may include:

- carry out the 'fast' test i.e. face, arms, speech
- if any one of the signs is evident then call 999
- if in doubt seek medical help.

The impact on the individual may include:

- temporary or permanent physical disability
- inability to communicate
- difficulty expressing thoughts
- frustrated, depressed, anxious, scared.

Indicative Content: Stroke Awareness

Correct airway management for stroke:

- when someone has a stroke their airway may be at risk due to potential loss of muscle control
- tongue can fall back and block airway making breathing difficult
- if first person on scene, follow first aid procedures
- if necessary, tilt head and lift chin to move tongue forward.

Learning Outcome 5:

Reasons for effective stroke care may include:

- reduce risk of further injury
- increase the possibility of the re-use of limbs or speech
- improved quality of life
- reduce possibility of further strokes.

Support available may include:

- own medical practice
- occupational therapist, physiotherapist, speech therapist
- social worker.

Other agencies or resources may include:

- charity organisations e.g. Stroke Association, Rainbow Trust, Headway.

Diet and Nutrition

Level: Level 2
Credit Value: 4
GLH: 32
Unit Number: F/615/9212

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know about the properties of nutrients. | 1.1 Describe the functions of nutrients in the human body. 1.2 Classify nutrients in foods. | | |
| 2 Know about the nutritional needs of the human body. | 2.1 Describe general human nutritional needs. 2.2 Describe how nutritional needs can vary according to situation or for groups or individuals. | M(i) Describe the specific dietary needs of individuals at different life stages. | D(i) Explain the factors that influence the dietary choices of individuals at different life stages. |
| 3 Know how the human body absorbs nutrients. | 3.1 Describe the process by which the human body absorbs nutrients. 3.2 Describe characteristics of poor nutritional uptake and the factors affecting processing of nutrients. | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 4 Understand the relationship between nutrition and health. | 4.1 Explain the concept of a balanced diet. 4.2 Describe the role of diet and nutrition in supporting good health. 4.3 Explain the possible consequences of eating unhealthily. 4.4 Explain how nutritional guidelines and food labelling can support healthy eating. | M(ii) Assess the effectiveness of food labelling in supporting individuals to make healthy food choices. | D(ii) Explain the long-term effects of an unbalanced diet on health and wellbeing. |

Indicative Content: Diet and Nutrition

Learning Outcome 1:

Learners need to describe function of the main six essential nutrients and what food stuff they are found in.

This could include:

- carbohydrates – main source of energy e.g. bread, grains, sugars
- protein – major structural component of cells responsible for building and repair of body tissue e.g. meat, beans, eggs
- fat – energy source that increases absorption of fat soluble vitamins -fish oil, dairy, vegetable oils; different kinds of fat
- vitamins – present in small amounts e.g. vitamin C is necessary for the synthesis of collagen, a structural component in the assembly of blood vessels, found in citrus fruits, strawberries, peppers
- minerals e.g. sodium which helps to maintain fluid outside of cells and for cells to function; found in bananas, potatoes and tomatoes
- water -to maintain homeostasis in the body and transport nutrients to cells. Most body processes need water.

Learning Outcome 2:

Learners should give a description of general human needs of a balanced diet and then identify how this may vary according to needs of specific groups or individuals.

E.g. A balanced diet would include a higher proportion of carbohydrates and fruit and vegetables with a smaller amount of dairy, meats, fish, eggs and an even lower amount of fats and oils – this can be evidenced as a food pyramid or pie chart.

Diets may need to vary due to illness e.g. diabetes – needing sugar regulation, coeliac needing a gluten free diet

Diets may also vary based on economic circumstances, cultural, religious or other restrictions (vegan, vegetarian), allergies etc

Learners can use examples to explain different dietary needs at different life stages.

e.g. Children need increased starchy carbohydrate, fruit and vegetables as they are growing quickly and have higher energy and nutritional needs compared to adults.

Older people may be less active and hormonal changes mean fat distribution changes.

Absorption of some nutrients may become less efficient. Taste buds change and food can taste bland.

Learning Outcome 3:

Learners need to have an understanding of how the body absorbs nutrients and what characteristics might indicate poor absorption.

Diagrams can be provided as evidence and should indicate how nutrients are digested through the whole digestive system – stomach, small intestine, large intestine etc

Learners need to be able to describe how poor nutritional uptake is characterised and possible deficiencies and factors affecting processing of nutrients.

e.g. Fatigue – deficiency of iron, magnesium, potassium, vitamin B12

Indicative Content: Diet and Nutrition

Constipation – dehydration, deficiency of fibre, potassium, magnesium, folate

Loss of appetite and taste – deficiency in zinc

Factors affecting the processing of nutrients include – age, poor diet, lifestyle, stress, illness
e.g. tea and coffee can affect the absorption of iron and zinc. Too little water and fibre can cause constipation.

Learning Outcome 4:

Learners need to be able to show what a balanced diet is and how it can support good health. They should identify that fruit and vegetables and a diet rich in whole grains and low in saturated fat can protect the body from disease.

