

QUALIFICATION SPECIFICATION

gateway
qualifications



Level 2 Certificate in Health and Care

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This qualification specification covers the following qualification:

Qualification number	Qualification title
603/6497/X	Gateway Qualifications Level 2 Certificate in Health and Care

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template and indicative content updated	n/a

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.

About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Level 2 Certificate in Health and Care.

This document 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 quality assurance practice.

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

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

Contents

Introduction	9
1. Qualification overview	10
1.1 Qualification purpose	10
1.2 Aims and objectives	10
1.3 Key information.....	10
1.4 Entry requirements.....	11
1.5 Progression opportunities	11
1.6 Equity, diversity and inclusion	12
1.7 Resource requirements.....	12
1.8 Support materials and resources	12
1.9 Achieving this qualification	12
1.10 Indicative content.....	16
2. Assessment	17
2.1 Assessment overview	17
2.2 Assessment language.....	17
2.3 Explanation of assessment terms used in this qualification	17
3. Unit details	18
3.1 Mandatory Group units.....	18
Communication in Health and Social Care	18
Equality and Inclusion in Health, Social Care or Children's and Young People's Settings.....	22
Person-Centred Approaches in Health and Social Care.....	25
Working in Health and Social Care.....	28
3.2 Optional Group O1 (Health and Care) units	31
Activity Provision in Health and Social Care.....	31
Basic First Aid Principles.....	33
Care of the Elderly	35
Dealing with Loss and Grief in Health and Social Care	38
Dementia Awareness.....	41
Diabetes Awareness	44
Digital Skills for Work	48
Duty of Care in Health and Social Care.....	50
Food Safety in Health and Social Care and Children's and Young People's Settings.	52
Health and Safety in the Workplace	55
Health/Social Care Project	57
Infection Prevention and Control in Health and Social Care or Children's and Young People's Settings	60
Introduction to Autistic Spectrum Condition.....	63

Introduction to Disability Awareness.....	65
Introduction to Learning Disability	67
Introduction to Mental Health	69
Introduction to Physical Disability.....	71
Introduction to Sensory Loss.....	73
Maintaining Quality Standards in the Health and Social Care Sector	75
Planning a Healthy Diet.....	77
Protection and Safeguarding in Health and Social Care.....	79
Sciences for Healthcare.....	83
Stroke Awareness.....	86
Support Individuals to Eat and Drink	89
Supporting an Individual to be Part of a Community.....	93
Team Work in Health, Social Care or Children's and Young People's Settings	96
Understand How to Handle Information in Social Care Settings.....	98
Understanding Risk within Health, Social Care and Children's and Young People's Settings.....	100
3.3 Optional Group O2a (Employability Skills) units.....	103
Applying for a Job	103
Career Planning	105
Communication Skills for Work	106
Community Environment Project.....	109
Customer Service Skills	110
Environmental Awareness	111
Exploring and Presenting Enterprise Ideas	112
Exploring Entrepreneurship.....	113
Improving Sustainability in the Workplace.....	114
Interview Skills	115
Introduction to Self-Employment	117
Leadership Skills.....	118
Making the Most of Work Placement.....	119
Negotiation Skills	121
Numeracy Skills for Work.....	122
Searching for a Job.....	123
Self-Management Skills for Work.....	125
Setting and Meeting Work-Related Targets.....	126
Skills for Creative Thinkers	127
Skills for Effective Participants	128
Skills for Independent Enquirers	129
Skills for Reflective Learners.....	130

Solving Work-Related Problems	131
Sustainability.....	132
Taking Personal Responsibility for the Environment	133
Time Management.....	134
Working in a Team.....	135
Working with Colleagues.....	137
3.4 Optional Group O2b (English) units.....	138
Engage in Discussion	138
Engage in Discussion	140
Listen and Respond	142
Listen and Respond	143
Read for Information	145
Read for Information	147
Read for Purpose and Meaning	149
Read for Purpose and Meaning	151
Speak to Communicate.....	153
Speak to Communicate.....	154
Write with Accuracy	155
Write Fluently and Accurately.....	157
Write to Communicate.....	159
Write to Communicate.....	160
3.5 Optional Group O2c (Maths) units.....	162
Making Calculations.....	162
Making Calculations.....	164
Money, Time and Temperature	165
Money, Time and Temperature	166
Numbers, Decimals, Fractions and Percentages.....	167
Numbers, Decimals, Fractions and Percentages.....	169
Numerical Relationships, Algebra and Ratios	170
Numerical Relationships, Algebra and Ratio	171
Using and Communicating Data.....	172
Using and Communicating Data.....	174
Using Probability	176
Using Probability	177
Using Size, Shape and Space.....	178
Using Size, Shape and Space.....	180
4. Quality assurance	182
4.1 Internal quality assurance	182
4.2 Sampling.....	182

4.3 Internal standardisation.....	183
4.4 External quality assurance	183
4.5 Centre monitoring	183
4.6 Quality assuring centre assessment decisions.....	184
4.7 Malpractice and maladministration.....	184
4.8 Direct claim status.....	184
4.9 Recognition of prior learning	184
4.10 Reasonable adjustments and special considerations	185
4.11 Appeals.....	185
Glossary of terms	186

Introduction

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

This qualification is intended to provide learners with the underpinning knowledge and skills specific to the health and care sector, together with transferable employability skills. The qualification is designed to support progression to further learning and ultimately to work in the health and care sector or other related sectors.

The employability skills and bitesize English and Maths units are common across a number of qualifications, enabling easy transfer of credits between qualifications and supporting opportunities for cross-faculty working.

The qualification has been developed with the support of a number of further education colleges, training providers and adult and community learning providers. It has been designed to be consistent with the principles for study programmes for 16-19 year olds, but is also relevant for adults.

1. Qualification overview

1.1 Qualification purpose

The purpose of this qualification is to provide learners with a core knowledge of the expectations of working within the health and care sector. The qualification provides learners with the opportunity to develop essential knowledge of working safely, effectively, and inclusively in health and care settings. Learners will also have the opportunity to develop their English, Maths, and employability skills through optional units, helping them build transferable skills and supporting their progression into employment.

The qualification is designed for learners preparing to enter the health and care workforce, as well as those already in support roles who wish to develop their knowledge and skills. It also supports learners who wish to progress to further study. Learners will gain broader insight into professional responsibilities, values-based care, and the wider range of skills needed to contribute effectively to the well-being, dignity, and rights of those they support across diverse health and care settings.

1.2 Aims and objectives

The aim of this qualification is to introduce learners to the key principles and expectations of working within health and care settings, providing essential knowledge and skills to support safe, inclusive and person-centred practice.

The objectives of the qualification are to provide learners with the opportunity to:

- develop wider knowledge and skills that support safe, effective and inclusive practice in health and care
- explore key themes that influence high-quality care, including wellbeing, communication, inclusion and person-centred support
- gain broader understanding of the needs and experiences of individuals who access care or support
- build insight into the responsibilities, values and behaviours expected in health and social care settings
- strengthen transferable skills, with optional opportunities to enhance English, Maths and employability skills

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 2 Certificate in Health and Care
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6497/X
Learning aim reference number	6036497X
Level	Level 2

Guided learning hours (GLH)	117
Total qualification time (TQT)	180
Credit value	18
Sector subject area	1.3 Health and Social Care
Age appropriateness	16-18, 19+
Grading scale	Pass
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only.

1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification; however, learners will benefit from having English and Maths skills at level 1.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy, numeracy, digital, and health and safety requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal, Quartz. Learner registration guidance is available on our website, [Registering learners](#).

1.5 Progression opportunities

On completion of this qualification, learners will have developed a wider range of knowledge, skills and behaviours for effective practice in health and care, supported by transferable employability skills that can be applied across different sectors.

Successful completion of the Gateway Qualifications Level 2 Certificate in Health and Care could allow learners to progress onto:

- Level 2 Diploma in Health and Care
- level 3 qualifications in Health and Social Care
- Access to Higher Education Diploma in Health and Social Care
- apprenticeships in Health and Social Care
- employment roles in Health and Social Care, for example, Healthcare Assistant, Community Care Worker

A full in-depth careers information, advice and guidance session should be completed for learners before, during and after completion of learning, finding them the most appropriate progression pathways unique to them and based on their ability and aspirations.

1.6 Equity, diversity and inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

1.7 Resource requirements

There are no prescribed resource requirements for this qualification. However, centres must ensure that learners have access to appropriate and sufficient resources to support the achievement of all learning outcomes.

1.8 Support materials and resources

In addition to this qualification specification, the following resources are available for centres approved to offer the qualification:

- a fully embedded scheme of work
- six session plans
- a session plan template
- four interactive PowerPoints
- a careers, information and guidance (CIAG) resource for the Health and Social Care sector, including teaching and delivery support, aligned with the Gatsby Benchmarks
- a glossary of terms with real-world application examples and explanations

All resources are embedded in the wider adult curriculum, including Fusion Skills and the Standard Skills Classification (SSC). They use contextualised examples and delivery activities to support sustainability and the United Nations Sustainable Development Goals (UN SDGs). The resources are fully inclusive and include enrichment activities and differentiated scaffolds to add value to learning.

1.9 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate all learning outcomes specified for each unit, as required by the rules of combination.

The knowledge and skills that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification, learners must meet the rule of combination by successfully achieve 18 credits. They must complete at least two mandatory units from the Mandatory Group (M), totalling 6 credits. In addition, they must complete a minimum of 6 credits from either Mandatory Group or Optional Group O1 (Health and Care) and 6 further credits from either Optional Group O1 (Health and Care) or Optional Group O2 (Employability Skills [O2a], English [O2b] and Maths [O2c]). At least 10 credits must be at level 2 or above. Learners cannot include more than one unit with the same or a similar title.

Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
M/618/3781	Communication in Health and Social Care	Level 2	3	24
T/618/3782	Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Level 2	2	18
Y/618/3791	Person-Centred Approaches in Health and Social Care	Level 2	3	24
H/505/2451	Working in Health and Social Care	Level 2	3	24

Optional Group O1 (Health and Care)

Unit reference	Unit title	Unit level	Credit value	GLH
H/505/2403	Activity Provision in Health and Social Care	Level 2	3	24
Y/505/2429	Basic First Aid Principles	Level 2	1	8
H/618/3793	Care of the Elderly	Level 2	3	24
A/505/2410	Dealing with Loss and Grief in Health and Social Care	Level 2	3	24
Y/618/3466	Dementia Awareness	Level 2	3	24
A/618/3783	Diabetes Awareness	Level 2	3	24
K/617/4156	Digital Skills for Work	Level 2	3	24
R/505/2414	Duty of Care in Health and Social Care	Level 2	2	16
K/505/2421	Food Safety in Health and Social Care and Children's and Young People's Settings	Level 2	3	24
F/617/4096	Health and Safety in the Workplace	Level 2	2	20
D/650/2483	Health/Social Care Project	Level 2	6	48
L/505/2430	Infection Prevention and Control in Health and Social Care or Children's and Young People's Settings	Level 2	3	24
Y/505/2530	Introduction to Autistic Spectrum Condition	Level 1	3	30
K/618/3777	Introduction to Disability Awareness	Level 1	2	18

Unit reference	Unit title	Unit level	Credit value	GLH
D/505/2531	Introduction to Learning Disability	Level 1	3	30
K/505/2533	Introduction to Mental Health	Level 1	3	30
M/618/3778	Introduction to Physical Disability	Level 1	3	30
T/618/3779	Introduction to Sensory Loss	Level 1	3	30
K/618/3794	Maintaining Quality Standards in the Health and Social Care Sector	Level 2	2	16
F/618/3770	Planning a Healthy Diet	Level 1	3	30
D/618/3792	Protection and Safeguarding in Health and Social Care	Level 2	3	24
F/650/2484	Sciences for Healthcare	Level 2	6	48
R/505/2526	Stroke Awareness	Level 2	3	28
M/505/2503	Support Individuals to Eat and Drink	Level 2	2	15
K/505/2449	Supporting an Individual to be Part of a Community	Level 2	3	24
M/505/2484	Team Work in Health, Social Care or Children's and Young People's Settings	Level 2	3	25
M/618/3795	Understand How to Handle Information in Social Care Settings	Level 2	2	16
K/618/3780	Understanding Risk within Health, Social Care and Children's and Young People's Settings	Level 2	2	16

Optional Group O2a (Employability Skills)

Unit reference	Unit title	Unit level	Credit value	GLH
H/617/4060	Applying for a Job	Level 2	2	16
F/617/4065	Career Planning	Level 2	3	24
R/617/4085	Communication Skills for Work	Level 2	3	24
L/650/2072	Community Environment Project	Level 1	3	30
T/617/4077	Customer Service Skills	Level 2	2	16
K/650/2224	Environmental Awareness	Level 2	3	24
K/617/4089	Exploring and Presenting Enterprise Ideas	Level 2	3	24
K/617/4092	Exploring Entrepreneurship	Level 2	2	16
F/650/2212	Improving Sustainability in the Workplace	Level 2	3	24
J/617/4097	Interview Skills	Level 2	3	24
A/617/4100	Introduction to Self-Employment	Level 2	3	24
M/617/4109	Leadership Skills	Level 2	2	16
Y/617/4105	Making the Most of Work Placement	Level 2	3	24
D/617/4106	Negotiation Skills	Level 2	3	24
J/617/4147	Numeracy Skills for Work	Level 2	3	24

Unit reference	Unit title	Unit level	Credit value	GLH
F/617/4129	Searching for a Job	Level 2	2	16
F/617/4132	Self-Management Skills for Work	Level 2	2	16
R/617/4135	Setting and Meeting Work-Related Targets	Level 2	2	16
D/504/6261	Skills for Creative Thinkers	Level 2	2	15
A/504/7627	Skills for Effective Participants	Level 2	2	15
Y/504/6257	Skills for Independent Enquirers	Level 2	2	15
M/504/6913	Skills for Reflective Learners	Level 2	2	15
H/617/4141	Solving Work-Related Problems	Level 2	2	16
R/650/2209	Sustainability	Level 2	3	24
M/650/2082	Taking Personal Responsibility for the Environment	Level 1	3	30
T/617/4144	Time Management	Level 2	2	20
*J/617/4150	Working in a Team	Level 2	3	24
*Y/617/4153	Working with Colleagues	Level 2	2	16

*The following units are barred against each other:

Unit reference	Unit title	Unit level
J/617/4150	Working in a Team	Level 2
Y/617/4153	Working with Colleagues	Level 2

Optional Group O2b (English)

Learners cannot include more than one unit with the same or a similar title.

Unit reference	Unit title	Unit level	Credit value	GLH
Y/505/6321	Engage in Discussion	Level 1	2	20
H/505/4149	Engage in Discussion	Level 2	2	20
D/505/6319	Listen and Respond	Level 1	2	20
M/505/4137	Listen and Respond	Level 2	2	20
L/505/4131	Read for Information	Level 1	3	30
K/505/6324	Read for Information	Level 2	3	30
Y/505/6318	Read for Purpose and Meaning	Level 1	3	30
H/505/6323	Read for Purpose and Meaning	Level 2	3	30
R/505/6320	Speak to Communicate	Level 1	2	20
J/505/4144	Speak to Communicate	Level 2	2	20
F/505/4160	Write with Accuracy	Level 1	3	30
T/505/6326	Write Fluently and Accurately	Level 2	3	30

Unit reference	Unit title	Unit level	Credit value	GLH
D/505/6322	Write to Communicate	Level 1	3	30
M/505/6325	Write to Communicate	Level 2	3	30

Optional Group O2c (Maths)

Learners cannot include more than one unit with the same or a similar title.

Unit reference	Unit title	Unit level	Credit value	GLH
F/505/4868	Making Calculations	Level 1	3	30
Y/505/4875	Making Calculations	Level 2	3	30
M/505/4882	Money, Time and Temperature	Level 1	3	30
D/505/4876	Money, Time and Temperature	Level 2	3	30
A/505/4867	Numbers, Decimals, Fractions and Percentages	Level 1	3	30
H/505/4877	Numbers, Decimals, Fractions and Percentages	Level 2	3	30
J/505/4869	Numerical Relationships, Algebra and Ratios	Level 1	2	20
K/505/4878	Numerical Relationships, Algebra and Ratio	Level 2	2	20
J/505/4872	Using and Communicating Data	Level 1	3	30
M/505/4879	Using and Communicating Data	Level 2	3	30
A/505/4870	Using Probability	Level 1	2	20
H/505/4880	Using Probability	Level 2	2	20
L/505/4890	Using Size, Shape and Space	Level 1	3	30
K/505/4881	Using Size, Shape and Space	Level 2	3	30

1.10 Indicative content

The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

2. Assessment

2.1 Assessment overview

The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Each learner must build a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit.

On completion of each unit learners must declare that the work produced is their own and the Assessor must counter sign this.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification.

For learners who are not successful in achieving the whole qualification but still achieve any full unit, a unit certificate of achievement may be awarded.