The consequences of an unhealthy diet could include:

- stress
- tiredness
- high blood pressure
- high BMI
- diabetes
- heart disease

Learners need to show they understand the value of nutritional guidelines and food labelling in supporting healthy eating. This could include:

- nutritional labels on packaging
- red, amber, green colour coding
- government campaigns e.g. 5 per day

Mental Health and Disorder

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/9221

This unit has 3 learning outcomes.

| LEARNING OUTCOMES The learner will: | ASSESSMENT CRITERIA - PASS The learner can: | MERIT In addition to the pass criteria, the learner can: | DISTINCTION In addition to the pass and merit criteria, the learner can: |
|--|--|---|---|
| 1 Understand the concept of mental health. | 1.1 Define the term 'mental health'. 1.2 Describe the key components of mental well-being. 1.3 Explain why positive mental health is important to individuals, families and others (e.g. employers, society as a whole). | M(i) Explain the steps that an individual may take to promote their own mental health and well-being. | D(i) Explain what is meant by the medical model in relation to mental health. |
| 2 Understand the concept of mental disorder. | 2.1 Define the term 'mental disorder'. 2.2 Describe some of the main models of mental disorder. 2.3 Explain how mental disorders are classified. 2.4 Describe some common mental disorders, including: | M(ii) Identify and compare two different treatments of two common mental disorders. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | <ul style="list-style-type: none"> • Key risk factors • Common symptoms • Possible effects on individuals • Different types of treatment or support. | | |
| 3 Understand societal attitudes to mental health and disorder. | <p>3.1 Explain how mental health and disorder may be perceived in society.</p> <p>3.2 Explain the possible impact on individuals with mental health disorders of societal attitudes to mental health and disorder.</p> <p>3.3 Explain how legislation and codes of practice are designed to prevent discrimination and promote fair treatment for people with mental health disorders.</p> | M(iii) Explain how attitudes to mental health and disorder have changed over time. | D(ii) Explain the effectiveness of local and national strategy to promote mental well-being and mental health. |

Indicative Content: Mental Health and Disorder

Learning Outcome 1:

Learners could define 'mental health' as being "a person's condition with regard to their psychological and emotional well-being" or a state of "well-being". There is no one definitive definition. The key components could include:

- ability to solve problems
- ability to make relationships with others
- ability to achieve aims and goals
- how person feels about themselves, their life and the world
- an absence of mental disorder

Promoting mental health may include:

- talking about feelings
- keeping active
- eating a healthy diet
- drinking alcohol sensibly
- connecting with others
- doing something you are good at
- learning something new

Medical model in relation to mental health is the belief that mental health is biological and that abnormal behaviour should be seen as a physical problem that needs medical treatment. Thus social, psychological and other external factors are less important. Learners may wish to comment on the ensuing debates.

Learning Outcome 2:

Learners may define mental disorder as "any disorder or disability of the mind" It was changed by the Mental Health Act 2007 and the classifications in the Mental Health Act 1983 are no longer used.

The current definition includes: schizophrenia, depression, bipolar disorder, anxiety disorder, obsessive-compulsive disorder, dementia, eating disorders; mental illness and mental disorder are used interchangeably.

Learners will identify common disorders then look at risk factors, symptoms, effects and treatment.

e.g. Depression may cover the following:

risk – bereavement, life changing events from illness, family problems

symptoms – tiredness, loss of energy, loss of self confidence and self-esteem, self-harm, suicidal thoughts, sleep problems

effects – loss of relationships, loss of employment, self-harm, suicide attempts

Treatment – counselling, cognitive therapy, psychotherapy, anti-depressants.

Indicative Content: Mental Health and Disorder**Learning Outcome 3:**

Learners will need to show that they have understood how societal attitudes and government reactions have changed over time. Historical improvements in treatment e.g. hospital community, drug advances.

Learners should consider how societal attitudes have changed over time but that stigma and discrimination are still common place. They should also consider the risk of stereotypes.

The impact of negative attitudes could include:

- social isolation
- unemployment
- poor housing
- poverty
- delayed or impeded recovery

Learners should identify and explain how Mental Health Act 1983(updated by 2007 Act) and the Mental Capacity Act 2005 and Equality Act 2010 are designed to prevent discrimination and promote fair treatment. They should then comment on the effectiveness of a local and national strategy to promote well-being and mental health. E.g. Time to Change.

Care of the Elderly

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: M/615/9223

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know about the ageing process. | 1.1 Describe the physical, psychological, social and emotional changes that an individual may experience as a result of ageing. 1.2 Describe how the ageing process may affect the support needs of an individual. | M(i) Explain how changes, and related support needs, evolve as a person continues to age. | |
| 2 Know about conditions affecting older people | 2.1 Identify common conditions affecting older people. 2.2 Describe the key features of different conditions and the affect they may have on older people. | M(ii) Explain the signs that an individual may be in pain or discomfort, as a result of a particular condition, and how to provide relief. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| | 2.3 Outline the support needs of individuals with different conditions commonly affecting older people. | | |
| 3 Know how to communicate with older people. | 3.1 Outline different strategies for ensuring that older people can hear and understand what is being said to them. 3.2 Describe ways to support older people to communicate their wishes, opinions or requests. | | D(i) Assess the effectiveness of a particular interaction between a H&SC professional and an older person in their care, making reference to how well the older person was supported to understand and contribute. |
| 4 Know about good practice in caring for older people. | 4.1 Outline the features of good practice in caring for older people, including specific techniques or adaptations relating to their age. | M(iii) Give practical examples of how to support an older person's independence and individuality. | D(ii) Explain the importance of person-centred approaches in caring for the elderly. |

Indicative Content: Care of the Elderly

Learning Outcome 1:

Changes as a result of ageing may include:

- physical - changes to bones, joints and cartilage
- psychological - significant life changes e.g. death of partner, family leaving home, financial concerns, fear of losing independence
- social and emotional - loneliness, isolation, depression, fear of ill health and subsequent consequences.

Ways the ageing process may affect support needs could include:

- greater need for support services as the person gets older e.g. equipment, personnel
- different types of support services e.g. assisted living, residential care.

Learning Outcome 2:

Common conditions, key features, affects and support may include:

- arthritis - inflammation of joints - inability to lift objects, loss of mobility - medication, aids to help maintain independence
- chronic heart disease - breathlessness, irregular heart beat - difficulty walking at speed or uphill, may feel dizzy resulting in loss of confidence to be on own - medication, controlled diet
- diabetes mellitus - inability to produce insulin (type 1) or resistance to insulin (type 2) - reliant on medication, maintain appropriate diet, could result in kidney failure, increased risk of infection - medication, controlled diet
- dementia - confusion, memory loss, uncharacteristic behaviour - unaware of surroundings, become increasingly reliant on others for care - part time or full-time care dependent on severity of the condition.

These are some examples. Learners may choose to consider different conditions.

Learning Outcome 3:

Strategies to help older people hear and understand what is being said may include:

- finding out if they use aids to help
- if they do, make sure the aid is working and switched on
- be in front of the person as they may also lip-read
- speak clearly but there is no need to if the aid is working
- avoid patronising the older adult by the way you speak
- give visual clues to help them understand and remember what has been said.

Ways to help the older person communicate their wishes, opinions or requests may include:

Indicative Content: Care of the Elderly

- giving them time to ask questions or share their thoughts
- avoid interrupting them as they may lose their train of thought
- encourage them through appropriate use of body language

Learning Outcome 4:

Features of good practice in caring for older people may include:

- take time to get to know the person
- provide a people-centred service
- give them time and be patient.

Learners may provide different features that are not mentioned above.

Supporting an Individual to be Part of a Community

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: T/615/9224

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the importance of social inclusion. | 1.1 Explain the benefits to the individual of actively participating in their own community. 1.2 Explain the benefits to the community as a whole of being socially inclusive. | | |
| 2 Understand social exclusion. | 2.1 Describe ways in which individuals can be excluded from their communities. 2.2 Identify groups of people who are at risk of social exclusion and state why this is the case. 2.3 Describe the consequences of social exclusion for individuals and for communities. | | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|--|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Know how social inclusion is promoted. | 3.1 Identify legislation which aims to promote and support social inclusion. 3.2 Outline organisations or services which promote and support social inclusion and the methods that they use. | M(i) Explain how a particular individual has benefited from an organisation or service that promotes and supports social inclusion. | D(i) Assess the effectiveness of a particular strategy to promote social inclusion in use in a specific local community. |
| 4 Know how a health and social care practitioner can support the inclusion of individuals in their community. | 4.1 Outline ways in which person-centred practice can help support an individual to be included. 4.2 Describe how to support an individual to access and engage in activities within their community. 4.3 Describe ways to increase an individual's confidence so that they can play a positive role in their community. | M(ii) Explain the importance of working with individuals as active partners and their right to participate in activities and relationships as independently as possible. | D(ii) Explain why a practitioner's own views should not influence an individual's choices. |

Indicative Content: Supporting an Individual to be Part of a Community**Learning Outcome 1:**

Benefits of the individual participating in their own community may include:

- know people from previous activities
- know the environment
- feel a sense of belonging
- familiarity.

Benefits to the community of being socially inclusive may include:

- everyone feels responsible for the care of their community
- people get to know one another so can help to protect their community
- generates pride
- a more powerful voice when trying to get things done
- respect for each other.

Learning Outcome 2:

Ways people are excluded from their community may include:

- shunned
- abused
- alienation.

Groups of people who may be at risk may include:

- elderly - no longer perceived as being valuable to the community
- minority groups - perceived that they do not belong in the country
- homeless - perceived as having no money and therefore not worthy.

Consequences of social exclusion to the community may include:

- divided communities
- local violence
- gangs.

Learning Outcome 3:

Legislation to promote social inclusion may include the Equality Act 2010. Organisations that promote and support inclusion may include:

- Department for Education
- Equality and Human Rights Commission
- Office for Standards in Education (Ofsted)

Indicative Content: Supporting an Individual to be Part of a Community

- Action for Children
- Alliance for inclusive education
- British Institute of Human Rights.

Learning Outcome 4:

Ways person-centred approach can help support inclusion may include:

- everyone is respected and cared for as a individual
- they are involved in decision making about their care
- service users make the final decision as far as possible
- individual needs are catered for.

Ways to access and engage in activities may include:

- ensuring physical access
- know what the activities are about and discussing with the service user if they feel it is appropriate
- encourage a current participant to go with the service user on the first few occasions or meet them on arrival
- visit the venue before going with the service user to find out if it is appropriate to recommend it.

Way to increase an individual's confidence so they can play a positive role in the community may include:

- finding out what they are good at
- finding out what they enjoy doing and making appropriate activity suggestions.