2.2 Assessment language

This qualification will be assessed in English. All learners work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

2.3 Explanation of assessment terms used in this qualification

Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under Assessment Design.

3. Unit details

3.1 Mandatory Group units

Communication in Health and Social Care

Unit reference:	M/618/3781
Unit summary:	In this unit, learners will learn how to share information between health and social care practitioners and service users and the importance of effective communication.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different forms of communication.	1.1 Describe different forms of communication . 1.2 Give examples of open and closed questions. 1.3 Give examples of how barriers to communication can be overcome.
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. 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 .

<p>4. Understand information-sharing between health and social care practitioners within and between services.</p>	<p>4.1 Explain the benefits to staff and service users of sharing information within and between services.</p> <p>4.2 Explain the importance of confidentiality in health and social care, including key legal requirements.</p> <p>4.3 Describe situations in which there may be conflicts between information-sharing and maintaining confidentiality.</p> <p>4.4 Outline how workplace policies and procedures support effective communication and appropriate information-sharing within and between services.</p>
--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicative content:

AC1.1: Different forms of communication, for example:

- verbal
- non-verbal
- written
- visual
- technological

AC2.1: Benefits, for example:

- builds trust and fosters a sense of safety and comfort
- ensures their needs, preferences, and concerns are understood and addressed
- improves understanding of the service user's condition and needs
- enhances decision-making and care planning

AC2.2: Consequences of poor communication, for example:

- misunderstandings about care or treatment plans
- increased frustration or anxiety
- mistakes in delivering care
- breakdown in trust and poor relationships between practitioners and service users
- reduced engagement from service users, leading to non-compliance with care or treatment

AC2.3: Why it is important for a practitioner to establish an individual's needs, for example:

- ensures that communication methods are tailored to the individual
- promotes inclusivity and equality in care delivery
- helps to overcome barriers
- supports the individual's autonomy and ability to express their views and make decisions

AC3.1: Barriers to communication, for example:

- physical
- language
- cultural
- emotional
- environmental
- cognitive

AC3.2: Different ways to overcome these barriers, for example:

- physical barriers:
 - provide assistive devices
 - adapt communication methods
- language barriers:
 - use interpreters
 - simplified language
- cultural barriers:
 - respect cultural differences
 - avoid assumptions
- emotional barriers:
 - build trust
 - show empathy
- environmental barriers:
 - reduce noise
 - improve lighting
- cognitive barriers:
 - use visual aids
 - repeat information

AC4.1: Benefits, for example:

- promotes teamwork and better coordination of care
- ensures accurate and up-to-date information for decision-making
- ensures continuity and consistency in care across services
- helps meet individual needs effectively and promptly
- improves safety by ensuring all practitioners are aware of medical history or care plans

AC4.2: Importance of confidentiality, for example:

- protects the privacy and dignity of service users
- builds trust between service users and practitioners
- prevents misuse or unauthorised access to personal information
- legal requirements:
 - General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
 - Health and Social Care Act 2012

AC4.3: Situations in which there may be conflicts, for example:

- safeguarding concerns
- legal obligations
- risk to others
- consent issues

AC4.4: Policies and procedures, for example:

- clear guidance
- confidentiality agreements
- training
- document control
- multi-agency working
- escalation processes

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

Unit reference:	T/618/3782
Unit summary:	This unit gives learners the opportunity to discuss the importance of promoting equality and inclusion in everyday practice and how to achieve this.
Unit level:	Level 2
GLH:	18
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand equality and inclusion in health, social care or children's and young people's settings.	<p>1.1 Explain why it is important that equality and diversity are promoted in health, social care or children's and young people's settings.</p> <p>1.2 Outline examples of discrimination that could occur in health, social care or children's and young people's settings.</p> <p>1.3 Explain how practices that promote equality and diversity reduce the risk of discrimination.</p> <p>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.</p>
2. Know how to work in an inclusive way.	<p>2.1 Describe ways of working with clients/children which respect their beliefs, culture, values and preferences.</p> <p>2.2 Outline ways to challenge and report discrimination.</p> <p>2.3 Identify sources of information on equality, diversity, and inclusion.</p> <p>2.4 Describe ways to use these to support own inclusive practice.</p>

Indicative content:

AC1.1: Why it is important that equality and diversity are promoted, for example:

- recognition that individuals have different needs irrespective of background, home circumstances, religion, culture
- settings are a role model for service users
- underpins the values of health and social care, and childcare

AC1.2: Examples of discrimination, for example:

- verbal and physical abuse
- social exclusion
- access to facilities

AC1.3: Practices, for example:

- valuing people's individuality
- encouraging people to express their views and have them listened to
- respecting, recognising and celebrating people's differences
- putting individuals at the centre of care planning

AC1.4: Key legal responsibilities, for example:

- comply with relevant legislation, for example, Equality Act 2010, Children and Families Act 2014

AC2.1: Ways of working, for example:

- people-centred approach
- provision of equipment and materials that promote diversity
- appropriate use of language
- celebrating different cultures
- embed equality and diversity into everyday practice

AC2.2: Ways to challenge and report, for example:

- using effective communication skills to clearly and assertively raise concerns about discriminatory behaviour or practices within the organisation
- participating in staff training to build confidence and knowledge on recognising, challenging, and reporting discrimination
- seeking advice and support from appropriate external helplines or advocacy services when internal reporting is insufficient or inappropriate

AC2.3: Ways to use these to support own inclusive practice, for example:

- treating the individual you support as unique rather than treating everyone the same way

- ensuring that you work in a non-judgmental way, being aware of your own prejudices and not letting them affect the care and support you provide
- following the agreed ways of working to create an environment free from discrimination
- working in an inclusive way
- being confident to challenge or confront discriminatory practice

Assessment guidance

AC1.1: 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.

AC1.2: 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. For example, 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.

AC1.3: Learners should be able to identify the effects of discrimination on individuals and organisations. Effects on individuals could be physical and emotional, such as low self-esteem and self-worth, stress, and depression. Consequences for the organisation can be immediate, for example, low standards of care, poor staff morale, high turnover of staff and ultimately investigation, litigation and closing of services.

AC2.1: 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, and 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.

AC2.2: Learners will need to know the policies and procedures on how to support an individual and 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, for example, 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.

Person-Centred Approaches in Health and Social Care

Unit reference:	Y/618/3791
Unit summary:	This unit explores the concept of a person-centred approach to care and the importance of using this approach when supporting users of health and social care services. It also considers the benefits of using such an approach to encourage people to take risks, challenge decisions and share opinions about the care they receive.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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.
3. Understand the dilemmas and conflicts that occur in person-centred planning.	3.1 Give an example of difficulties that might occur in person-centred planning in a specific health or social care setting. 3.2 Describe how the Mental Capacity Act informs person-centred care .

Indicative content:
<p>AC1.1: Core values, for example:</p> <ul style="list-style-type: none"> • respect and dignity • individuality • choice and control • independence

- rights
- partnership
- inclusion

AC1.2: Why it is important to embed the core values, for example:

- improves quality of care
- promotes dignity and respect
- builds trust and relationships
- enhances wellbeing
- encourages independence
- reduces risks
- meets legal and ethical standards

AC2.1: How person-centred approaches are used, for example:

- planning care:
 - involving the individual in identifying their needs, goals, and preferences
 - creating personalised care plans that reflect the individual's wishes, routines, and cultural values
- delivering care:
 - providing tailored support that respects the individual's choices and preferences
 - empowering individuals to take an active role in their care
- reviewing care:
 - regularly assessing and updating care plans with the individual
 - reflecting on what is working well and what needs to change

AC2.2: How person-centred approaches can be used, for example:

- expressing preferences:
 - using open questions and active listening to understand the individual's wishes
- making choices:
 - offering clear information about the options available
- taking risks:
 - balancing risks with the individual's right to independence and choice
- challenging decisions:
 - encouraging individuals to ask questions and voice concerns about their care

AC3.1: Difficulties that might occur in person-centred planning, for example:

- in a residential care home, a resident wants to eat unhealthy foods despite having a medical condition that requires a controlled diet, for example, diabetes

AC3.2: How the Mental Capacity Act informs person-centred care, for example:

- ensures care plans are based on the individual's ability to make decisions
- promotes empowerment by supporting individuals to take part in decisions about their care

- guides practitioners in making decisions that respect the individual's rights while safeguarding their well-being

Working in Health and Social Care

Unit reference:	H/505/2451
Unit summary:	The aim of this unit is to give the learner an insight into jobs and career pathways within the health and social care sector. It also considers the skills and qualifications required for different areas of work.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about service provision in health and social care.	<p>1.1 Describe the different types of service providers for health and social care, including those offering statutory and independent provision.</p> <p>1.2 Outline the services offered by the different providers and the client groups they serve.</p>
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>
3. Know about the skills and qualifications required to work in health and social care.	<p>3.1 Describe the skills needed to work in health and social care and why these are important.</p> <p>3.2 Outline the qualifications typically required for different job roles.</p>
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.

Indicative content:

AC1.1: Types of service providers, for example:

- publicly funded and run by the government
- privately owned organisations or individuals offering care for a fee
- voluntary or charitable organisations

AC1.2: Services offered, for example:

- GP appointments
- hospital treatments
- counselling
- rehabilitation
- private medical care

AC1.2 Client groups, for example:

- children
- the elderly
- disabled people

AC2.1: Different job roles, for example:

a) health sector:

- doctors/GP
- nurses
- paramedics
- pharmacists
- surgeons
- physiotherapists

b) social care sector:

- social workers
- care workers
- support workers
- occupational therapists
- residential care workers

AC2.2 Jobs which involve working with adults, for example:

- nurses
- care workers
- occupational therapists
- healthcare assistants
- social workers
- physiotherapists

- counsellors

AC2.3: Health and social care jobs which involve working with children, for example:

- paediatricians
- school nurses
- health visitors
- child psychologists
- social workers
- residential care workers
- family support workers

AC2.4 Roles and responsibilities, for example:

- clear delegation of tasks and responsibilities across roles.
- senior staff provide guidance and oversight for junior staff.
- inter-relationship: collaboration between teams ensures effective patient care, for example, doctors and nurses working together on treatment plans

AC3.1: Skills, for example:

- communication skills
- empathy and compassion
- teamwork
- problem-solving skills
- organisational skills
- adaptability
- patience and resilience

AC4.1: Different career pathways, for example:

- healthcare assistant, nurse, advanced nurse practitioner, nurse consultant
- care assistant, senior care worker, care manager, regional care manager

AC4.2: Importance of continuous professional development, for example:

- maintains skills and knowledge
- supports career progression
- enhances confidence and competence
- promotes job satisfaction

3.2 Optional Group O1 (Health and Care) units

Activity Provision in Health and Social Care

Unit reference:	H/505/2403
Unit summary:	In this unit, learners will discover the range of activities that are available for users of different health and social care services. The learner will find out the importance of using a person-centred approach when they plan an activity for an individual.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of activity provision to health and social care service users.	1.1 Explain the benefits of engaging health and social care service users in activity.
2. Know about different types of activity within health and social care.	2.1 Outline different types of activity used in health and social care, and the purposes for which they are used.
3. 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.
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.

Indicative content:

AC1.1: Benefits, for example:

- social
- emotional
- cognitive
- physical

AC 2.1: Different types of activities, for example:

- social, for example, day care facilities or social clubs
- physical, for example, walking groups or pilates
- cognitive, for example, board and card games

AC 3.1: Factors, for example:

- individuals needs and interests
- health and safety
- transport and equipment required
- costs
- timings

AC 3.3: Plan for implementing an activity, for example:

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

AC4.1: Support individuals, for example:

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

Assessment guidance

AC4.2: Learners must be able to explain the importance of a person-centred approach. Examples will enhance the explanation, for example, finding out what the person is interested in; understanding their personality, for example, very shy, out-going, like to take the lead; letting the person decide if they want to participate.

Basic First Aid Principles

Unit reference:	Y/505/2429
Unit summary:	This unit provides a basic introduction to first aid in the workplace. It reinforces the importance of workers knowing how to respond if they are first on the scene and what actions they should take within their own limitations.
Unit level:	Level 2
GLH:	8
Credit value:	1
Grading method:	Pass/Fail

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

Indicative content:
<p>AC1.1: Legal duties of employers, for example:</p> <ul style="list-style-type: none"> • provide adequate and appropriate equipment • comply with Health & Safety (First Aid) Regulations 1981 (updated 2015) • carry out a risk assessment to identify what first aid arrangements are required • must make appropriate first aid arrangements for the workplace to ensure all employees receive immediate attention if they are injured or taken ill at work • ensure first aid kits are fully stocked • there must be an appointed person to take charge of first aid arrangements • ensure there are trained first aiders • make sure all employees have details of first aid arrangements
<p>AC2.1: Procedures, for example:</p> <ul style="list-style-type: none"> • assess situation quickly and calmly • protect yourself

- prevent cross-infection
- comfort and reassure
- give early treatment but know own limitations
- get help

AC2.2: Record-keeping, for example:

- accident report book (legal requirement)
notifying parents or guardians promptly if a child becomes ill or has an accident while in care

AC2.3: Why it is important to keep records, for example:

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

Assessment guidance

AC1.2: Learners need to describe provisions for a specific workplace, for example, residential care home, nursery.

AC2.1: 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.

Care of the Elderly

Unit reference:	H/618/3793
Unit summary:	The aim of this unit is to consider different conditions that may affect older people and different types of support they may need. The unit also considers different ways of communicating effectively with older people particularly if they have difficulty hearing.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the ageing process.	1.1 Describe the physical, psychological, social and emotional changes that an individual may experience as a result of ageing. 1.2 Describe how the ageing process may affect the support needs of an individual.
2. Know about conditions affecting older people.	2.1 Identify common conditions affecting older people. 2.2 Describe the key features of different conditions and the affect they may have on older people. 2.3 Outline the support needs of individuals with different conditions commonly affecting older people.
3. Know how to communicate with older people.	3.1 Outline different strategies for ensuring that older people can hear and understand what is being said to them. 3.2 Describe ways to support older people to communicate their wishes, opinions or requests.
4. Know about person-centred practice in caring for older people.	4.1 Outline the values of person-centred care. 4.2 Give examples how a care worker can use these values in supporting an individual.

Indicative content:

AC1.1: Physical, psychological, social and emotional changes, for example:

- physical:
 - changes to bones, joints and cartilage
- psychological:
 - significant life changes, for example, 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

AC1.2: How the ageing process may affect the support needs of an individual, for example:

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

AC2.2: Key features of different conditions, for example:

- arthritis:
 - inflammation of joints
 - inability to lift objects
 - loss of mobility
- chronic heart disease:
 - breathlessness
 - irregular heartbeat
 - difficulty walking at speed or up hill
- dementia:
 - confusion
 - memory loss
 - uncharacteristic behaviour

AC2.3: Support needs, for example:

- medication
- controlled diet
- part-time or full-time care
- aids to help maintain independence

AC3.1: Strategies, for example:

- finding out if they use aids to help
- if they use aids, 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 shout 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

AC3.2: Ways to support, for example:

- 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

AC4.1: Values of person-centred care, for example:

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

Dealing with Loss and Grief in Health and Social Care

Unit reference:	A/505/2410
Unit summary:	This unit considers different types of loss and grief and how the health and social care worker can support someone in their care through the different stages of grieving.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about loss and grief.	<p>1.1 Describe the different types of loss and grief that people may encounter in their lives.</p> <p>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.</p> <p>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.</p>
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.
3. Know how a health and social care professional can support an individual to adjust to loss or grief.	<p>3.1 Describe different strategies a health and social care professional can use to help an individual</p> <p>a) through the process of grieving</p> <p>b) deal with the effects of loss or grief on their lives.</p> <p>3.2 Explain how strategies for supporting an individual might differ according to their age, culture, religion or personal beliefs.</p> <p>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.</p>
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:

AC1.1: Different types of loss and grief, for example:

- 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 a young person, a chronically ill person, or an elderly person

AC1.2: Effects, for example:

- social, for example, loss of friendships
- emotional, for example, depression
- physical, for example, weight loss
- behavioural effects, for example, anger

AC1.3: The way in which a person's culture, religion or personal beliefs may affect the way in which they experience grief and loss, for example:

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

AC2.1: Stages, for example:

- 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

AC3.1: Different strategies, for example:

- listening to them
- being available and approachable
- suggesting support groups
- encouraging a person to go out and meet people
- take on new interests
- practical support, for example, helping to manage finances

AC3.2: Strategies, for example:

- recognising that religious beliefs may shape rituals, mourning practises, and decision-making around loss and bereavement
- understanding that a person's age can affect their comprehension of loss and influence the coping strategies they use

AC4.1: Types of support, for example:

- medical practice
- support groups, for example, Samaritans

- religious groups
- charities, for example, Bereavement UK, Cruse, Marie Curie Support Line

Assessment guidance

AC2.1: Learners should understand that the stages of grief represent common ways people identify and process their feelings. They should recognise that these stages are not fixed or linear, and that each person's experience of grief is unique. Learners should also understand that individuals may move back and forth between stages or experience them in a different order.