ICT for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/7724

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Know the importance of making effective use of ICT in the workplace. | 1.1 Explain how effective use of ICT can contribute to the overall effectiveness of an organisation. 1.2 Describe the possible impact of poor use of ICT on an organisation. | | |
| 2 Be able to identify the ICT requirements of workplace tasks. | 2.1 Describe the ICT requirements for different complex workplace tasks. | M(i) Compare and contrast two given software applications capable of meeting the requirements of a specific task. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|---|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Be able to make safe use of an ICT system to undertake workplace tasks | 3.1 Use ICT to complete different complex workplace tasks efficiently. 3.2 Develop and use storage systems to enable efficient retrieval of information. 3.3 Follow workplace guidelines for safe and secure use of ICT. | M(ii) Use a combination of different ICT methods to complete a single complex task. | D(i) Recommend improvements to a given set of guidelines for safe and secure use of ICT, based on own experience of their use. |
| 4 Be able to use ICT to find and select information for workplace tasks. | 4.1 Use ICT to locate and select relevant and reliable information from different sources to meet the requirements of a complex workplace task. | | D(ii) State ways of checking the reliability of online sources. |
| 5 Be able to use ICT to present and share work-related information. | 5.1 Be able to use ICT to present and share work-related information. 5.2 Use appropriate software to present conclusions including: <ul style="list-style-type: none"> • text • images • graphs/charts in a format, suitable for the purpose and for the audience. | M(iii) Use ICT to present and share information on a complex topic. | D(iii) Use appropriate software to present information on a complex topic including edited audio and video clips. |

Indicative Content: ICT for the Workplace**Learning Outcome 1:**

Examples of how ICT can contribute to the effectiveness of an organisation may include:

- information is easily accessible
- information can be stored and retrieved efficiently
- data can be used for a range of purposes including marketing and developing new products and services
- widen the market place e.g. international, other parts of the country
- keeping information safe with passwords

Inefficient use of ICT can result in:

- financial losses
- time wasting
- breach of confidentiality

Learning Outcome 2:

Different ICT software application that can meet the requirements of complex work tasks could include:

- software for entering data regarding service users
- software for sending and receiving emails and attachments securely
- software for specific work place tasks e.g. spreadsheet, charts

Learning Outcome 3:

Use of workplace ICT policies and procedures to safely use ICT to complete different workplace tasks efficiently. This could include:

- enter, search, sort and edit confidential service user data
- apply editing, formatting and layout techniques to meet workplace tasks
- creating work related records that can be accessed by other staff
- creating text, graphic, numerical data e.g. fluid input/output monitoring
- create, use and maintain secure passwords and file labelling
- ways to check reliability of online sources

Learning Outcome 4:

Use of ICT to research information from different sources to meet the requirements of a complex work could include:

- reading and retrieving information from case files stored on ICT
- receiving, reading, sending and recording information received by email with attachments
- safe and effective online web search for information – e.g. search engines
- recognising currency, relevance and bias when selecting and using information.

Indicative Content: ICT for the Workplace

Learning Outcome 5:

Use of ICT to present and share information using appropriate software could include:

- text
- tables
- graphics
- records
- numbers
- charts and graphs
- audio and video clips

These must be presented in a format suitable for the audience so may be printed or for viewing on screen.

Improving own Employability Skills

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/7767

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Understand the responsibilities and working patterns associated with a specific role in a work environment. | 1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment. | M(i) Explain how a specific job role fits within the staff structure in a chosen work environment. | D(i) Explain the inter-relationship between different roles in a specific work environment. |
| 2 Be able to work with due regard for health and safety in the work environment. | 2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment. | M(ii) Contribute to the minimising of risks and hazards through own conduct in the work environment. | D(ii) Explain the legal responsibilities of employers and employees for health and safety in the work environment. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|--|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Be able to meet the professional standards expected in a chosen work environment. | 3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed. 3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick). | M(iii) Apply understanding gained from completing one task to other related tasks. | D(iii) Demonstrate use of initiative in completing tasks. |
| 4 Be able to review own learning gained in a work environment. | 4.1 Describe skills and knowledge gained in a work environment. 4.2 Outline areas where further development is still needed. | M(iv) Describe the relevance of the skills and knowledge gained to their future career plans. M(v) Outline key actions to be taken to increase own work-related knowledge and skills. | D(iv) Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours. |

Indicative Content: Improving own Employability Skills**Learning Outcome 1:**

Learners need to provide sufficient and valid evidence to achieve this outcome.

Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role.

Difference between responsibilities and tasks

Examples of working patterns include:

- working hours (regular or irregular)
- Shift patterns
- number of breaks provided

Learning Outcome 2:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, certificates or a personal log. Examples may include:

- attending Induction/work based training
- following procedures during a fire practice
- personal presentation
- wearing Personal Protective Equipment (PPE)
- adjusting desk and chair to ensure good posture
- knowledge of location of First Aid Kit and how to reach First Aiders

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, peer assessment or a personal log.

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Skills and knowledge developed/needed may include:

- product/service knowledge
- understanding of an industry/workplace
- customer service skills
- personal organisation

Indicative Content: Improving own Employability Skills

- personal presentation
- communication skills
- understanding of health and safety
- ICT skills

Numeracy Skills for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/7766

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|---|---|---|--|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 1 Be able to recognise when to use numeracy skills in a work-related context. | 1.1 Outline how numeracy skills can be used to find solutions in different work-related situations. | M(i) Give examples of situations which call for a range of different numeracy skills. | |
| 2 Be able to select appropriate mathematical approach to solving work-related problems. | 2.1 Identify possible mathematical methods that could be used to solve specific work-related problems. 2.2 Select the most appropriate mathematical approach for each situation. | M(ii) Select the most appropriate mathematical approach to solve a specific work-related problem, requiring multiple mathematical steps or processes. | |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA - PASS | MERIT | DISTINCTION |
|--|--|---|---|
| The learner will: | The learner can: | In addition to the pass criteria, the learner can: | In addition to the pass and merit criteria, the learner can: |
| 3 Be able to apply appropriate numeracy skills in a work-related context. | 3.1 Collect and collate supporting information needed to apply numeracy skills in work situations. 3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to work-related problems or situations. 3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage. | M(iii) Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific work-related problem or situation requiring multiple mathematical steps or processes. | D(i) Link different numerical skill sets in addressing a specific work-related problem or situation, demonstrating appropriate levels of precision and accuracy. |
| 4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work-related context | 4.1 Analyse findings from the mathematical approaches applied to work situations. 4.2 Identify solutions to work-related problems or tasks based on their findings. 4.3 Use mathematical justifications to explain their conclusions or recommendations to others. | | D(ii) Communicate results relating to a specific work-related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose. |

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 1:

Examples of when to use numeracy skills in the workplace could include:

- Calculating percentages/fractions of numbers of specific costs
- Dealing with money for activities – staff cost, equipment, refreshments
- Making payments to suppliers when calculations are required for part payment of invoices/multiple factors are required to determine actual payment
- Checking bills and invoices for equipment and supplies
- Working out the volume of drinks needed for an event
- Calculating staffing costs
- Organising work programmes / schedules e.g. hours of work, number of staff needed
- Calculating how much of something to buy (e.g. how many disposable gloves in a complex situation or over a period of time)
- Recording and analysing information on computers and other technology to keep accurate records, e.g. of the number service users going on an outing.
- Calculating the number of staff needed for varying events and numbers of participants and calculating the resulting staffing costs
- Collating information about usage of bedding

Using computers and other technology to record information and use to solve problems and assess trends/patterns or make predictions.

Learning Outcome 2:

Possible mathematical methods identified could include:

- Working out a temperature range from measuring temperature in different places or at different times – (e.g. water temperature; building / facility temperature)
- Calculating angles – (e.g. placing equipment at the correct angle)
- Decimal notation for money; approximation and rounding
- Calculating percentages, fractions and ratios (e.g. staff to customers ratios; percentage of a facility being used)
- Calculating percentage increases / decreases (e.g. increase / decrease in service users)
- Calculating area (e.g. number of rooms which fit in an area)
- Calculating averages (mean, median, mode; e.g. average number of services used per month; average age of participants)
- Complex and or overlapping time calculations (e.g. timings of bookings, start and end times, rota timings)
- Estimating skills – (e.g. the number of staff needed for specific events: the potential costs of equipment)
- Use of computers / technology such as spreadsheets to record and calculate data and financial transactions.

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 3:

Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to:

- Collecting and collating complex data with multiple factors (e.g. number of participants in specific activities; costs of equipment in relevant multiples; prices of entry / usage with varying factors; booking records / quantities / timings; details of equipment used, area sizes of room needed)
- Checking and evaluation procedures – for accuracy – (e.g. using calculators; computers and technology for checking manual calculations; checking calculations against estimates; rounding figures; using inverse calculations i.e. checking multiplication by calculating division; considering alternative methods which may have been more suitable).

Learning Outcome 4:

Analysing findings could include:

- Using spreadsheets or paper/calculator to calculate, analyse and interpret complex data (e.g. number of vacancies/beds available.)
- Use of graphs, diagrams and, charts to present findings (e.g. graphs showing percentage of users using each area of a facility; diagrams showing percentage increase/decrease of energy use)
- Using fractions, ratios and percentages to make comparisons – (e.g. daily usage of a day centre as a percentage of total usage; number of participants taking part in different activities as ratios)
- Interpreting and identifying solutions can be shown through prepared feedback to a senior team member or by the use of programmes such as Excel to apply mathematical ideas in practical situations and being able to manipulate figures.

Mathematical justifications could be shown through report writing and may include:

- Clear comparisons with other data sets showing differences or similarities - (e.g. savings that could be made on staff costs; increases / decreases in equipment expenditure and usage over set time periods; Variations in bookings / booking types / booking amounts; increases / decreases in service use – i.e. percentages using different parts of the facilities)
- Identification of any errors or anomalies in the data
- Recognition of the accuracy and reliability of the data collected, analysed and interpreted
- Recognition of bias in the data collected and analysed – (e.g. significant increases in income, expenditure and customers, based upon large one-off events)
- Recognition that the correct mathematical methods have been used to collect, analyse, interpret and present data – (e.g. presenting service users over time as a line graph rather than a bar chart; presenting the number of service users as a percentage rather than a scatter graph).