AC3.3: Learners should understand that accessing support can help individuals feel a greater sense of purpose and control during difficult experiences. They should also recognise that health and social care workers promote a person-centred approach by encouraging individuals to seek support that reflects their needs, preferences and circumstances.

Dementia Awareness

Unit reference:	Y/618/3466
Unit summary:	This unit aims to help learners identify the signs and symptoms of the most common forms of dementia, how they impact an individual, and what support may be needed.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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 Describe the early signs of dementia. 1.4 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia.
2. Understand the different ways of viewing 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 .
3. Know the most common causes of dementia.	3.1 Describe the most common causes of dementia . 3.2 Outline the risk factors for the most common causes of dementia. 3.3 Identify prevalence rates for different types of dementia.
4. Understand how individuals experience 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.

5. Know how to support people with dementia.	<p>5.1 Describe how to support people with dementia to make their own decisions.</p> <p>5.2 Give examples of how to make an environment more dementia-friendly.</p>
----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicative content:

AC1.2: Key functions, for example:

- damage to brain cells so that 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, for example, memory, judgement, movement

AC1.3: Early signs, for example:

- memory problems, especially short-term
- decline in communication, struggling to follow or join a conversation
- recognition and coordination difficulties
- disorientation
- changes of behaviour, judgement or mood
- loss of daily life skills

AC2.3: Why dementia should be viewed as a disability, for example:

- 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, for example, memory loss, difficulty with thought processes, problem-solving or language problems

AC3.1: Common causes of dementia, for example:

- Alzheimer's disease – abnormal protein build-up causing brain cell damage
- vascular dementia – reduced oxygen supply occurs when blood vessels in the brain become narrowed or blocked, often following a stroke or due to disease affecting the small blood vessels (subcortical vascular dementia)
- frontotemporal dementia – clumps of abnormal proteins affect the front and side parts of the brain, causing cells to die
- dementia with Lewy bodies – involves tiny abnormal structures forming inside the brain, which leads to the death of brain cells

AC3.2: Risk factors, for example:

- age-related – risk increases significantly from age 65 onwards
- genetics
- lifestyle, for example, higher blood pressure in mid-life, smoking, type 2 diabetes
- learning disability

AC4.1: How different individuals may experience living with dementia, for example:

- 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

AC4.2: Impact, for example:

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

AC5.1: How to support people with dementia, for example:

- ensuring hearing and sight aids are working properly and being used
- explaining things in a way that is easy to understand
- using pictures to help someone choose
- choosing the best time of day to talk about decisions
- by using an interpreter or involving a person with a more detailed understanding of their communication methods, if needed

Assessment guidance

LO5: Learners should have a basic understanding of the Mental Capacity Act: where an individual has the capacity to make decisions for themselves, they have the right to do so, even if others perceive their decisions as 'bad ones'. People with dementia should be supported to make their own decisions as far as possible.

Diabetes Awareness

Unit reference:	A/618/3783
Unit summary:	This unit introduces the learner to the signs, symptoms and factors that may cause diabetes. It also considers the impact of diabetes on different illnesses such as depression, dementia and pregnancy.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what is meant by diabetes.	1.1 Describe what is meant by the term diabetes. 1.2 Outline key features of type 1 diabetes . 1.3 Outline key features of type 2 diabetes . 1.4 Describe signs and symptoms that indicate an individual may have diabetes.
2. Know risk factors for developing type 2 diabetes.	2.1 Identify risk factors associated with the development of type 2 diabetes. 2.2 Describe ways that individuals can reduce their risk of developing type 2 diabetes. 2.3 Outline the long term health consequences of developing type 2 diabetes.
3. Know the treatment and management options for individuals with diabetes.	3.1 Outline the treatments and other support available for individuals with diabetes a) nutritional b) medication c) exercise. 3.2 Describe the importance of self-care for the individual with diabetes. 3.3 Give examples of tests used to monitor diabetes to include a) annual tests b) daily (or more frequent) tests.
4. Know how to respond to hypoglycaemia.	4.1 Describe what is meant by the term hypoglycaemia.

	<p>4.2 Identify the possible causes of hypoglycaemia.</p> <p>4.3 List the signs and symptoms of hypoglycaemia.</p> <p>4.4 Describe what action to take if an individual has hypoglycaemia.</p>
<p>5. Know the links between diabetes and other conditions.</p>	<p>5.1 Describe the impact of intercurrent illness on individuals with diabetes.</p> <p>5.2 Outline how treatment for diabetes may be required to be changed during intercurrent illness.</p> <p>5.3 Describe the links and possible complications between diabetes and: a) dementia b) depression c) pregnancy.</p>

Indicative content:

AC1.2: Key features of type 1 diabetes, for example:

- treated by daily doses of insulin
- can develop at any age
- usually appears in people under 40
- most common type of diabetes in children

AC1.3: Key features of type 2 diabetes, for example:

- usually appears in people over 40
- often related to lifestyle, including obesity

AC1.4: Signs and symptoms, for example:

- 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

AC2.2: Ways that individuals can reduce their risk, for example:

- healthy diet
- physical exercise

AC2.3: Long term health consequences, for example:

- affects eyesight
- causes kidney failure

- leads to circulation problems
- damages the heart

AC3.1: Treatments and other support, for example:

- a) nutritional:
 - healthy, balanced diet
 - regular meal times
 - reducing saturated fats and salt
 - controlling portion sizes
 - controlling the amount of sugar eaten
 - keeping hydrated
- b) medication:
 - different types of medication, for example, biguanide (metformin), insulin, islet transplants
- c) exercise:
 - supporting the individual to engage in regular physical activity

AC3.2: Importance of self-care, for example:

- maintaining independence, reducing the risk of dependence
- reduced risk of complications
- empowerment

AC4.4 What action to take, for example:

- eat or drink glucose tablets, sweets, sugary drinks
- take slower acting carbohydrate if meal is not due
- re-test blood glucose after 15-20 minutes

AC5.1: Impact of intercurrent illness, for example:

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

AC5.2: How treatment for diabetes may be required to be changed, for example:

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

AC5.3: Links and possible complications, for example:

- 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
 - research had shown that dementia can affect the brain's ability to use glucose properly

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) 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

Digital Skills for Work

Unit reference:	K/617/4156
Unit summary:	To equip learners with the digital skills that will be useful to them in a work context, including handling information, creating and editing digital content, and communicating using digital skills. Learners will also learn how to operate safely and responsibly online or when using digital devices, and how to be proactive in solving technical problems.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use digital skills to handle work-related information.	<p>1.1 Find and select current, relevant and reliable information from different sources to complete complex work-related tasks.</p> <p>1.2 Develop and use efficiently appropriate information storage systems.</p>
2. Be able to create and edit digital content for work-related purposes.	<p>2.1 Create and save text-based, sound, image or video files, as appropriate to different complex work-related tasks, taking into account audience and purpose.</p> <p>2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to different complex work-related tasks.</p> <p>2.3 Bring together information from different sources to create digital content for work-related purposes.</p> <p>2.4 Improve draft digital content in light of feedback from others in the work setting.</p>
3. Be able to use digital skills to communicate in a work context.	<p>3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes.</p> <p>3.2 Demonstrate understanding of conventions associated with different modes when communicating online for work-related purposes.</p>

<p>4. Be able to work online and use digital devices safely and responsibly in a work context.</p>	<p>4.1 Explain the online risks and threats to a particular workplace or sector, the steps taken to mitigate these, and how these protect the organisation, employees and/or customers, as appropriate to the workplace/sector.</p> <p>4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.</p>
<p>5. Be able to solve technical problems.</p>	<p>5.1 Apply appropriate solutions to technical problems.</p> <p>5.2 Demonstrate initiative in solving technical problems, e.g. by referring to online sources of help before drawing on support from others.</p>

Duty of Care in Health and Social Care

Unit reference:	R/505/2414
Unit summary:	In this unit, learners will understand the meaning of the term 'duty of care'. They will learn how it affects the individual and practitioner and the potential dilemmas the practitioner may encounter.
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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.
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.

Indicative content:

AC2.1 Legislation, for example:

- Care Act 2014, Health and Social Care (Safety and Quality Act 2015)
- Health and Safety at Work Act 1974
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

AC3.1: Possible conflicts, for example:

- the individual refusing medication or treatment
- the individual smoking on the premises or against advice
- the individual refusing care
- the individuals cultural or religious preferences

Assessment guidance

LO1: Learners need to show an understanding of the term 'duty of care' and how it affects them as workers. 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, abuse or injury. Employers also have a similar duty of care to their employees.

LO2: Learners should give examples of how legislation and workplace 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

LO3: Learners will be able to provide their own examples of similar, relevant potential conflicts.

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

Unit reference:	K/505/2421
Unit summary:	This unit introduces learners to the importance of food safety. It considers why it is important to maintain food safety in children and young people's setting and how this can be carried out successfully.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand food safety in health and social care and children's and young people's settings.	<p>1.1 Explain why food safety is important in health and social care or children's and young people's settings.</p> <p>1.2 Describe food safety practices that should be implemented when providing food and drink for children/clients.</p> <p>1.3 Explain how each of these food safety practices helps protect children/clients from harm.</p>
2. Be able to maintain hygiene when handling food and drink.	<p>2.1 Follow appropriate hand-washing routines.</p> <p>2.2 Use appropriate personal protective equipment when handling food and drink.</p> <p>2.3 Check the cleanliness of surfaces, utensils and equipment, taking appropriate action if these are found not to be clean.</p>
3. Be able to prepare, serve and clear away food and drink safely.	<p>3.1 Prepare food and drink in a way that minimises risk to self and others.</p> <p>3.2 Serve food and drink in a way that minimises risk to self and others.</p> <p>3.3 Clear away food and drink in way that minimises risk to self and others.</p> <p>3.4 Dispose of food waste promptly and in the appropriate place.</p>

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.

Indicative content:

AC1.1: Why food safety is important, for example:

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

AC1.2: Food safety practices, for example:

- hand-washing techniques
- effective use of personal protective clothing
- safe storage, handling and cooking of food
- procedures to follow when serving food
- cleaning equipment
- recognising the 14 major allergens
- understanding the temperature danger zone

AC1.3: Protect children/clients, for example:

- prevents the spread of infection
- infection control
- prevents cross-contamination
- kills bacteria

AC3.1: Prepare food and drink, for example:

- separate boards and utensils for different types of food
- colour-coded chopping boards
- checking use-by dates

AC3.2: Serve food and drink, for example:

- maintaining personal hygiene
- covering cuts appropriately

AC4.1: Storing, for example:

- stock rotation
- correct temperature control
- covering and packing
- separating raw and cooked food

- use by dates
- storage times

Assessment guidance

LO2: Learners must demonstrate their competence in maintaining hygiene when handling food and drink to achieve this outcome.

LO3: Learners must be able to demonstrate competence in preparing, serving, and clearing away food safely to achieve this outcome.

Health and Safety in the Workplace

Unit reference:	F/617/4096
Unit summary:	To develop learners understanding of health and safety in the workplace including roles and responsibilities, legislation, risks and hazards, protocols and reporting procedures.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand roles and responsibilities for health, safety and welfare in the workplace.	1.1 Outline employers' and employees' duties relating to health, safety and welfare at work. 1.2 Outline the consequences for 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.
2. Understand how risk assessments contribute to health and safety.	2.1 Define the terms 'hazard' and 'risk'. 2.2 Outline the process for carrying out a risk assessment. 2.3 Describe how risk assessment can be used to reduce accidents and ill health at work.
3. Understand how to identify and control the risks from common workplace hazards.	3.1 Describe the hazards that may be found in a range of workplaces. 3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment. 3.3 Describe the principle of the risk control hierarchy. 3.4 List examples of risk controls for common workplace hazards.

<p>4. Know the procedures for responding to accidents and incidents in the workplace.</p>	<p>4.1 State the common causes of workplace accidents and ill health.</p> <p>4.2 Identify the actions that might need to be taken following an incident in the workplace.</p> <p>4.3 List the arrangements that should be in place in a workplace for emergencies and first aid.</p> <p>4.4 Outline why it is important to record all incidents, accidents and ill health.</p>
-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health/Social Care Project

Unit reference:	D/650/2483
Unit level:	Level 2
GLH:	48
Credit value:	6
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify and select a health or social care project.	1.1 Agree a suitable topic and scope for a health or 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 the project. 1.5 Plan how to meet agreed deadlines.
2. Be able to carry out research for a health or social care project.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately.
3. Be able to undertake activity to complete a health or social care project.	3.1 Carry out the necessary actions to complete the health or social care project. 3.2 Apply appropriate skills and knowledge to complete the project.
4. Be able to present a health or 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.

5. Be able to evaluate health or social care project outcomes and own performance.

5.1 **Review own performance** in planning, carrying out and presenting outcomes from a health or social care project, identifying what went well and what could be improved.

Indicative content:

AC1.1: A suitable topic and scope, for example:

- promoting an event/specific issue
- fundraising
- planning an activity or outing

AC1.3: Project outcomes, for example:

- 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

AC1.4: Skills, for example:

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

AC2.1: Sources of information, for example:

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

AC2.2: Data, for example:

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

AC3.1: Necessary actions, for example:

- 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

AC5.1: Review own performance, for example:

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

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

Unit reference:	L/505/2430
Unit summary:	In this unit learners will find out how infection spreads and ways to prevent and control infection.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the spread of infection.	<p>1.1 Outline how infections spread.</p> <p>1.2 State why some individuals are more vulnerable to infection than others.</p> <p>1.3 Explain how breaking the chain of infections minimises their spread.</p>
2. Know how health and social care or children's and young people's settings prevent and control infections.	<p>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.</p> <p>2.2 Describe ways in which infection control and prevention policies and guidelines influence practice in health and social care or children's and young people's settings.</p>
3. Know how personal hygiene contributes to infection prevention and control in health and social care or children's and young people's settings.	<p>3.1 Explain the importance of good personal hygiene in health and social care or children and young people's settings.</p> <p>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.</p>
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 .

5. Be able to encourage staff and clients/children in health and social care or children's and young people's settings to adopt practices that reduce the risk of infection.

5.1 Use **appropriate strategies** to
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.

Indicative content:

AC1.1: How infections spread, for example:

- direct contact
- airborne transmission
- contaminated surfaces

AC1.2: Some individuals are more vulnerable to infection, for example:

- low immune system as a result of illness
- their age
- working in a high-risk area or work or country

AC1.3: Minimises their spread, for example:

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

AC2.1: Infection control and prevention policies, for example:

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

AC2.2: Influence practice, for example:

- 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

AC3.1: Importance of good personal hygiene, for example:

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

AC3.2: Routines or practices, for example:

- use of personal protective equipment
- waste disposal
- cleaning the environment and equipment
- dealing with spillages of blood and bodily fluids

AC4.1: Manage coughing and sneezing, for example:

- encouraging someone to cover their mouth and nose with a tissue
- putting tissue in the bin immediately after use
- washing hands after coughing, sneezing or blowing nose

AC4.2: Manage spilled blood and bodily fluids, for example:

- dealing with spills as quickly as possible
- keeping users away from the spillage
- using personal protective clothing
- using appropriate solutions to kill bacteria
- follow hand washing procedures

AC4.1: Dispose of personal protective equipment and other waste appropriately, for example:

- put waste into appropriate containers, for example, hazardous or non-hazardous
- make sure bins are never full
- follow procedures for emptying bins on a regular basis
- wear personal protective equipment to empty bins
- follow guidelines for disposing of disposable gloves and aprons

AC5.1: Appropriate strategies, for example:

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

Introduction to Autistic Spectrum Condition

Unit reference:	Y/505/2530
Unit summary:	This unit introduces the learner to the autistic spectrum condition. The learner will identify behaviours that are associated with the condition and how to support people using a range of different methods.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

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

Indicative content:

AC2.2: Behavioural characteristics, for example:

- anxiety
- obsessive behaviour
- likes routine and repetitive work
- difficulties with organising, sequencing and prioritising tasks

AC2.3: Sensory difficulties, for example:

- visual hyposensitivity
- visual hypersensitivity

AC2.4: Importance of preparation, planning and routines, for example:

- greater feeling of confidence and security in the known
- a person with autism prefers a familiar environment with routine and structure
- reduces feelings of anxiety
- helps prepare individuals for change

AC3.2: Different methods of communication, for example:

- digital communication aids, including tablet-based augmentative and alternative communication (AAC) apps
- visual communication systems

AC3.3: The use of visual communication systems, for example:

- selecting appropriate visual aids, for example, objects, pictures, signs.
- using objects to help with understanding
- drawings may help the person communicate emotions and understanding
- digital aids can be exciting, challenging, and allow the person to repeat actions

Assessment guidance

AC2.1: Learners need to show an understanding of the term 'autistic spectrum condition'. A condition related to brain development that impacts how a person perceives and socialises with others. Everyone's experience is different because it's a spectrum, not a one-size-fits-all condition. They need to understand it is not an illness or disease.