Community Environment Project

| | |
|-----------------------------|--|
| Unit Number: | L/650/2072 |
| Level: | Level 1 |
| Credit Value: | 3 |
| GLH: | 30 |
| Unit Aim: | To equip learners with the skills to engage successfully in community action to improve the local environment. |
| Assessment Guidance: | Portfolio of evidence |
| Grading Guidance: | Pass |

This unit has 5 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1 Be able to select a focus for a community environment project. | 1.1 Select a specific focus for a project to help a community improve the environment. |
| 2 Be able to communicate the benefits of engaging in a community environment project. | 2.1 Describe to community members the benefits to the environment and to the community participating in the project. |
| 3 Be able to plan a community environment project. | 3.1 Create a project plan including actions and timeline. |
| 4 Be able to participate in a community environment project. | 4.1 Implement actions from the project plan, relevant to own role. 4.2 Support and encourage others to participate. |
| 5 Be able to review a community environment project. | 5.1 Describe what the project achieved. 5.2 Outline how well they worked with other community members. 5.3 Outline possible next steps for the community in terms of environmental improvements. |

Indicative Content: Community environment project
Learning Outcome 1:

- Community could be, for example, school/college; street; village; sports club; social group.
- Environmental improvement through making a change either locally, e.g. to air or water pollution; or contributing to national/global change such as tackling global warming, loss of biodiversity, deforestation, ozone layer depletion.
- Learners can work individually or as a group on the same project; all projects must involve the learner and members of their community.
- Focus should be chosen by the learner or learners, feasible, and need community involvement to be a success, but could be any of a wide range of possibilities, e.g. a tree-planting day, setting up a community garden/allotment, a vegan awareness event with free recipe booklet.

Learning Outcome 2:

Benefits should be specific to the project but could include:

- Benefits to the environment: greater range of biodiversity, reduced threat to the ozone layer; reduced dependence on unsustainable resources; reduced pollution.
- Benefits to the community: better health resulting from cleaner air; nicer-looking spaces (e.g. without litter); more enjoyment of nature; opportunities for social interaction, increased wellbeing and for learning together through taking community action.

Learning Outcome 3:

- Project plan might be presented in a given template. Actions should be necessary for completion of project sequenced in a logical order and with realistic deadlines.
- Actions will be specific to the project but could include further research; publicising the project; seeking necessary permissions; practical activities; sourcing necessary equipment or resources.

Learning Outcome 4:

- Actions where they have individual or shared responsibility as set out in the project plan.

Learning Outcome 5:

- Project achievements – tasks completed; changes made; environmental improvements.
- Strengths and areas for development in terms of team-working, fulfilling own responsibilities, support and motivating others.
- Next steps – ways of building on what was achieved in this project and/or how new projects could help achieve improvements in other areas.

Environmental Awareness

| | |
|-----------------------------|--|
| Unit Number: | K/650/2224 |
| Level: | Level 2 |
| Credit Value: | 3 |
| GLH: | 24 |
| Unit Aim: | To develop learners' understanding of climate change and the impact of human behaviour on the environment. |
| Assessment Guidance: | Portfolio of evidence |
| Grading Guidance: | Pass |

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the indicators and causes of climate change. | 1.1 Explain the link between climate change and selected examples of weather pattern changes. 1.2 Explain how human activity has contributed to climate change over the last century. |
| 2 Understand the effects of climate change on plants, animals and people. | 2.1 Explain the impact that climate change is having on plant and animal species, habitats and ecosystems. 2.2 Explain the threats to human health, wellbeing and security posed by climate change. |
| 3 Understand how impact on the environment can be measured. | 3.1 Summarises the key elements of an environmental impact assessment. 3.2 Explain the use of the carbon footprint as an impact measure for individuals and businesses. 3.3 Compare and contrast own results from a carbon footprint calculator with UK targets. |
| 4 Understand how individuals and businesses can reduce their carbon footprint. | 4.1 Explain how actions or changes they can implement would reduce their own carbon footprint. 4.2 Explain how carbon offsetting works. 4.3 Describe actions or changes that would result in the greatest reduction in carbon emissions for businesses in a chosen sector. |

Indicative Content: Environmental awareness
Learning Outcome 1:

Climate change: long-term shifts in weather patterns.

Weather pattern changes: hurricanes, droughts, floods, extreme heatwaves and associated forest fires.

Greenhouse gas emissions particularly methane and carbon dioxide as cause of climate change.

Fossil fuel use by industry -

- to create heat in industrial processes and space heating in buildings
- as boiler fuel to generate steam or hot water for process heating and generating electricity
- as raw materials to make products such as plastics and chemicals

The industrial sector uses electricity for operating industrial motors and machinery, lights, computers and office equipment, and equipment for facility heating, cooling, and ventilation.

Major sources of methane – landfill sites/cattle.

Energy, industry, transport, buildings, agriculture and land use as main emitters.

Learning Outcome 2:

Impact of climate change on plant and animal species including reduced biodiversity.

Loss of habitat or changes to habitat (e.g. coastal habitats due to rising sea levels; sea ice habitats due to rising sea temperatures); temperatures threatening survival; damage through heavier rainy seasons, extended droughts or unpredictable snowfall; migration due to habitat change or loss or lack of water.

Changes in life cycle patterns and associated risks especially to young plants and animals of unpredictable temperatures.