Introduction to Disability Awareness

Unit reference:	K/618/3777
Unit summary:	This unit introduces the learner to the social model of disability and compares it to the medical model. It also considers how the social model can be put into practice.
Unit level:	Level 1
GLH:	18
Credit value:	2
Grading method:	Pass/Fail

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

Indicative content:

AC1.2: Conditions, for example:

- arthritis and other musculoskeletal problems
- back pain
- heart disease and stroke
- cancer
- depression
- diabetes
- obesity
- learning; reduced intellectual ability
- multiple sclerosis
- eyesight issues, for example, blind or partially sighted
- hearing issues, for example, deaf

AC2.2: Rights of disabled people, for example:

- the right to be protected from discrimination
- the right to employment, education
- reasonable adjustments in the workplace
- reasonable adjustments in place of study

AC3.1: Types of difficulties, for example:

- may not be able to get out without assistance
- accessibility to facilities
- verbal and physical abuse
- individuals not willing to help
- accessing buildings
- accessing courses

AC4.4: Applying the social model, for example:

- adapting; consider environment changes
- providing support
- accessibility
- independence
- providing aids or adjustments

AC4.5: How the social model of disability can be used in practice, for example:

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

Introduction to Learning Disability

Unit reference:	D/505/2531
Unit summary:	This unit gives learners an understanding of learning disabilities and the importance of effective communication for the individual.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

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

Indicative content:

AC2.2: Example of causes, for example:

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

AC3.2: Why it is important to use language that is appropriate, for example:

- better understanding and less confusion
- able to help the person progress to where they are
- builds confidence and self-esteem

Assessment guidance

LO2: Learners need to understand that learning disability is often confused with learning difficulty, such as Dyslexia or ADHD.

Introduction to Mental Health

Unit reference:	K/505/2533
Unit summary:	This unit provides an introduction to the causes and types of mental health illness. It also considers the importance of effective communication when supporting someone with a mental health illness.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

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

Indicative content:
<p>AC2.1: Factors, for example:</p> <ul style="list-style-type: none"> • biological factors • psychological factors • environmental factors
<p>AC3.2: Why it is important to use active listening skills, for example:</p> <ul style="list-style-type: none"> • making a person feel valued • builds confidence and self-esteem

- share problems and agree on solutions

Assessment guidance

LO2: Learners need to be aware that experiencing sadness or anxiety is a normal part of life, but persistent or intense symptoms may indicate a mental health problem (everyone has some risk of developing a mental health problem), no matter what their age, sex, income or ethnicity.

LO3: Learners need to know about active listening techniques, for example:

- demonstrating attentiveness through non-verbal behaviour
- using open-ended questions to encourage dialogue
- repeating and paraphrasing to confirm understanding
- avoiding interruptions during conversation
- building rapport through respectful engagement
- showing empathy to support emotional well-being

Introduction to Physical Disability

Unit reference:	M/618/3778
Unit summary:	This unit considers the possible causes of a physical disability. Learners then have the opportunity to consider the challenges faced by disabled people in day-to-day life.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of a person-centred approach when working with individuals with a physical disability.	1.1 Outline why it is important to recognise and value an individual with a physical disability as a person first. 1.2 Give examples of how to use a person-centred approach when working with individuals with a physical disability.
2. Know the main causes of physical disability.	2.1 Define the term physical disability. 2.2 Give examples of conditions that cause physical disability .
3. Know how the challenges of living with a physical disability can be addressed.	3.1 Identify factors that have a disabling effect on an individual. 3.2 Give examples of how to challenge discriminatory attitudes. 3.3 Outline the effects that having a physical disability can have on an individual's day to day life. 3.4 Give examples of how individuals can be in control of their care needs. 3.5 Outline the importance of promoting independence for individuals with physical disability. 3.6 Give examples of ways to promote the inclusion of individuals with physical disability in society.

Indicative content:

AC2.2: Examples of conditions that cause physical disability, for example:

- brain or spinal injury
- multiple sclerosis
- cerebral palsy

AC3.3: Effects, for example:

- need for support to carry out day-to-day tasks
- use of specific aids to maintain independence
- prone to infection and ill health
- may not have any significant effects

AC3.5: Importance of promoting independence, for example:

- it is a human right
- encourage confidence, self-respect and purpose

AC3.6: Ways to promote the inclusion, for example:

- help to change attitudes by being a role model
- changing the environment to support the person join in, for example, adapting the environment/resources

Introduction to Sensory Loss

Unit reference:	T/618/3779
Unit summary:	In this unit, learners will have the opportunity to find out what causes sensory loss and how people can be supported. Learners will also find out the importance of using a person-centred approach when working with people with a sensory loss.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of a person-centred approach when working with individuals with sensory loss.	1.1 Outline why it is important to recognise and value an individual with sensory loss as a person first. 1.2 Give examples of how to use a person-centred approach when working with individuals with sensory loss.
2. Know the main causes of sensory loss.	2.1 Outline the main causes of sensory loss .
3. Understand the importance of effective communication for individuals with sensory loss.	3.1 Outline factors that need to be considered when communicating with individuals with a) sight loss b) hearing loss c) deaf blindness. 3.2 Identify the benefits of effective communication on the lives of individuals with sensory loss. 3.3 Outline how information can be made accessible to individuals with sensory loss.

Indicative content:

AC2.1: Main causes of sensory loss, for example:

- medical conditions
- environmental factors
- accidents
- genetic condition

AC3.1: Factors, for example:

- a) sight loss:
 - may have no vision or restricted vision, so they cannot read body language
- b) hearing loss:
 - may use lip reading, so positioning will be important
 - aids need to be working effectively
- c) deaf/blindness:
 - may have difficulty understanding concepts, need to use other senses to help with understanding

AC3.2: Benefits, for example:

- social
- emotional
- cognitive

AC3.3: How information can be made accessible, for example:

- information technology and other digital products
- audio and visual aids
- braille, Makaton, sign language

Assessment guidance

LO1: Learners need to understand the meaning of a 'person-centred' approach.

LO2: Learners should outline causes of sensory loss under each of the following categories:

- medical conditions
- environmental factors
- accidents
- genetic condition

Maintaining Quality Standards in the Health and Social Care Sector

Unit reference:	K/618/3794
Unit summary:	The aim of this unit is to help learners understand how to maintain standards through learning from others and being more competent in providing a quality service.
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

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

Indicative content:

AC1.1: Legislation, for example:

- Health and Social Care Act 2008
- Care Act 2014
- Health and Safety at Work Act 1974 Mental Capacity Act 2005
- Data Protection Act 2018 / UK GDPR
- Equality Act 2010

AC1.2: Impact on service quality, for example:

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

AC2.3: Why it is important, for example:

- personal or service user safety is being compromised
- suspected abuse
- suspected unsafe or unprofessional practice

AC2.4: Benefits, for example:

- 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

AC3.1: Importance of using and maintaining resources properly, for example:

- health and safety
- legal requirement
- avoid injuries

AC3.2: Necessary to report issues, for example:

- 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 can be replaced

Planning a Healthy Diet

Unit reference:	F/618/3770
Unit summary:	In this unit, learners will know what constitutes a healthy diet and how individuals can benefit from the right balance of food types. Using this knowledge, they will be able to plan a healthy diet to meet an individual's personal needs.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the principles and benefits of a healthy diet.	1.1 Describe the main features of a healthy diet. 1.2 Describe ways in which a healthy diet contributes to physical and mental well-being .
2. Know why it is important to understand an individual's needs when planning their diet.	2.1 Outline the personal information needed about an individual when planning their diet. 2.2 State why this information is important in diet-planning. 2.3 Give examples of different diets that may be needed by an individual. 2.4 Describe what religious or cultural considerations may be needed in planning a healthy diet.
3. Be able to plan a healthy diet for an individual.	3.1 Plan a healthy diet for an individual which is consistent with the principles of healthy eating and takes into account their personal needs. 3.2 State why it is important to include the individual in planning their diet.

Indicative Content:

AC1.1: Main features, for example:

- a balance of food groups
- adequate fruit and vegetables
- wholegrain/high-fibre starchy foods

- lean protein
- some dairy or alternatives
- limited fat, sugar, and salt
- adequate fluids (6–8 cups/glasses per day)

AC1.2: A healthy diet contributes to physical and mental well-being, for example:

- increased energy levels
- reduced risk of diet-related illnesses
- self-esteem
- confidence

AC2.1: Personal information, for example:

- the person's likes and dislikes
- allergies
- portion sizes
- any illness that may be influenced by food, for example, diabetes

AC2.4: Religious or cultural considerations, for example:

- avoiding foods forbidden by a religion
- providing vegetarian meals for religions that discourage meat
- respecting fasting periods
- avoiding foods that conflict with cultural beliefs
- ensuring meals reflect cultural traditions and preferences

Assessment guidance

LO2: Learners should respect the individual and their right to choose what they would like to eat. However, learners need to understand the importance of using this information when planning diets; for example, it may cause illness, distress, anxiety, or enhance the quality of life for the individual.

LO3: Learners may find it helpful to use the 'eat-well' guide as a tool for this outcome. They should be able to provide examples of different food types and an appropriate balance. Learners are not expected to demonstrate an in-depth knowledge of the nutritional values of food for this outcome. They do need to state the importance of respect for an individual's likes and dislikes, leading to an increased likelihood of an individual following the diet plan.

Protection and Safeguarding in Health and Social Care

Unit reference:	D/618/3792
Unit summary:	Learners will learn the signs and symptoms of different types of abuse and the action to take if they suspect someone is being abused. They will also learn where to get support and the responsibilities of organisations in safeguarding and protecting service users.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
3. Know about different forms of abuse.	3.1 Describe different forms of abuse . 3.2 Describe common signs or symptoms associated with the different forms of abuse. 3.3 Describe what factors might make someone more vulnerable to 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.
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:

AC1.1: Key responsibilities, for example:

- safeguarding 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

AC2.1: How health and social care services use workplace protocols, policies and guidelines to keep service users safe, for example:

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

AC2.2 Practice of specific health and social care professionals, for example:

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

AC3.1: Forms of abuse, for example:

- physical abuse
- domestic abuse
- sexual abuse and child sexual exploitation
- emotional abuse, including bullying and cyberbullying
- financial abuse
- modern slavery
- neglect/self-neglect

AC3.2: Common signs or symptoms, for example:

- physical abuse:
 - physical harm to an individual, for example, untreated or unexplained injuries
- domestic abuse:
 - threats, violence and abuse between family members or people in an intimate relationship
- sexual abuse and child sexual exploitation:

- unexplained pregnancy
- unexplained gifts

- emotional abuse including bully and cyber bullying:
 - threats
 - humiliation
 - controlling behaviour
 - harassment

- financial abuse:
 - missing money/possessions
 - not having enough money for bills or food

- modern slavery:
 - always in the company of others with no or very few personal possessions
 - unable to interact with others

- neglect/self-neglect:
 - malnutrition
 - dehydration
 - dirty clothes
 - poor hygiene

AC3.3: Factors, for example:

- physical disability
- learning disability
- mental illness
- family conflict
- dependency
- poorly trained staff

AC4.1: Procedures, for example:

- discussing concerns with a line manager, who will refer the matter to social care services if needed
- accurately recording, including using body charts to document any marks or injuries
- if the concern involves the manager, reporting should be made to the Care Quality Commission (CQC)
- in emergencies, informing the police immediately and calling 999 if urgent medical attention is needed
- following whistleblowing procedures to report poor or unsafe practices confidentially and safely

AC4.1: How to respond, for example:

- listen and talk with the person
- do not make judgments

- make the person feel safe and secure
- take notes and document what is said, and preserve evidence
- involve relevant people as quickly as possible, for example, the named person in the centre

AC5.1: Support available, for example:

- internet sites/phone lines
- leaflets from charities
- support networks
- networks for specific groups, for example, male survivors of abuse, partners of survivors of abuse

Assessment guidance

LO4: Learners should be able to identify unsafe practices and what a whistleblower policy is.

Sciences for Healthcare

Unit reference:	F/650/2484
Unit summary:	The unit aims to give learners an introduction as to how concepts and techniques in biology, chemistry, and physics are applied to promote health and treat diseases.
Unit level:	Level 2
GLH:	48
Credit value:	6
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how cells and microorganisms affect health	<p>1.1 Describe the structure and functions of main organelles within a basic and specialised human cell.</p> <p>1.2 Explain how substances move in and out of cells.</p> <p>1.3 Identify the characteristics of bacteria, viruses and fungi.</p> <p>1.4 Explain what pathogen means and give examples of an illness caused by a bacterium, a virus and a fungus.</p>
2. Know the differences between acids and alkalis and their applications to health.	<p>2.1 Explain the terms acid, alkaline and base.</p> <p>2.2 Test and record and the acidity and alkalinity of a range of household substances.</p> <p>2.3 Give examples of how acids and bases are used in health care.</p>
3. Understand the characteristics of waves, and how they can be used in medical and health care.	<p>3.1 Describe the properties of transverse and longitudinal waves.</p> <p>3.2 Describe the different parts of the electromagnetic spectrum.</p> <p>3.3 Explain how different parts of the electromagnetic spectrum are used in medical or healthcare applications.</p>
4. Know the different types of ionising radiation and how they	<p>4.1 Describe the different types of ionising radiation.</p>

<p>can be used in medicine and healthcare.</p>	<p>4.2 Explain the potential hazards of ionising radiation and what protective measures can be used.</p> <p>4.3 Give an example of how ionising radiation can be used in a medical or healthcare setting.</p>
<p>5. Be able to safely take basic physiological measurements to assess health.</p>	<p>5.1 Select and prepare the equipment to be used to take a range of physiological measurements.</p> <p>5.2 Carry out and record measurements of pulse rate, respiratory rate, body temperature, BMI calculations and peak flow on different people.</p> <p>5.3 Clean and maintain equipment used to take physiological measurements.</p>

Indicative content:

AC1.1: Main organelles, for example:

- nucleus
- mitochondria
- ribosomes
- cell (plasma) membrane

AC1.1: Specialised human cells, for example:

- sperm cell
- red blood cell
- nerve cell
- muscle cell

AC1.2: How substances move in and out of cells, for example:

- diffusion
- osmosis
- active transport
- movement occurs through the cell membrane

AC1.4: Examples of an illness, for example:

- bacterial
- viral
- fungal

AC3.1: Properties, for example:

- transverse waves:
 - particles move up and down
 - movement is at right angles to the direction of the wave
- longitudinal waves:

- particles move back and forth
- movement is in the same direction as the wave

AC3.2: Different parts of the electromagnetic spectrum, for example:

- radio waves
- microwaves
- infrared
- visible light
- ultraviolet
- x-rays
- gamma rays

AC3.3: How different parts of the electromagnetic spectrum are used, for example:

- MRI using radio frequency waves to generate images of the human body
- ultrasound waves used for scanning unborn babies
- infrared for wound healing and promoting circulation
- x-rays for diagnostic imaging

AC4.1: Different types, for example:

- alpha
- beta
- gamma
- x-rays

AC4.2: Potential hazards, for example:

- damage to cells
- increased risk of cancer
- burns to skin or tissues

Assessment guidance

AC3.1: Learners should describe the properties of longitudinal and transverse waves, including how waves transfer energy without transferring matter.

AC5.1: Learners must show they can choose the correct equipment, check it is clean and safe, and prepare the environment and individual before use.

AC5.2: Learners must take each measurement safely and accurately, using correct techniques and units. They should record results clearly and respond appropriately if an individual shows discomfort.

AC5.3: Learners must clean equipment using suitable methods, follow infection-control procedures and store or maintain equipment properly after use. Single-use items must be disposed of safely.

Stroke Awareness

Unit reference:	R/505/2526
Unit summary:	The aim of this unit is to consider the causes of stroke and ways in which patients and their families can be supported during the recovery period.
Unit level:	Level 2
GLH:	28
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what a stroke is.	1.1 Identify the changes in the brain associated with stroke. 1.2 Outline other conditions that may be mistaken for stroke. 1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA).
2. Know how to recognise a 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 a stroke.
3. Understand the management of risk factors for stroke.	3.1 State the prevalence of stroke in the UK. 3.2 Identify the common risk factors for stroke. 3.3 Describe how risk factors may vary in different settings. 3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent strokes.
4. Understand the importance of emergency response and treatment for stroke.	4.1 Describe why a 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.

	<p>4.3 Identify the impact on the individual of the key stages of stroke.</p> <p>4.4 Identify the correct early positioning for airway management.</p> <p>4.5 Identify the information that needs to be included in reporting a relevant and accurate history of the incident.</p>
<p>5. Understand the management of stroke.</p>	<p>5.1 Describe why effective stroke care is important to the management of stroke.</p> <p>5.2 Identify support available to individuals and others affected by stroke.</p> <p>5.3 Identify other agencies or resources to signpost individuals or others for additional support and guidance.</p>

Indicative content:

AC1.2: Other conditions, for example:

- indigestion
- muscular strain

AC1.3: Differences, for example:

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

AC2.4: Potential changes, for example:

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

AC3.3: Risk factors may vary, for example:

- 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

AC3.4: Steps, for example:

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

AC4.1: Why a stroke is a medical emergency, for example:

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

AC4.2: Actions, for example:

- 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

AC5.1: Why effective stroke care is important, for example:

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

Assessment guidance

AC3.1: Learners need to research the prevalence of stroke in the UK to gather up-to-date information, for example, State of Nation: stroke statistics from www.stroke.org.uk, please refer to the latest data.

Support Individuals to Eat and Drink

Unit reference:	M/505/2503
Unit summary:	Learners must demonstrate their ability to support individuals to eat and drink. They will also learn how to respect individuals while they eat and why it is important to record what they eat and drink.
Unit level:	Level 2
GLH:	15
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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. 2.2 Demonstrate effective hand-washing and use of protective clothing when handling food and drink. 2.3 Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences. 2.4 Provide suitable utensils to assist the individual to eat and drink.
3. Be able to provide support for eating and drinking.	3.1 Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking. 3.2 Support the individual to consume manageable amounts of food and drink at their own pace. 3.3 Provide encouragement to the individual to eat and drink.

	<p>3.4 Support the individual to clean themselves if food or drink is spilt.</p> <p>3.5 Adapt support in response to an individual's feedback or observed reactions while eating and drinking.</p>
4. Be able to clear away after food and drink.	<p>4.1 Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away.</p> <p>4.2 Confirm that the individual has finished eating and drinking.</p> <p>4.3 Clear away used crockery and utensils in a way that promotes active participation.</p> <p>4.4 Support the individual to make themselves clean and tidy after eating or drinking.</p>
5. Be able to monitor eating and drinking and the support provided.	<p>5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter.</p> <p>5.2 Carry out and record agreed monitoring processes.</p> <p>5.3 Report on the support provided for eating and drinking in accordance with agreed ways of working.</p>

Indicative content:

AC1.3: Ways to resolve any difficulties, for example:

- helping the 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, for example, smaller sizes, softer food

AC1.4: How and when to seek additional guidance, for example:

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

AC2.1: Level and type of support, for example:

- degree of independence from the individual
- physical capability
- type of food and drink, for example, solid or liquid
- use of aids

AC3.1: Factors, for example:

- time to eat or drink without rushing
- appropriate protective clothing that is not patronising
- height of table, chair, and access to utensils
- presentation of food
- portion sizes or cups that are not too full, light and easy to handle
- appropriate aids to eating, for example, foam handles so they can eat themselves without support

AC4.1: Why it is important, for example:

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

AC5.1: The importance of monitoring the food and drink an individual consumes, for example:

- prevent illness, for example, a person may have diabetes
- ensure person is receiving sufficient nutrients
- ensure person is hydrated

AC5.2: Monitoring processes, for example:

- fluid input
- care plan
- output charts

Assessment guidance

All assessment criteria for this unit must be assessed in the workplace. Simulation is not acceptable.

LO1: Learners need to provide evidence of helping individuals to make choices about food and drink.

LO2: Learners will need to provide evidence of preparing to provide support for eating and drinking.

AC2.2: Learners should demonstrate effective hand-washing procedures and appropriate use of personal protective clothing.

AC2.3: Learners should be able to demonstrate how they would talk with an individual about what they would like. The focus being person centred care.

AC2.4: Learners need to be able to identify different crockery and utensils that can support eating and drinking.

LO3: Learners must explain how to help service users be as self-managing as possible and how to provide support that respects dignity at all times.

LO4: Learners should be able to demonstrate the correct methods for clearing and cleaning.

Supporting an Individual to be Part of a Community

Unit reference:	K/505/2449
Unit summary:	This unit helps the learner understand the difference between social inclusion and social exclusion. It considers how the service user can take on a positive role in the community but also considers groups that may be subject to social exclusion.
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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.
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.

Indicative content:

AC1.1: Benefits to the individual, for example:

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

AC1.2: Benefits to the community, for example:

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

AC2.1: Excluded, for example:

- shunned
- abused
- alienation
- fear of infection

AC2.3: Consequences, for example:

- divided communities
- local violence
- gangs

AC3.1: Legislation, for example:

- Equality Act 2010

AC3.2: Organisations or services, for example:

- Department for Education
- Equality and Human Rights Commission
- Office for Standards in Education (Ofsted)
- Action for Children
- Alliance for inclusive education
- British Institute of Human Rights

AC4.1: Ways in which person-centred practice can help support an individual, for example:

- everyone is respected and cared for as an 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

AC4.2: How to support an individual to access and engage in activities, for example:

- 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

AC4.3: Ways to increase an individual's confidence, for example:

- finding out what they are good at
- finding out what they enjoy doing and making appropriate activity suggestions
- helping them understand digital ways to interact with others

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

Unit reference:	M/505/2484
Unit summary:	In this unit, learners will find out about the benefits of teamwork within the health and social care sector. They will also have the opportunity to demonstrate their own team working skills by completing a team task successfully.
Unit level:	Level 2
GLH:	25
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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.
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.

Indicative content:

AC1.1: Benefits, for example:

- everyone is involved in decision-making
- everyone knows each other's roles and responsibilities
- everyone knows what is planned, what has been implemented and the 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

AC3.1: Features, for example:

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

AC3.2: Behaviours, for example:

- patience, for example, taking time to listen to others
- willing to accept and give constructive feedback
- empathy
- helping others when they need to
- going the 'extra mile'

AC4.2: Seek and offer support and advice, for example:

- share what they are doing with the other team members
- write necessary records clearly, for example, message book, daily records

Assessment guidance

LO2: Learners should show the structure of the chosen team, clearly showing the hierarchy and lines of reporting. This should include other multi-agency professionals involved with the team. Examples of roles to include are Head of Centre, line manager, key worker, early years practitioner, cook, senior care worker, registered manager, nurse, social worker, and others as relevant. Learners must explain the purpose and function of the team within the health, social care, or children's setting.

LO4: 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

Understand How to Handle Information in Social Care Settings

Unit reference:	M/618/3795
Unit summary:	The aim of this unit is to help learners understand how to handle information and the legislation that supports this.
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the need for secure handling of information in social care settings.	<p>1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care.</p> <p>1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting.</p> <p>1.3 Describe a situation where you must break confidentiality.</p>
2. Know how to access support for handling information in social care settings.	<p>2.1 Describe how to access guidance, information and advice about handling information.</p> <p>2.2 Outline what actions to take when there are concerns over the recording, storing or sharing of information.</p>

Indicative content:
<p>AC1.2: Why it is important to have secure systems, for example:</p> <ul style="list-style-type: none"> • legal requirement • information is confidential • information may be used inappropriately if accessed by unauthorised people
<p>AC2.1: How to access guidance, information and advice, for example:</p> <ul style="list-style-type: none"> • discussion with line manager • individuals can access their care information by completing an access to personal information request form, or this request can be made verbally or in writing to a Data Protection Officer or manager • individuals can access their medical records by completing a subject access request

AC2.2: Actions, for example:

- discussion with line manager
- discussion with individual concerned
- seek guidance from other key workers, for example, medical staff, police

Assessment guidance

LO1: Learners need to be able to identify that they are responsible for protecting personal data and that they must respect confidentiality.

AC1.3: Learners should describe a situation where they have information that would suggest an individual is at risk of harm or is likely to pose a risk of harm to someone else. For example, suspected abuse of a service user.

Understanding Risk within Health, Social Care and Children's and Young People's Settings

Unit reference:	K/618/3780
Unit summary:	This unit helps learners understand how to identify and manage risks in health, social care, and children's environments. Learners will explore how to keep people safe while also supporting positive risk-taking that helps individuals grow, stay independent, and feel empowered. Learners will look at real-life examples and practice assessing risks, evaluating the benefits and dangers and finding ways to reduce risk without limiting opportunities for development.
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to recognise potential risks to self and others.	1.1 Describe environmental situations that could pose risk to self and others. 1.2 Identify risks arising from the physical and/or emotional state of service users and carers.
2. Know how to assess and manage risk.	2.1 Describe the positive and negative aspects of a specific risk. 2.2 Describe the importance of assessing and managing risk. 2.3 Outline ways of assessing risk in any given situation. 2.4 Explain ways in which risk could be managed .
3. Understand how to identify circumstances in which risk taking should be encouraged.	3.1 Give examples of instances where risk taking is essential. 3.2 Identify the benefits of the risk taking to individuals from the examples identified. 3.3 Outline measures that will minimise the risks identified without reducing the benefits of these risks.

Indicative content:

AC1.1: Environmental situations that could pose risk, for example:

- Areas where hazards can occur (indoor/outdoor, gardens, dining area)
- Equipment/toys used in the setting
- Hoists and lifting equipment
- Moving and transferring objects and people
- Food preparation and storage of cleaning products
- Digital environments and online activities, for example, internet use, social media
- Consideration of cultural and individual needs when assessing environments

AC1.2: Risks, for example:

- physical health conditions affecting mobility or awareness
- emotional wellbeing, including anxiety or stress that may affect behaviour
- communication difficulties that may increase risk
- impact of individual backgrounds and experiences on risk perception.

AC2.1: Positive and negative aspects, for example:

- cutting and sticking activity:
 - negative risk: cuts from scissors, glue ingestion, eye contact
 - positive aspects: problem solving, creativity, developing fine motor skills

AC2.3: Assessing risk, for example:

- observations and environmental checks
- consultation with service users, carers, and professionals
- reviewing records and previous incidents
- considering individual needs and circumstances

AC2.4: Ways in which risk could be managed, for example:

- use of appropriate-sized and safe equipment, for example, children's scissors, non-toxic glue
- supervision and support tailored to individual needs
- clear communication and guidance about safe behaviours
- regular review and update of risk assessments
- promoting digital safety measures, for example, internet filters, education about online risks

AC3.3: Measures that will minimise the risks identified without reducing the benefits, for example:

- providing appropriate supervision and support
- using safety equipment and protective clothing
- clear communication of rules and expectations
- tailoring support to individual abilities and needs

Assessment guidance

LO2: Learners need to be able to identify a risk and then produce a risk assessment of the positive and negative aspects of that risk. The risk assessment should then look at how to plan to reduce the risk.

3.3 Optional Group O2a (Employability Skills) units

Applying for a Job

Unit reference:	H/617/4060
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand different methods of applying for a job.	<p>1.1 Explain different methods of applying for jobs including responses to advertised positions, unsolicited applications and applications through agencies.</p> <p>1.2 Describe common components of a job application (e.g. covering letter, CV, application form) and the characteristics of effective versions of each.</p> <p>1.3 Explain how to use the information for applicants provided by employers to help shape own application.</p>
2. Be able to prepare a job application.	<p>2.1 Collate the information appropriate for a specific job application.</p> <p>2.2 Draft a comprehensive and accurate application, tailored to a specific job vacancy.</p> <p>2.3 Review a draft job application for accuracy, fitness for purpose, and consistency with instructions (e.g. word counts) and revise if necessary.</p> <p>2.4 Respond positively to feedback from others on a draft job application and revise if necessary.</p>
3. Be able to prepare a CV.	<p>3.1 Produce an accurate and up-to-date CV, following appropriate conventions for format and content, ready for tailoring for future applications.</p>

Delivery guidance:

The main focus of the assessment for this unit is on the skills required to apply for jobs. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- judicious use of unsolicited applications
- the importance of demonstrating an understanding of the job role and organisation and the relevance of own skills and prior experience in a job application
- the importance of having an up-to-date CV ready to tailor to specific job opportunities
- the value of following up on unsuccessful applications and using employer feedback to improve future applications

Career Planning

Unit reference:	F/617/4065
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to investigate career options.	<p>1.1 Identify different types and sources of information, advice and guidance on careers.</p> <p>1.2 Use careers information, advice and guidance to build understanding of possible career options, including entry routes where appropriate.</p>
2. Be able to assess career options.	<p>2.1 Review relevance of own skills, qualities, experience, training and/or qualifications for different career options.</p> <p>2.2 Outline the advantages and disadvantages of different career options (e.g. time taken to train, level of salary, working patterns, work/life balance).</p> <p>2.3 Outline a specific career option, relevant to own skills, interests and ambitions, including key features of the option and reasons for selecting it.</p>
3. Be able to plan to achieve a career-related goal.	<p>3.1 Use careers information, advice and guidance to produce a career development plan to enable self to progress from own starting point to achieve a career-related goal, including:</p> <ul style="list-style-type: none"> • timescales • targets • key actions to be taken (e.g. undertaking training)
4. Be able to plan for career progression.	<p>4.1 Outline possible progression routes within a specific area of work (e.g. developing a specialism or taking on a management role).</p>

Communication Skills for Work

Unit reference:	R/617/4085
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use written communication in a work context.	<p>1.1 Select appropriate formats for written communication for different purposes and audiences, in line with workplace conventions or procedures, where appropriate.</p> <p>1.2 Produce documents of different types that are clearly and accurately presented and appropriate (e.g. in terms of length, style and language use) for the purpose and intended audience.</p> <p>1.3 Combine text, images and/or graphics in written documents as appropriate to audience and purpose.</p> <p>1.4 Make appropriate use of available software to present written communication, including numerical information.</p> <p>1.5 Make accurate and appropriate use of terminology associated with a particular workplace or sector in written communication.</p>
2. Use oral communication in a work context.	<p>2.1 Communicate clearly in different situations, adjusting register and tone to match the audience and purpose of the communication.</p> <p>2.2 Communicate work-related information in a formal presentation to a group.</p> <p>2.3 Engage in discussion with colleagues, making relevant points and actively listening to the ideas of others.</p> <p>2.4 Respond appropriately to queries, requests and/or complaints in a way that satisfies the other person.</p>

- | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2.5 Make accurate and appropriate use of terminology associated with a particular workplace or sector when communicating orally.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|

Indicative Content

AC1.1: Appropriate formats for written communication for different purposes and audiences, for example:

- recognise different document types
- match the format to the purpose
- consider the audience
- follow workplace conventions

AC1.3: Combine text, images and/or graphics, for example:

- add visuals like charts, graphs, or images to support the message
- ensure visuals are relevant and easy to understand
- properly position visuals within the document for clarity and impact

AC1.4: Appropriate use of available software, for example:

- use word processing tools
- incorporate spreadsheets or tables for numerical data
- utilise templates/design tools for professional presentation

AC1.5: Accurate and appropriate use of terminology, for example:

- identify key industry terms and acronyms relevant to the workplace
- use terms appropriately to demonstrate professionalism and understanding
- avoid jargon when communicating to external audiences unless necessary

AC2.1: Communicate clearly, for example:

- speak formally or informally based on the context, for example, team meeting vs. client call
- use a clear tone and pace suitable for the audience
- avoid slang or overly casual language in professional settings

AC2.2: Formal presentation, for example:

- prepare and structure the presentation with clear key points
- use visual aids, for example, slides, charts to support the message
- speak confidently

AC2.3: Relevant points, for example:

- contribute ideas/opinions clearly and constructively
- show active listening through body language, for example, nodding and verbal cues, for example, "I understand"
- build on others' points to continue discussions effectively

- be aware of cultural differences within discussions

AC2.4: Respond appropriately, for example:

- listen carefully to understand the issue/request
- provide clear/respectful responses
- offer solutions or escalate issues when necessary

AC2.5: Accurate and appropriate use of terminology, for example:

- use industry-specific language when relevant
- explain technical terms if speaking to non-specialist audiences
- avoid overusing jargon to ensure clarity

Community Environment Project

Unit reference:	L/650/2072
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

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.

Customer Service Skills

Unit reference:	T/617/4077
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand good customer service.	1.1 Explain why customer satisfaction is important to organisations. 1.2 Explain the contribution of individual employees in maintaining customer satisfaction. 1.3 Explain how and why organisations use customer service protocols.
2. Be able to communicate with customers.	2.1 Listen actively to what customers are saying, identifying the information they require and/or the key points they are making. 2.2 Communicate politely clear and accurate answers to customer queries. 2.3 Follow organisational protocols for interacting with customers.
3. Be able to perform customer service tasks.	3.1 Fulfil customer requests to meet their needs. 3.2 Offer appropriate help to customers. 3.3 Respond positively to customer complaints. 3.4 Refer customers to appropriate colleagues, when necessary. 3.5 Follow organisation procedures when carrying out customer service tasks.

Environmental Awareness

Unit reference:	K/650/2224
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

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

Exploring and Presenting Enterprise Ideas

Unit reference:	K/617/4089
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to explore ideas for an enterprise activity.	1.1 Identify ideas that could be developed for an enterprise activity. 1.2 Select ideas with most potential for further exploration.
2. Be able to test out ideas with potential customers.	2.1 Gather feedback from potential customers on proposed activities. 2.2 Use feedback to determine the focus of the enterprise activity.
3. Understand the risks involved in implementing the enterprise activity.	3.1 Identify the risks of selected activity. 3.2 Describe ways to mitigate the risks.
4. Be able to present an idea for an enterprise activity to an audience.	4.1 Pitch selected idea in a format suitable to the targeted audience.