Effect on ecosystems: reduced numbers or absence of one element of the food chain resulting in depletion of all species in the chain. Link between drought, erosion/soil quality and inability of plants to thrive.

Threats to human health and wellbeing: increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme weather events, changes in the prevalence and geographical distribution of food- and water-borne illnesses and other infectious diseases, and threats to mental health (e.g. PTSD after climate-related catastrophic events).

security: potential for unrest due to mass migration from most affected to less areas, conflict over limited supplies of water and food, potential breakdown of society/rule of law as people seek to ensure own basic needs are met.

Learning Outcome 3:

Environmental impact assessments: tool to support decision making in relation to planned projects/changes, including information on likely environmental, social, and health effects.

Components of an environmental impact assessment: baseline study; impact prediction/extent; mitigations.

Carbon footprint – amount of carbon released into the atmosphere as a result of everyday activities of an individual, company, event, place or product.

Carbon footprint calculator – awareness of range of different types: e.g. MacKay Carbon Calculator (options for UK policy); calculators for business; calculators for individuals.

A range of free-to-use calculators are available online.

Learning Outcome 4:

Personal carbon footprint reduction based on analysis of own carbon footprint, for example, through improved energy efficiency, food, retail and travel choices and habits.

Indicative Content: Environmental awareness

Carbon footprint reduction for business through, for example, switching to greener energy; improving energy efficiency of buildings; changing travel/meeting policies; minimise waste; increase recycling; become 'paperless'.

Carbon offsetting: a way of paying for others to reduce emissions or absorb CO₂ to compensate for own emissions, e.g., by planting trees to take carbon out of the atmosphere as they grow. (The compensatory actions are beneficial, but they do not encourage emitters to change own behaviours/reduce own emissions.)

Taking Personal Responsibility for the Environment

| | |
|-----------------------------|---|
| Unit Number: | M/650/2082 |
| Level: | Level 1 |
| Credit Value: | 3 |
| GLH: | 30 |
| Unit Aim: | To develop learners' awareness of the ways in which they as individuals can be environmentally responsible. |
| Assessment Guidance: | Portfolio of evidence |
| Grading Guidance: | Pass |

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1 Be able to research ways individuals can help fight climate change. | 1.1 Use different sources to find out about the role of individuals in slowing climate change. |
| 2 Be able to identify ways to reduce own negative impact on the environment. | 2.1 Assess own strengths and areas for improvement in terms of living as sustainably as possible. 2.2 Outline changes they could make to different aspects of their lifestyle. |
| 3 Be able to implement actions or changes to reduce their negative impact on the environment. | 3.1 Select actions or changes and implement them over an agreed period of time. |
| 4 Be able to reflect on how effectively they have reduced their negative impact on the environment. | 4.1 Describe the changes they made and how effectively they implemented them over the agreed period. 4.2 Outline how the changes have helped reduce their negative impact on the environment. 4.3 Set out next steps to continue to reduce their negative impact on the environment. |

Indicative Content: Taking personal responsibility for the environment
Learning Outcome 1:

- Research as a means to identify the different ways individuals can have an impact and to generate ideas for own personal responsibility project.
- Newspaper articles, downloadable leaflets, websites.
- Actions/changes individuals can make to reduce own impact, focusing on reducing own carbon footprint.
- The role of individuals in influencing others – friends/family/household; employers or school/college; groups they belong to; politicians or others in authority.
- Actions of individuals need to be undertaken by large numbers to have impact; governments and corporations also need to take action to reach climate change targets.

Learning Outcome 2:

- Assessment should include different areas such as travel, energy-saving (habits, devices and renewables), food (food miles, food waste, composting, meat/), recycling, use of plastics, fashion, choice of products (personal care/beauty and cleaning products), use of water (e.g. shower/bath; tap/bottled water). Learners do not need to cover all of these and might focus on others depending on their lifestyles and interests.

Learning Outcome 3:

- Actions or changes should relate directly to areas for improvement identified in self-assessment. They should relate to more than one aspect of their lifestyle (e.g. travel and personal grooming) and include different types of change (e.g. replacing products and increasing recycling).
- Agreed period of time – to be negotiated between tutor and learner but typically between a fortnight and a month.

Learning Outcome 4:

- Changes in behaviours and choices, frequency, number of times applied, ease or difficulty of maintaining changes, any lapses and reasons for them.
- Impact on carbon footprint, comparison of previous behaviours/choices with new ones in terms of negative impact.
- Consideration of, for example, emissions, renewable resources, sustainable methods as relevant to chosen actions.
- Next steps – further reduction of impact in same aspects; consideration of different aspects.