Exploring Entrepreneurship

Unit reference:	K/617/4092
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the characteristics of a successful entrepreneur.	1.1 Explain what is meant by the term entrepreneur. 1.2 Identify the skills that are needed to be a successful entrepreneur. 1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur.
2. Understand own strengths as an enterprising person.	2.1 Describe own strengths in terms of enterprise skills, attitudes and qualities. 2.2 Evaluate self in terms of ability to set up a successful business/enterprise.
3. Understand ways to develop enterprise skills and knowledge.	3.1 Agree activities to develop or strengthen own enterprise skills. 3.2 Identify changes in own attitude and behaviour that will help to make the most of enterprise opportunities. 3.3 Agree ways to bring about changes in own enterprising attitudes and behaviours.

Improving Sustainability in the Workplace

Unit reference:	F/650/2212
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

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

Interview Skills

Unit reference:	J/617/4097
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for an interview.	<p>1.1 Use a range of sources to build own knowledge of the employer or place of work and the job role or placement.</p> <p>1.2 Devise questions likely to be asked at an interview and prepare responses which show self in positive light.</p> <p>1.3 Identify previous experiences which could be used to illustrate skills, qualities or experience relevant to the job role or placement.</p> <p>1.4 Prepare questions to ask at the interview to find out information beyond that in material already provided by the employer (e.g. in the job advert or description).</p>
2. Be able to present self positively at an interview.	<p>2.1 Arrive to interview punctually, appropriately presented, and in accordance with employer's invitation.</p> <p>2.2 Introduce self at the interview location, making clear purpose of visit.</p> <p>2.3 Demonstrate positive interpersonal skills during interview.</p> <p>2.4 Provide full detailed responses to questions asked by the interviewer.</p> <p>2.5 Seek clarification and/or ask questions of interviewer at appropriate points, demonstrating understanding of and interest in the role.</p>
3. Be able to review own performance in an interview.	<p>3.1 Describe aspects of own interview performance that what went well and where improvements are needed, giving reasons for own judgements.</p>

	3.2 Suggest ways of improving own performance in a future interview.
--	----------------------------------------------------------------------

Delivery guidance:

The focus of the assessment for this unit is on interview skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the importance of preparing for an interview
- possible sources of information about a company or organisation and particular job roles
- the characteristics of effective performance at interview

Introduction to Self-Employment

Unit reference:	A/617/4100
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about self-employment in a given sector.	1.1 Explain the contribution of self-employed people to a given sector. 1.2 Explain the advantages and disadvantages of being self-employed in a given sector. 1.3 Describe the skills, qualities, attitudes and behaviours characteristic of successful self-employed people in a given sector.
2. Know about income and expenditure as a self-employed person.	2.1 Explain how they would generate income as a self-employed person within a given sector, citing typical levels of payment for particular products or services.
3. Know the responsibilities of a self-employed person.	3.1 Describe how to register as self-employed. 3.2 Describe the business records that need to be kept.
4. Know about planning for self-employment.	4.1 Explain how planning for self-employment can contribute to a successful outcome. 4.2 Explain the different sources of support available to people considering self-employment and how they can be used to help in setting up a business.

Leadership Skills

Unit reference:	M/617/4109
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand effective leadership.	1.1 Explain the characteristics, skills and behaviours of effective leaders. 1.2 Explain the impact of effective leadership on group behaviour and outcomes.
2. Be able to demonstrate effective leadership skills.	2.1 Make decisions about tasks and activities, including to solve problems. 2.2 Allocate tasks and activities appropriately to other members of a group. 2.3 Encourage, support and direct other members of a group. 2.4 Give and respond to feedback from members of a group in a positive manner.
3. Be able to review own leadership performance.	3.1 Assess own leadership performance, identifying strengths and areas for improvement. 3.2 Suggest ways to improve own leadership performance.

Making the Most of Work Placement

Unit reference:	Y/617/4105
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for a work placement.	1.1 Undertake research into a work placement setting in order to understand its purpose, functions and objectives. 1.2 Describe the terms and conditions of a work placement. 1.3 Describe the tasks to be performed as part of a work placement. 1.4 Describe the expectations of the employer in relation to conduct and appearance and why these are important in the workplace. 1.5 Describe how to deal with potential problems that might occur during a work placement.
2. Be able to set goals to get the most out of a work placement.	2.1 Set goals which are measurable and achievable, will extend their existing skills and knowledge, and increase their readiness for work.
3. Be able to review a work placement.	3.1 Describe what went well during a work placement and why these aspects were successful. 3.2 Describe skills and knowledge gained or improved during a work placement. 3.3 Describe aspects of a work experience that were less successful and how they could have approached these differently to achieve a better outcome. 3.4 Describe how they can use learning from a work placement to assist them in making choices about a future career. 3.5 Use own self-assessment to set goals for career development.

Delivery guidance:

The focus of the assessment for this unit is on the skills involved in preparing for and reflecting on work placement. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- different sources of information about companies or organisations
- codes of conduct, conventions, ethos and values associated with the workplace
- the characteristics of effective goal-setting
- ways in which learning from work placement, about a sector, job role, or own abilities and preferences, can support career-planning

Negotiation Skills

Unit reference:	D/617/4106
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate, justify and defend own position.	1.1 Express own views and desired outcomes clearly and persuasively. 1.2 Justify own position, anticipating possible objections from others. 1.3 Expand on own views through detailed answers to questions or challenges from others, demonstrating respect and acknowledging their right to a different viewpoint.
2. Be able to discuss the position of others.	2.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 2.2 Question and challenge the position of others in a constructive manner. 2.3 Identify and clarify main areas of agreement and disagreement.
3. Be able to conclude a negotiation process successfully.	3.1 Suggest areas of compromise for self and others. 3.2 Respond positively to others' attempts to compromise. 3.3 Come up with possible solutions which allow both/all parties to achieve core elements of their original proposals.

Delivery guidance:

The focus of the assessment for this unit is on negotiation skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- situations in which negotiation skills can be usefully applied
- the balance between the need to achieve a good outcome for oneself and to reach a position which is acceptable to all
- strategies for reaching a compromise

Numeracy Skills for Work

Unit reference:	J/617/4147
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to select appropriate mathematical approach to solving work-related problems.	1.1 Recognise when numeracy skills are needed. 1.2 Identify possible mathematical methods that could be used to solve specific workplace problems. 1.3 Select the most appropriate mathematical approach for each situation.
2. Be able to apply appropriate numeracy skills in a work context.	2.1 Collate supporting information needed in order to apply numeracy skills in work situations. 2.2 Apply different mathematical approaches, using the appropriate numeracy skills, to workplace problems or situations. 2.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.
3. Be able to interpret and communicate results in situations where they have applied numeracy skills in a work context.	3.1 Analyse findings from the mathematical approaches applied to workplace situations. 3.2 Identify solutions to workplace problems or tasks based on their findings. 3.3 Use mathematical justifications to explain their conclusions or recommendations to others.

Delivery guidance:

The focus of the assessment for this unit is on numeracy skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the importance to the individual and the organisation of effective use of numeracy skills in the workplace
- the different ways and situations in which numeracy skills are applied in a work setting

Searching for a Job

Unit reference:	F/617/4129
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to find out about job vacancies.	1.1 Identify job information sources most likely to be relevant to own search. 1.2 Use different sources to find out about jobs available, including online job sites or job boards. 1.3 Filter job vacancy information to identify jobs most suited to own interests, aspirations, skills, qualifications and/or experience. 1.4 Use appropriate methods to ensure access to latest information on job availability.
2. Be able to take a pro-active approach to job-searching.	2.1 Explain the different means by which an individual can alert potential employers to the fact that they are job-seeking. 2.2 Select and use an appropriate social media platform for job prospecting by: <ul style="list-style-type: none"> • creating a suitable profile • networking on-line with potential employers and other appropriate parties to facilitate job search • preparing a hyperlinked CV. 2.3 Review own online presence to ensure appropriate visibility to potential employers.

Delivery guidance:

The main focus of the assessment for this unit is on the skills required for job search. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- on and off-line sources of job vacancy information, including social media; apps; trade publications; jobs sites or boards for specific sectors or job roles
- ways to use online sites and apps, such as setting up alerts and using specific filters

- the importance of taking an active role in job-search, for example, through dropping CVs into stores; sending unsolicited expressions of interest, leveraging networks and contacts, creating a positive online profile or following potential employers on social media

Self-Management Skills for Work

Unit reference:	F/617/4132
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to manage self in a work context.	1.1 Plan and manage own time effectively to achieve a balance between personal and work/training-related demands. 1.2 Plan and manage resources effectively. 1.3 Manage emotions appropriately, including when under pressure.
2. Be able to review own self-management skills.	2.1 Assess own effectiveness in managing self, citing specific evidence for judgements. 2.2 Describe the impact of own self-management on workplace effectiveness of self and others. 2.3 Explain how own self-management could be improved.

Delivery guidance:

The focus of the assessment for this unit is on self-management skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- the characteristics of effective self-management in relation to managing own time, resources and emotions
- strategies for successful self-management

Setting and Meeting Work-Related Targets

Unit reference:	R/617/4135
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to set personal targets relating to work.	1.1 Identify challenging, achievable targets which support own development and will lead to increased effectiveness at work. 1.2 Develop and refine targets through discussion with relevant others.
2. Be able to review progress in meeting own targets.	2.1 Use own self-assessment and feedback from others to determine the progress they have made from their starting point, citing specific evidence to support their judgements. 2.2 Explain the factors that have positively and/or negatively impacted their progress, as relevant. 2.3 Explain what they need to do to continue to make progress, including ways to address any possible barriers.

Delivery guidance:

The focus of the assessment for this unit is on target-setting skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the characteristics of effective targets and their role in supporting increased effectiveness
- the role of self-evaluation and from others within the target-setting cycle

Skills for Creative Thinkers

Unit reference:	D/504/6261
Unit level:	Level 2
GLH:	15
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to think creatively.	1.1 Generate different ideas in response to issues, problems or situations. 1.2 Challenge own assumptions and those of others. 1.3 Ask questions to further own understanding.
2. Be able to work creatively to apply imaginative solutions.	2.1 Work with others to try out different solutions. 2.2 Adopt approaches which draw on different ideas suggested by self and others. 2.3 Adapt ideas to meet changing circumstances. 2.4 Apply solutions to achieve results.

Skills for Effective Participants

Unit reference:	A/504/7627
Unit level:	Level 2
GLH:	15
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to engage with issues that affect their communities (e.g. place of learning, work or area in which they live).	1.1 Discuss issues affecting their communities, respecting views and beliefs of others. 1.2 Negotiate with others to agree practical actions to improve situations for self and others. 1.3 Act as an advocate for views and beliefs that may differ from their own.
2. Be able to take action to bring about improvements within communities.	2.1 Form plans to address community issues which draw on own and others' ideas. 2.2 Take responsible action to improve situations for self and others.

Skills for Independent Enquirers

Unit reference:	Y/504/6257
Unit level:	Level 2
GLH:	15
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan research.	1.1 Generate research ideas in order to answer questions or resolve problems. 1.2 Identify potential sources of information, including facts and opinions.
2. Be able to carry out research.	2.1 Use sources of information to explore topics from different perspectives. 2.2 Assess relevance and reliability of information sources. 2.3 Analyse and evaluate evidence found.
3. Be able to present findings of research.	3.1 Provide conclusions, based on research evidence.

Skills for Reflective Learners

Unit reference:	M/504/6913
Unit level:	Level 2
GLH:	15
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to evaluate own strengths and weaknesses.	1.1 Assess personal strengths and areas for development. 1.2 Identify opportunities to address areas for development.
2. Be able to set goals for own development.	2.1 Set appropriately challenging personal goals with specific success criteria.
3. Be able to reflect on progress and achievement to support future progress.	3.1 Monitor own progress towards personal goals. 3.2 Discuss progress with others. 3.3 Invite and respond positively to feedback from others on progress and performance. 3.4 Reflect on experiences and learning. 3.5 Use self-assessment and feedback from others to plan future development.

Solving Work-Related Problems

Unit reference:	H/617/4141
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use sources of help for a work-related problem.	1.1 Gather appropriate information or advice from different sources to help solve a specific work-related problem.
2. Be able to solve a work-related problem.	2.1 Assess a range of potential solutions, applying appropriate problem-solving strategies. 2.2 Select a specific solution, justifying why this one is the most likely to prove effective.
3. Understand how to apply a strategy to solve a work-related problem.	3.1 Present clear action plan, including tasks and timelines, for implementing chosen solution to a specific work-related problem.

Delivery guidance:

The focus of the assessment for this unit is on problem-solving skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of

- different types and causes of workplace problem and their impact on organisations
- sources of help in solving problems relating to work, including those available to both individuals and organisations
- problem-solving strategies

Sustainability

Unit reference:	R/650/2209
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

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.

Taking Personal Responsibility for the Environment

Unit reference:	M/650/2082
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

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.

Time Management

Unit reference:	T/617/4144
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to demonstrate time-management skills while working or studying.	<p>1.1 Plan work:</p> <ul style="list-style-type: none"> • according to priority • taking into account length of time needed to complete tasks • in order to meet deadlines • including appropriate breaks. <p>1.2 Work at an appropriate pace to carry out tasks in accordance with plan.</p> <p>1.3 Adjust approach in response to any change of circumstance (e.g. one task over-running), as appropriate, to ensure remaining time is spent effectively.</p>
2. Be able to assess how well they are managing their time.	<p>2.1 Evaluate how well they are managing their time.</p> <p>2.2 Identify areas for improvement.</p> <p>2.3 Assess the impact of their time management on their own performance and that of others around them.</p>

Delivery guidance:

The focus of the assessment for this unit is on time management skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the characteristics of effective time management
- the benefits of time management for individuals, teams and organisations and the potential consequences of poor time management

Working in a Team

Unit reference:	J/617/4150
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify when it would be beneficial to approach a task or problem as a team.	1.1 Assess the advantages and disadvantages of taking a team approach to complete a task or solve a problem.
2. Be able to recognise the different strengths, skills and experiences different people bring to a team.	2.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team. 2.2 Assess relevant strengths, skills and experiences that other members bring to a particular team.
3. Be able to allocate roles and responsibilities within the team in relation to a given task.	3.1 Agree with other team members the roles and responsibilities of each member of the team, so that collectively they can complete a team task effectively.
4. Be able to work positively as a member of a team.	4.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task. 4.2 Devise and follow a team plan to complete a task or solve a problem. 4.3 Contribute to a team by sharing skills and knowledge and fulfilling own agreed role. 4.4 Offer help, support or advice to team members when appropriate. 4.5 Respond positively to advice and constructive criticism. 4.6 Devise and follow an agreed code of conduct for effective team-working.
5. Be able to reflect on the performance of a team.	5.1 Assess how own performance contributed to the overall performance of the team.

	<p>5.2 Describe ways in which the team as a whole performed effectively.</p> <p>5.3 Explain areas in which the team could have worked together more effectively and how they could improve their team-working skills.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Delivery guidance:

The focus of the assessment for this unit is on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- different types of team
- the benefits of team-working
- the characteristics of effective team-working

Please note that this unit is barred against unit Y/617/4153 Working with Colleagues (Level 2)

Working with Colleagues

Unit reference:	Y/617/4153
Unit level:	Level 2
GLH:	16
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with a manager.	1.1 Respond positively to requests, feedback and advice and guidance from a manager. 1.2 Use appropriate communication style and methods to interact with a manager. 1.3 Seek advice, guidance, clarification or feedback from a manager, as appropriate.
2. Be able to work with peers.	2.1 Communicate clearly with colleagues. 2.2 Resolve differences with colleagues amicably. 2.3 Offer help and guidance to colleagues and accept their help and guidance. 2.4 Offer ideas, suggestions and opinions to colleagues. 2.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately.

Please note that this unit is barred against unit J/617/4150 Working in a Team (Level 2)

3.4 Optional Group O2b (English) units

Engage in Discussion

Unit reference:	Y/505/6321
Unit summary:	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to engage in discussion.	1.1. Make relevant contributions to discussions in familiar and unfamiliar situations. 1.2. In discussion, present information and opinions in a logical sequence.
2. Be able to listen and respond to others in a discussion.	2.1 Actively listen to the contributions of others in a discussion. 2.2 Respect turn taking rights in a sustained discussion. 2.3 Respond to questions from others. 2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others. 2.5 Use appropriate phrases for interruption.

Assessment guidance:

LO1: Discussions should be with one or more people and cover different, straightforward topics. Group sizes should vary; groups should not always include the teacher. Discussions should be of around 4-6 minutes.

LO2: Learners should be applying listening and response skills consistently over an extended discussion. Learners will be proactive in expressing points of view, moving discussion forward and interrupting when appropriate.

AC2.5: Phrases for interruption might include, 'Can I stop you there?', 'I'm sorry to interrupt, but.'

**Please note that this unit is barred against unit H/505/4149 - Engage in Discussion
(Level 2)**

Engage in Discussion

Unit reference:	H/505/4149
Unit summary:	In this unit, learners will learn how to engage in discussion in a variety of situations, making clear and effective contributions.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1.1 Be able to contribute to discussions and move them forward.	1.1. Make relevant contributions to discussions in different contexts and on different subjects. 1.2. Adapt own contributions to suit audience, purpose and situation. 1.3. Move discussion forward when appropriate. 1.4. Support opinions and arguments with evidence.
1.2 Be able to respond to others in discussion.	2.1 Use appropriate language and strategies when responding to the contributions of others. 2.2 Use appropriate phrases for interruption and change of topic. 2.3 Use strategies intended to reassure, for example body language, appropriate phraseology.

Assessment guidance:

LO1: Discussions should be with groups of varying sizes, from one other person, up to groups of 4 or 5. Discussions should be of varying lengths, including one of 6 – 8 minutes. Adaptations should include use of formal or informal language, appropriate verbal and non-verbal responses, tone, register. Topics should include issues both familiar and unfamiliar to the learner. Learners should make regular, multiple or sustained contributions, as appropriate, to move the contribution forward. They might suggest when they think it is appropriate to bring a discussion to a close, state what they think has been agreed, or ask if anyone else has a point to make.

AC2.2: Learners might interrupt with phrases such as, 'I agree to some extent', or point out contradictions or inconsistencies in others' arguments.

AC2.3: Learners might use phrases such as 'that's a valid point', 'that's a good argument' or 'you're entitled to your opinion, but I disagree' to reassure fellow group members.

Please note that this unit is barred against unit Y/505/6321 – Engage in Discussion (Level 1).

Listen and Respond

Unit reference:	D/505/6319
Unit summary:	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to understand and respond to spoken language.	1.1 Identify relevant spoken information from different sources. 1.2 Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.
2 Be able to listen and respond in exchanges.	2.1 Listen and respond to information in one-to-one and group contexts. 2.2 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others. 2.3 Provide feedback as required when listening to others. 2.4 Respond appropriately to questions on different topics.

Assessment guidance:

LO1: Spoken language should include information, narratives, explanations and instructions of varying lengths and on different topics.

LO2: Group sizes should vary and should normally include at least one group of 4 or more learners. Some exchanges should not be teacher-led. Responses and feedback should be clearly linked to the question or discussion. They should include some continuous speech, rather than single word or short phrase answers. Non-verbal strategies might include facial expressions and body language. Phrases for clarifications might include, 'so you are saying?' or 'did you mean?'. Learners might use paraphrasing or use or scenario or example to check understanding, for example, 'would that apply to someone new to the country?'.
.

Please note that this unit is barred against unit M/505/4137 – Listen and Respond (Level 2)

Listen and Respond

Unit reference:	M/505/4137
Unit summary:	In this unit, learners will learn how to listen and respond to extended and detailed spoken language in a range of contexts.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to understand and respond to extended spoken information.	1.1 Identify and record relevant information from extended explanations and presentations on different topics. 1.2 Listen to, demonstrate understanding of and follow multi-step instructions in different situations. 1.3 Listen to, demonstrate understanding of and follow narratives on different topics.
2. Be able to listen to and respond in extended exchanges.	2.1 Respond to extended questions on different topics. 2.2 Keep track of complex and detailed questions. 2.3 Respond coherently to complex and detailed questions. 2.4 Respond appropriately to constructive criticism. 2.5 Make constructive critical responses.

Assessment guidance:
AC1.1: Extended spoken information should be of up to 5 minutes.
AC1.2: Instructions will normally be up to 4 or 5 steps, depending on the complexity of the content.
AC1.3: Topics should be of interest or relevance to learners but not all will be familiar.

LO2: Questions might be in two parts (for example, what would you do and why?), should be open and closed, and contain multiple clauses or phrases (For example, a conditional clause: 'If I asked you to do x, how would you...?'. Contexts might include formal interviews or less formal debates with peers.

AC2.4: Responses to criticism might include accepting points made, querying comments or disagreeing with reasons. Constructive critical responses might include comments on relevance, opinions with supporting evidence to aid development.

Please note that this unit is barred against unit D/505/6319 – Listen and Respond (Level 1)

Read for Information

Unit reference:	L/505/4131
Unit summary:	In this unit, learners will learn how to read and obtain information from different printed and online sources. They will learn how to use reference materials and spelling strategies to support understanding.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and obtain information from different sources.	1.1 Use organisational and structural features to locate information, for example: paragraphs, contents list, index, menu. 1.2 Locate and understand information from different printed and online sources. 1.3 Use visual cues to locate information, for example keys, symbols, alphabetical order.
2 Be able to use reference sources and spelling strategies.	2.1 Apply knowledge of words to understand unfamiliar vocabulary, for example applying knowledge of word structure, related words, word roots, derivations, borrowings. 2.2 Make use of reference sources to find meanings of unfamiliar words. 2.3 Understand the meaning of typical abbreviations used in reference materials.

Assessment guidance:

LO1: Sources should include both online and printed, be of different formats and lengths, and contain contrasting types of information. Texts should be formal and informal. Learners should obtain information from a minimum of 3 different, contrasting sources. Techniques might include skimming and scanning.

AC2.2: Reference sources might include a dictionary, thesaurus or glossary and might be paper-based, on-line or in the form of an app.

AC2.3: Abbreviations might include n for noun, v for verb etc.

**Please note that this unit is barred against unit K/505/6324 – Read for Information
(Level 2)**

Read for Information

Unit reference:	K/505/6324
Unit summary:	In this unit, learners will learn how to read and obtain information of varying length and detail from different sources and to use resources to support understanding.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to obtain and use information from a range of sources.	1.1 Use organisational features to locate information. 1.2 Compare and evaluate information from different sources in order to select information for own use. 1.3 Summarise information from longer documents. 1.4 Recognise the meaning of specialist or technical vocabulary. 1.5 Use knowledge of vocabulary to aid understanding. 1.6 Use different strategies to obtain information, including skimming scanning and detailed reading.
2. Be able to use reference material.	2.1 Use reference material to find out unfamiliar terminology. 2.2 Use reference material to research a topic or issue.

Assessment guidance:

LO1: Sources should be varied, written for different purposes and audiences, and on a range of topics, not all of which will be familiar to the learner. Learners should be able to summarise a 5-paragraph text into a single paragraph. Specialist vocabulary might relate to a specific job role, hobby or set of instructions for a task.

L02: Learners might use paper-based or electronic reference sources. They should refer to them for different purposes (for example, how to use a new appliance or for information for an essay).

Please note that this unit is barred against unit L/505/4131 - Read for Information (Level 1)

Read for Purpose and Meaning

Unit reference:	Y/505/6318
Unit summary:	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts. They will also learn to use a range of reading strategies to support understanding.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and understand texts.	1.1 Extract main points and specific details in different continuous texts. 1.2 Follow the main events in descriptive, explanatory and persuasive text.
2. Know how purpose of texts affects use of language and textual features.	1.1 Identify different purposes in different types of text. 1.2 Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade. 1.3 Identify how textual features are used for specific purposes.
2. Be able to use reading strategies to support understanding.	2.1 Use grammatical features to predict meaning. 2.2 Use prediction and previewing techniques to identify plausible meanings and to check for sense. 2.3 Use images to identify meaning that is not explicit in the text. 2.4 Use punctuation to support understanding of texts.

Assessment guidance:

LO1: Texts should be of varying lengths and on a variety of topics. Learners should read independently.

Please note that this unit is barred against unit H/505/6323 – Read for Purpose and Meaning (Level 2)

Read for Purpose and Meaning

Unit reference:	H/505/6323
Unit summary:	In this unit, learners will learn how to read for purpose and meaning in texts of varying complexity.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and understand a range of texts.	1.1 Follow the main events and ideas in a range of continuous descriptive, explanatory and persuasive texts. 1.2 Identify the main points and specific details in different texts. 1.3 Identify the effects that different language features have in texts. 1.4 Read an argument and identify the points of view. 1.5 Infer meaning which is not explicit. 1.6 Read critically to compare and evaluate ideas and opinions. 1.7 Identify bias.
2. Be able to judge the purpose of texts.	2.1 Use own knowledge and experience of context to judge the purpose of different types of text. 2.2 Use grammatical knowledge, prior knowledge and context, to judge the purpose of different types of text. 2.3 Recognise and understand vocabulary associated with a range of texts and purposes.

Assessment guidance:

LO1: Learners should read a minimum of 3 texts, written for different purposes and audiences. Texts should be of differing levels of accessibility and might be historical or literary or topical/contemporary. Some will include subject matter unfamiliar to the learners. Texts will include some sophisticated, unfamiliar vocabulary and complex sentence structures. At least one text should be of 500 words or more.

AC2.2: Learners should be able to use implicit and explicit grammatical knowledge.

Please note that this unit is barred against unit Y/505/6318 – Read for Purpose and Meaning (Level 1)

Speak to Communicate

Unit reference:	R/505/6320
Unit summary:	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate with others.	1.1 Speak clearly in a way which suits the situation. 1.2 Express statements of fact, explanations, instructions, accounts and descriptions. 1.3 Ask questions to obtain information from different people and for different purposes.
2 Be able to adapt speech according to context.	2.1 Use formal and informal language, as appropriate to the situation and the audience. 2.2 Adapt content according to situation.

Assessment guidance:

LO1: Learners should communicate on a range of different topics for different purposes. At least one situation should require them to speak continuously, (or with appropriate interruptions, for example, to listen and respond to a listener's question) for between 60 and 90 seconds.

LO2: Contexts should vary and might include face-to-face and telephone conversations. Adjustments could include to length, use of politeness conventions, fixed expressions, use of slang or colloquialisms.

Please note that this unit is barred against unit J/505/4144 – Speak to Communicate (Level 2)

Speak to Communicate

Unit reference:	J/505/4144
Unit summary:	In this unit, learners will learn how to speak to communicate detailed information, ideas and opinions clearly and appropriately.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate with others.	1.1 Speak clearly and confidently in different situations. 1.2 Present detailed information, ideas and opinions in a logical sequence. 1.3 Provide further detail and development in response to the requests of others. 1.4 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts.
2. Be able to adapt speech and style according to context.	2.1 Express clearly statements of fact, explanations, instructions, accounts and descriptions using structure, style and vocabulary appropriate to the purpose and audience. 2.2 Sustain an appropriate style for different situations and audiences.

Assessment guidance:

AC1.1: Situations should include familiar and unfamiliar, formal and less formal. At least one situation should require learners to speak continuously for between 1 and 2 minutes, breaking only to improve clarity of presentation, for example, to respond to queries or to introduce a visual aid or prop.

LO2: Learners should speak in formal and less formal situations including on topics that are not familiar to them They should speak for at least 3 different purposes and audiences in order to demonstrate their ability to adapt language, tone, pace, length, style.

Please note that this unit is barred against unit R/505/6320 – Speak to Communicate (Level 1)

Write with Accuracy

Unit reference:	F/505/4160
Unit summary:	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use correct grammar in written texts.	1.1 Write in complete sentences, using a range to suit text type. 1.2 Use correct subject verb agreement in sentences. 1.3 Use correct verb-tense agreement in sentences. 1.4 Use grammatical features correctly so that meaning is clear.
2. Be able to write legibly with correct spelling and punctuation.	2.1 Spell correctly words used most often in work, studies and daily life. 2.2 Spell words with regular and irregular spelling patterns. 2.3 Punctuate sentences correctly, so that meaning is clear. 2.4 Produce legible handwritten text.
3. Be able to proofread and revise writing.	3.1 Identify and correct errors of grammar, for example, verb tense agreement, subject-verb agreement. 3.2 Identify and correct common spelling errors. 3.3 Identify and correct punctuation errors. 3.4 Revise writing to improve meaning.

Assessment guidance:

LO1: Sentences should be varied; some should be compound and complex, for example including subordinate clauses.

AC2.3: Correct punctuation should be used consistently.

LO3: Improvements for meaning might include substituting one synonym for another, clarifying expressions, making changes for dramatic effect.

Please note that this unit is barred against unit T/505/6326 – Write Fluently and Accurately (Level 2)

Write Fluently and Accurately

Unit reference:	T/505/6326
Unit summary:	In this unit, learners will learn how to improve the fluency and accuracy of their writing.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use complex sentences and accurate grammar and punctuation in own writing.	1.1 Construct complex sentences. 1.2 Use simple and compound sentences within a single piece of writing to give variety. 1.3 Use tenses correctly and consistently. 1.4 Use correct subject-verb agreement, including correct use of pronouns. 1.5 Use pronouns so that their meaning is clear. 1.6 Use punctuation accurately for example, commas, apostrophes, inverted commas.
2. Be able to write legibly and with accurate spelling.	2.1 Produce legible handwritten text. 2.2 Spell correctly words used most often in work, studies and daily life, including familiar technical words.
3. Be able to check own writing for accuracy.	3.1 Proofread and revise own writing to improve accuracy and correct simple grammatical and spelling errors in own writing.

Assessment guidance:

LO1: Learners should be able to sustain their use of accurate grammar and punctuation throughout their writing.

LO3: Accuracy checks will include for correct use of prepositions and articles, correct use of connectives between clauses and phrases, as well as for spelling, grammar and punctuation. Learners should use a spell-checker for word –processed documents, selecting correct from options from those given.

**Please note that this unit is barred against unit F/505/4160 – Write with Accuracy
(Level 1)**

Write to Communicate

Unit reference:	D/505/6322
Unit summary:	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan own writing.	1.1 Identify purpose and audience for writing. 1.2 Select appropriate format. 1.1 Use appropriate planning techniques to produce a first draft.
2. Be able to structure own writing to communicate ideas and information.	2.1 Present ideas and information in a logical sequence, using paragraphs as necessary. 2.2 Use language, format and structure that are suitable for purpose and audience. 2.3 Present information in a continuous sequence, so that meaning is clear. 2.4 Judge how much to write and the level of detail to include to suit purpose and audience. 2.5 Proofread and revise writing for accuracy and meaning.

Assessment guidance:

LO1 and LO2: Learners will be expected to plan and produce written text for at least two different purposes, one formal and one less formal, and for at least two different audiences. Texts might include forms, records, emails, letters, narratives, instructions, reports or explanations.

LO2: At least one text should be of 250 – 300 words and of a minimum of 6 paragraphs. Learners might demonstrate corrections of spelling, grammar or word order. Some words might have been substituted for more appropriate synonyms.

Please note that this unit is barred against unit M/505/6325 – Write to Communicate (Level 2)

Write to Communicate

Unit reference:	M/505/6325
Unit summary:	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan, organise and draft own writing.	1.1 Gather and organise information for own writing. 1.2 Work through sub-stages of planning and drafting to determine content, length, language and structure, appropriate to type of text, purpose and audience. 1.3 Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate. 1.4 Proofread and revise draft to improve clarity.
2. Be able to write for different purposes.	2.1 Use different styles of writing for different purposes for example, persuasive techniques, supporting evidence and technical vocabulary. 2.2 Use formal and informal language appropriate to purpose and audience.

Assessment guidance:

LO1 and LO2: A minimum of 3 documents should be produced. They should be of varied length, format and style for different audiences and purposes. At least one piece of writing should be of between 400 and 500 words.

AC1.1: Gathering and organising information might include use of mind maps or linear plan.

AC1.2: Sub-stages for planning and drafting might include decision-making on how to divide up and order information and choosing an appropriate format and structure for presenting it to an audience.

AC1.4: Improvements might include re-phrasing whole sentences, re-ordering text, inserting sub-headings, using bullets.

LO2: The writing produced should be of different degrees of formality. Types of writing should be varied, for example, persuasive, instructional or descriptive. Two or more of these might be combined within a single piece of writing.

Please note that this unit is barred against unit D/505/6322 – Write to Communicate (Level 1)

3.5 Optional Group O2c (Maths) units

Making Calculations

Unit reference:	F/505/4868
Unit summary:	In this unit, learners will manipulate numbers and decimals and make calculations. in order to use and understand numbers in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add and subtract whole numbers and decimals.	1.1 Add numbers and decimals up to two places using efficient written and mental methods. 1.2 Subtract numbers and decimals up to two places using efficient written and mental methods. 1.3 Approximate by rounding. 1.4 Estimate answers to addition and subtraction calculations.
2. Be able to multiply and divide whole numbers and decimals.	2.1 Multiply and divide whole numbers and decimals by 10, 100 and 1000. 2.2 Multiply whole numbers and decimals up to two places using efficient written and mental methods. 2.3 Divide whole numbers and decimals up to two places using efficient written methods. 2.4 Recall tables up to 10x10 and make connections with division facts. 2.5 Estimate answers to multiplication and division calculations.
3. Be able to solve problems with and without a calculator.	3.1 Solve problems involving positive numbers using the standard order of operations to solve multi-step calculations.