Improving Sustainability in the Workplace

| | |
|-----------------------------|--|
| Unit Number: | F/650/2212 |
| Level: | Level 2 |
| Credit Value: | 3 |
| GLH: | 24 |
| Unit Aim: | To develop learners' ability to plan for improved sustainability in a workplace. |
| Assessment Guidance: | Portfolio of evidence |
| Grading Guidance: | Pass |

This unit has 3 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1 Be able to identify an area of a business in need of improvement in terms of sustainability. | 1.1 Review strengths and weaknesses of a specific workplace in relation to sustainability. 1.2 Outline the evidence that a selected aspect of the workplace needs improvement in terms of sustainability. |
| 2 Be able to identify processes, practices or resources to support improvement in terms of sustainability. | 2.1 Explain how new or revised processes, practices or resources could improve sustainability in the chosen area. 2.2 Describe ways to measure the impact of proposed new processes, practices or resources. |
| 3 Be able to develop and present a project plan to support improvement in terms of sustainability. | 3.1 Create a project plan including actions, deadlines, responsibilities and outcome measures. 3.2 Present clearly the project rationale, aims, proposed actions, timescales and intended outcomes. 3.3 Explain the benefits to the business of taking the proposed, more sustainable approach. |

Indicative Content: Improving sustainability in the workplace**Learning Outcome 1:**

Area of business could be a specific process or processes or relate to the actions and behaviours of a particular team, a function, a part of the supply chain or a site.

Sustainability: responsible interaction with the planet to avoid depleting natural resources and to increase the chances of future generations being able to meet their daily needs.

Sustainability could be in relation to waste creation and disposal, pollution, energy type and use, water, choice of materials, design of products, and policies such as for business travel.

Evidence as appropriate to project focus: e.g. rates of recycling; impact of single-use plastics on environment; intensive farming practices associated with a product; comparison of environmental impact of current energy source with alternative greener energy.

Learning Outcome 2:

Improvements could focus on reducing waste, reducing or preventing pollution, adopting cleaner energy, conserving water, using sustainable materials, making their products sustainable, changing policies to promote sustainability.

Ways to measure impact could include, depending on focus of project, carbon footprint, energy consumption, product recycling rate, supply chain miles, waste reduction rate, water consumption.

Learning Outcome 3:

As appropriate to the project.

Project rationale should explain how proposed changes will:

- reduce the use of finite resources and/or increased use of renewables
- rely less on practices that cause damage to the environment

Benefits to the business: improved brand image; cost reductions; compliance with current regulations and preparedness for future tighter regulations; attractiveness to new employees and investors; morale of staff.

Sustainability

| | |
|-----------------------------|---|
| Unit Number: | R/650/2209 |
| Level: | Level 2 |
| Credit Value: | 3 |
| GLH: | 24 |
| Unit Aim: | To develop learners' understanding of sustainability and ways in which businesses can operate more sustainably. |
| Assessment Guidance: | Portfolio of evidence |
| Grading Guidance: | Pass |

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1 Understand what is meant by sustainability. | 1.1 Explain the three key pillars of sustainability. 1.2 Summarise what governments are aiming to achieve through sustainability. 1.3 Explain what businesses are aiming to achieve through sustainability. |
| 2 Understand how human activity is threatening sustainability. | 2.1 Assess the environmental impact of different human activities and the related threat to sustainability. |
| 3 Know about sustainability goals and targets. | 3.1 Describe global sustainability goals, targets and indicators. 3.2 State how sustainability goals and UK environmental targets are linked. 3.3 Describe the importance of sustainability targets to a particular sector. |
| 4 Understand how businesses can work towards achieving sustainability. | 4.1 Explain different strategies businesses can use to work towards sustainability. 4.2 Assess the progress a chosen business or sector is making towards achieving sustainability. |

Indicative Content: Sustainability

Learning Outcome 1:

Sustainability is the ability to meet current needs without compromising on future generations' ability to meet their needs.

Three key pillars:

- environmental health
- economic benefits (recognising environmental friendliness of goods and services as benefitting the economy)
- social equity (fair access to resources and opportunities and full participation in the social and cultural life of a community.)

Government aims: make laws, set out policies (e.g. net zero strategy), and taxes (e.g. fuel duty) that help protect the environment from further damage, reduce use of non-renewable resources and encourage use of renewables; encouraging or requiring businesses and individuals to change behaviours; fair ways of doing this that do not disadvantage particular groups; achieving internationally agreed goals and targets.

Business aims: achieve compliance with UK laws/guidelines; reduce costs; positive brand and consumer approval; guaranteeing longer-term survival of business.

Learning Outcome 2:

Environmental impact: climate change/global warming; biodiversity loss; pollution of air and water; deforestation; ozone depletion.

Different human activities: use of fossil fuels, plastics – disposable single-use culture, materialism, intensive farming and fishing, travel/transport.

Threats to sustainability: population growth and urbanisation, energy use and global warming, excessive waste generation and the subsequent pollution of soil, air, and water, transportation in cities, and limited supply of resources.

Need for changes in social, economic, and environmental processes to achieve a balanced relationship between nature and humans.

Learning Outcome 3:

17 UN sustainable development goals.

Environmental targets in UK 25-year environment plan.

For a chosen sector, relevance of general UK targets and, where they exist, sector-specific targets, including those identified in the UK Net Zero Strategy (e.g. Construction 2025 targets; Fashion Industry Charter for Climate Action); changes in practices these might entail.

Learning Outcome 4:

Ways a business can reduce its consumption of limited resources and find alternative resources with lower environmental consequences - in own practice and across supply chain, e.g.

- Improved waste management
- Switching to cleaner fuel/renewable energy
- Reducing use of non-recyclables
- Investing in research
- Educating employees and customers
- Changing suppliers to those with more sustainable practices.

Progress in comparison to similar businesses/organisations and/or from own starting point against relevant targets.



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enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk
Tel: 01206 911 211