	<p>3.2 Solve problems involving whole numbers, fractions, decimals and percentages.</p> <p>3.3 Use an electronic or mechanical aid to calculate efficiently using whole numbers, fractions, decimals and percentages.</p> <p>3.4 Check calculations using an electronic or mechanical aid.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Please note that this unit is barred against unit Y/505/4875 – Making Calculations (Level 2)

Making Calculations

Unit reference:	Y/505/4875
Unit summary:	In this unit, learners will manipulate numbers, decimals and fractions and make calculations in order to use and understand mathematical information in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to carry out calculations when solving problems.	1.1 Add and subtract whole numbers, fractions and decimals up to three places using efficient written and mental methods. 1.2 Multiply and divide whole numbers, fractions and decimals up to three places using efficient written and mental methods. 1.3 Explain the use of the words multiple and factor in interpreting multiplication and division facts. 1.4 Approximate decimals when solving practical problems. 1.5 Apply appropriate strategies to check answers.
2. Solve problems with and without a calculator.	2.1 Solve problems involving positive and negative numbers using the standard order of operations to solve multi-stage calculations. 2.2 Solve problems efficiently involving whole numbers, fractions, decimals and percentages.

Please note that this unit is barred against unit F/505/4868 – Making Calculations (Level 1)

Money, Time and Temperature

Unit reference:	M/505/4882
Unit summary:	In this unit, learners will learn about common measures of time, money and temperature. In order to use and make observations about them in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with money.	1.1 Add and subtract sums of money, including through the use of columns with decimal points aligned. 1.2 Multiply and divide sums of money. 1.3 Record sums of money, using appropriate conventions.
2. Be able to work with time.	2.1 Read time in common formats, on analogue clocks and 12 and 24-hour digital clocks and timetables. 2.2 Use different instruments to measure time in days, hours, minutes and seconds. 2.3 Record time in common formats and using 12 and 24-hour formats. 2.4 Add and subtract times in hours and minutes. 2.5 Convert units of time.
3. Be able to work with temperature.	3.1 Read, estimate, measure and compare temperature using common units and instruments. 3.2 Read temperature scales to the nearest labelled and unlabelled division.

Please note that this unit is barred against unit D/505/4876 – Money, Time and Temperature (Level 2)

Money, Time and Temperature

Unit reference:	D/505/4876
Unit summary:	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with money.	1.1 Calculate with sums of money. 1.2 Use currency exchange rates to convert between currencies.
2. Be able to work with time.	2.1 Calculate, measure and record time in different formats and in complex contexts. 2.2 Interpret dates and times written in different formats. 2.3 Select and use appropriate measuring instruments for different tasks, for example, timers on appliances, clocks, watches. 2.4 State the relationship between units of time, for example, sec, min, hr, day, week, month, year.
3. Be able to work with temperature.	3.1 Estimate, measure and compare temperature. 3.2 Identify the different scales used to measure temperature. 3.3 Convert temperatures from Celsius to Fahrenheit and vice versa. 3.4 Read and record the temperature accurately from a variety of different devices.

Please note that this unit is barred against unit M/505/4882 – Money, Time and Temperature (Level 1)

Numbers, Decimals, Fractions and Percentages

Unit reference:	A/505/4867
Unit summary:	In this unit, learners will learn about numbers, fractions, decimals and percentages. in order to understand and use them in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with numbers.	1.1 Read and write positive numbers including large numbers. 1.2 Order and compare positive numbers, including large numbers. 1.3 Recognise negative numbers in practical contexts, for example, temperatures.
2. Be able to work with fractions.	2.1 Read and write common fractions and mixed numbers. 2.2 Order and compare common fractions and mixed numbers. 2.3 Express one number as a fraction of another, for example, 10 as a fraction of 30. 2.4 Use fractions to find parts of whole number quantities or measurements, for example, $\frac{2}{3}$ or $\frac{3}{4}$.
3. Be able to work with decimals.	3.1 Read and write decimals up to three decimal places. 3.2 Order and compare decimals up to three decimal places.
4. Be able to work with percentages.	4.1 Read and write simple percentages, order and compare simple percentages. 4.2 Recognise simple percentage increase and decrease.

	<p>4.3 Find simple percentage parts of quantities and measures.</p> <p>4.4 Recognise common percentage, fraction and decimal equivalences.</p> <p>4.5 Use equivalences to find part or whole number quantities.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Please note that this unit is barred against unit H/505/4877 – Numbers, Decimals, Fractions and Percentages (Level 2)

Numbers, Decimals, Fractions and Percentages

Unit reference:	H/505/4877
Unit summary:	In this unit, learners will learn about numbers, fractions, decimals and percentages. in order to understand and use them in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with whole numbers.	1.1 Read and write positive numbers of any size. 1.2 Order and compare positive and negative numbers of any size.
2. Be able to work with fractions.	2.1 Order and compare amounts or quantities. 2.2 Evaluate one number as a fraction of another.
3. Be able to work with decimals	3.1 Order, approximate and compare decimals to solve practical problems.
4. Be able to work with percentages.	4.1 Order and compare percentages. 4.2 Recognise simple percentage increase and decrease. 4.3 Find percentage parts of quantities and measurements. 4.4 Evaluate one number as a percentage of another. 4.5 Identify equivalencies between fractions, decimals and percentages, for example, fractions, decimals and percentages are different ways of expressing the same thing.

Please note that this unit is barred against unit A/505/4867 – Numbers, Decimals, Fractions and Percentages (Level 1)

Numerical Relationships, Algebra and Ratios

Unit reference:	J/505/4869
Unit summary:	In this unit, learners will learn about numerical relationships, algebra and ratio to solve problems in everyday situations.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about numerical relationships.	1.1 Recognise multiples of two to nine, up to 100. 1.2 Recognise multiples of 10, 50, 100, 1000. 1.3 Know square numbers up to 10x10. 1.4 Identify factors of numbers. 1.5 Recall multiplication facts up to 10x10 and make connections with division facts.
2. Be able to solve problems involving algebra.	2.1 Form word expressions from simple expressions in symbols. 2.2 Evaluate simple expressions and formulae. 2.3 Translate simple word problems into symbols, +, -, ÷, x and numbers.
3. Be able to work with ratios.	3.1 Work out simple ratio as the number of parts. 3.2 Explain direct proportion as the same rate of increase or decrease. 3.3 Use understanding of direct proportion to make simple calculations.

Please note that this unit is barred against unit K/505/4878 – Numerical Relationships, Algebra and Ratio (Level 2)

Numerical Relationships, Algebra and Ratio

Unit reference:	K/505/4878
Unit summary:	In this unit, learners will learn about numerical relationships and ratio to solve problems in everyday situations.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to solve problems involving algebra.	<p>1.1 Explain how words and symbols in expressions and formulae are used to represent variable quantities (numbers), not things.</p> <p>1.2 Explain the order in which elements of an algebraic expression must be worked out, for example, the contents of brackets should be worked out first.</p> <p>1.3 Evaluate expressions and make substitutions in given formulae in words and symbols to produce results.</p>
2. Be able to work with ratios.	<p>2.1 Calculate ratio, for example, 3:2.</p> <p>2.2 Calculate direct proportion.</p>

Please note that this unit is barred against unit J/505/4869 – Numerical Relationships, Algebra and Ratios (Level 1)

Using and Communicating Data

Unit reference:	J/505/4872
Unit summary:	In this unit, learners will learn how to understand mathematical information and present results. for use in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to extract and interpret information.	1.1 Use understanding of title, labels and simple scales to extract information from lists, tables, diagrams, charts and line graphs. 1.2 Use understanding of title, labels and simple scales to interpret information from lists, tables, diagrams, charts and line graphs.
2. Be able to collect and organise data.	2.1 Identify appropriate methods for collecting data. 2.2 Collect discrete data in tests and from observations. 2.3 Organise discrete data so that it can be easily transferred into a suitable format for sharing. 2.4 Find the arithmetical average (mean) for a set of data. 2.5 Find the arithmetical range for a set of data. 2.6 State how very high or low figures can distort the average (mean).
3. Be able to present results.	3.1 Use whole numbers, decimals, fractions and percentages to present results. 3.2 Represent data in tables, charts, diagrams and line graphs, to support the understanding of others. 3.3 Select suitable methods, format and scale to present and describe outcomes.

Please note that this unit is barred against unit M/505/4879 – Using and Communicating Data (Level 2)

Using and Communicating Data

Unit reference:	M/505/4879
Unit summary:	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to extract and use mathematical information.	1.1 Extract discrete data from lists, tables, diagrams, charts and line graphs. 1.2 Extract continuous data from lists, tables, diagrams, charts and line graphs. 1.3 Interpret and use continuous and discrete data from lists, tables, diagrams, charts and line graphs.
2. Be able to collect and organise data.	2.1 Collect discrete data in tests and from observations. 2.2 Collect continuous data in tests and from observations. 2.3 Identify appropriate methods for collecting discrete and continuous data. 2.4 Organise discrete data. 2.5 Organise continuous data.
3. Be able to compare data.	3.1 Find the mean, median and the mode. 3.2 Use the mean, median and the mode as appropriate to compare data. 3.3 Find the range in sets of data. 3.4 Use the range to describe the spread within sets of data.

	3.5 Explain how high or low values can distort a data set.
4. Be able to present results.	4.1 Use whole numbers, decimals and fractions and percentages to present results. 4.2 Represent discrete and continuous data in tables, charts, diagrams and line graphs. 4.3 Draw conclusions from tables, charts, diagrams and line graphs. 4.4 Select and use appropriate methods and forms to present and explain outcomes.

Please note that this unit is barred against unit J/505/4872 – Using and Communicating Data (Level 1)

Using Probability

Unit reference:	A/505/4870
Unit summary:	In this unit, learners will learn how to understand and use probability. for use in everyday situations.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about probability.	1.1 Use the vocabulary of probability to talk about the likelihood of events and possible outcomes. 1.2 Show understanding that some events are certain to happen and some are impossible.
2. Be able to calculate and express probability.	2.1 Calculate probability by the number of ways the event can happen divided by the total number of possible outcomes. 2.2 Express probability using fractions, decimals and percentages, with the probability scale of 0 to 1.

Please note that this unit is barred against unit H/505/4880 – Using Probability (Level 2)

Using Probability

Unit reference:	H/505/4880
Unit summary:	In this unit, learners will learn how to understand and use probability for use in everyday situations.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about probability.	1.1 Explain the difference between 'independent' and 'combined' events in the context of probability. 1.2 Identify the range of possible outcomes of combined events.
2. Be able to calculate and express probability.	2.1 Calculate probability for independent and combined events. 2.2 Record the range of possible outcomes of combined events in tree diagrams or in tables.

Please note that this unit is barred against unit A/505/4870 – Using Probability (Level 1)

Using Size, Shape and Space

Unit reference:	L/505/4890
Unit summary:	In this unit, learners will learn about size, shape and related common measures. for use in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to measure length and distance.	1.1 Choose and use appropriate instruments for measuring length and distance. 1.2 Choose and use appropriate units for measuring length and distance. 1.3 Read scales to the nearest labelled and unlabelled division. 1.4 Add and subtract units of measure for length and distance. 1.5 Convert units of measure in the same system.
2. Be able to measure weight.	2.1 Choose and use appropriate instruments for measuring weight. 2.2 Choose and use appropriate units for measuring weight. 2.3 Read scales to the nearest labelled and unlabelled division. 2.4 Add and subtract units of measure for weight. 2.5 Convert units of measure in the same system.
3. Be able to measure capacity.	3.1 Choose and use appropriate instruments for measuring capacity. 3.2 Choose and use appropriate units for measuring capacity.

	<p>3.3 Read scales to the nearest labelled and unlabelled division.</p> <p>3.4 Add and subtract units of measure for capacity.</p> <p>3.5 Convert units of measure in the same system.</p>
<p>4. Be able to work with shape, positional vocabulary and space.</p>	<p>4.1 Solve problems using the mathematical properties of regular 2-D shapes.</p> <p>4.2 Draw 2-D shapes in different orientations using grids, for example, in diagrams or plans.</p> <p>4.3 Work out the perimeter of simple shapes.</p> <p>4.4 Work out the area of rectangles.</p> <p>4.5 Work out the volume of shapes, for example, cuboids.</p> <p>4.6 Work out dimensions from drawings with simple shapes, for example 1cm represents 1m.</p> <p>4.7 Follow directions using appropriate positional vocabulary, including the eight compass points.</p>

Please note that this unit is barred against unit K/505/4881 – Using Size, Shape and Space (Level 2)

Using Size, Shape and Space

Unit reference:	K/505/4881
Unit summary:	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to measure length.	1.1 Estimate measure and compare length and distance, using metric and imperial units. 1.2 Calculate length and distance, using units within the same system. 1.3 Read scales to different levels of accuracy including reading between marked divisions. 1.4 Calculate length and distance between systems, using conversion tables and scales, and approximate conversion factors, for example, 1 in = 2.54 cm.
2. Be able to measure weight.	2.1 Estimate, measure and compare weight using metric and imperial units. 2.2 Calculate weight with units within the same system. 2.3 Read scales to different levels of accuracy including reading between marked divisions. 2.4 Calculate weight between systems using conversion tables and scales, and approximate conversion factors, for example, 1kg = 2.2lbs and ounces to grams.
3. Be able to measure capacity.	3.1 Estimate, measure and compare capacity using metric and imperial units. 3.2 Calculate capacity with units within the same system. 3.3 Read scales to different levels of accuracy, including reading between marked divisions.

	<p>3.4 Calculate capacity between systems using conversion tables and scales, and approximate conversion factors, for example, 1 pint = 568ml.</p>
<p>4. Be able to work with shape, positional vocabulary and space.</p>	<p>4.1 Recognise and name a range of 2-D representations of 3-D shapes, for example, in maps and plans.</p> <p>4.2 Solve problems involving mathematical properties, 2-D shapes and parallel lines.</p> <p>4.3 Draw 2-D shapes in different orientations using grids, for example, reflect and rotate.</p> <p>4.4 Apply appropriate formulae for finding perimeters and areas of regular shapes, for example, rectangular and circular surfaces.</p> <p>4.5 Apply appropriate formulae for finding areas of composite shapes.</p> <p>4.6 Apply appropriate common formulae for finding volumes of regular shapes, for example, cuboid or cylinder.</p> <p>4.7 Work out dimensions from scale drawings, for example, 1:2.</p> <p>4.8 Follow directions using a range of positional vocabulary.</p>

Please note that this unit is barred against unit L/505/4890 – Using Size, Shape and Space (Level 1)

4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

4.1 Internal quality assurance

Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA), who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards
- sampling assessment decisions and learner work to verify accuracy and consistency
- observing assessors and tutors, providing feedback and support for improvement
- facilitating standardisation meetings to align assessment practices across teams
- supporting assessors with professional development and guidance
- identifying and promoting best practices in teaching, learning, and assessment
- handling appeals and complaints related to assessment outcomes
- maintaining detailed records for audits and external quality assurance visits

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

4.2 Sampling

Sampling is a key element of the internal quality assurance process whereby the IQA:

- uses a risk-based approach to determine what to sample and when
- checks the quality and consistency of each assessor's decisions
- maintains a common standard of marking within the centre over time
- applies methods like vertical sampling (same unit across assessors), horizontal sampling (multiple units from one learner), and diagonal sampling (across units and learners)
- ensures sampling covers all units over time, not just at the end of the assessment process

4.3 Internal standardisation

Internal standardisation is a collaborative process by which tutors and assessors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level or grade by comparing samples and providing peer evaluation.

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

4.4 External quality assurance

The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

4.5 Centre monitoring

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- carrying out an annual compliance visit
- risk rating centres on the above

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an ongoing basis and will give a high/medium/low-risk.

The EQA will arrange the annual quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

4.6 Quality assuring centre assessment decisions

The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- that the standard set out in the units is evidenced and assessment decisions are applied consistently
- appropriate teaching, stimulus, support, or learning materials and resources
- an appropriate internal quality assurance strategy and sampling plans
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

4.7 Malpractice and maladministration

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the 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 [Malpractice and Maladministration Policy and Procedure](#).

4.8 Direct claim status

Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is permitted for this qualification. Refer to the [Direct Claims Status page for further details](#).

4.9 Recognition of prior learning

Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is permitted for this qualification.

4.10 Reasonable adjustments and special considerations

The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment.

- 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, for example, 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

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#)

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

4.11 Appeals

Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
Assessment Criteria (AC)	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
Guided Learning Hours (GLH)	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Learning Outcomes (LO)	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
Total Qualification Time (TQT)	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.



gateway
qualifications

Charity Registration No. 114282
Registered in England Company No. 5502449

enquiries@gatewayqualifications.org.uk

www.gatewayqualifications.org.uk

Tel: 01206 911 211