

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in Preparing to
Work in Adult Social Care
QN: 600/0048/X**

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Summary of changes

This section summarises the changes to this Qualification Specification.

| Version | Publication Date | Summary of amendments |
|---------|------------------|---|
| v6.1 | February 2020 | Resources section added. |
| v6.2 | June 2022 | <p>Further information added to the Qualification summary (Additional assessment requirements) to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the Qualification summary (Entry requirements/recommendations) to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the Mandatory documents section about how to access support handbooks.</p> |
| v6.3 | June 2023 | Information added for changed to UCAS points . |

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be ‘banked’. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date | Assessor judgement achieved Initial and date |
|--|---|--|---|---|
| 1. Know substances which are commonly misused. | 1.1. List categories of substances which are commonly misused. | | | |
| | 1.2. Identify substances which are commonly misused. | | | |

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated NCFE qualifications website.

Section 2: About this qualification

Qualification summary

| | | | |
|--|---|---|----|
| Title | NCFE CACHE Level 3 Certificate in Preparing to Work in Adult Social Care | | |
| Qualification number | 600/0048/X | | |
| Aim | <p>This qualification provides an ideal taster for learners who may be new to the sector or new to the world of work. It is accessible to learners of all ages who may want to understand more about working in health and social care. It aims to introduce some basic concepts of caring and preparation for employment in the sector.</p> <p>It aims to introduce knowledge around the following areas relating to working in adult social care:</p> <ul style="list-style-type: none"> • communication • equality, diversity and inclusion • personal development • role of the social care worker • handling information • health and safety • safeguarding • duty of care • person-centred approaches. <p>It relates to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at Level 3. Learners progressing to the Health and Social Care Diploma at Level 3 will therefore have gained the underpinning knowledge for these units.</p> | | |
| Purpose Ofqual code and description (where applicable) | <p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B2. Develop knowledge and/or skills in a subject area Note: Does not confer competence or licence to practice</p> | | |
| Total Qualification Time (hours) | 210 | | |
| Guided learning (hours) | 190 | | |
| Credit value | 21 | Minimum credits at / above Level | 17 |
| UCAS | This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information. | | |

| | |
|---|--|
| Minimum age of learner | 16 |
| Age ranges covered by the qualification | 18+ |
| Real work environment (RWE) requirement / recommendation | Learners do not need to be working or undertaking practical placements to take this qualification. |
| Rules of Combination | To achieve this qualification, learners must complete all 9 mandatory units, gaining them a total of 21 credits |
| Progression | It is anticipated that learners who achieve the Level 3 Certificate in Preparing to Work in Adult Social Care will progress to the Level 3 Diploma in Health and Social Care. |
| Recommended assessment methods | Portfolio of evidence. |
| Additional assessment requirements | All units must be assessed in line with the Skills for Care and Development Assessment Strategy. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. |
| Grading system | The qualification will be achieved or not yet achieved and all the assessment criteria for the chosen units must be achieved. |
| How long will it take to complete? | The qualification can usually be completed in 6 months. |
| Entry requirements / recommendations | Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. |
| About this qualification | This is a regulated qualification. The regulated number for this qualification is 600/0048/X. |

Qualification support

This qualification is supported by Skills for Care.

Introduction to this qualification

The NCFE CACHE Level 3 Certificate in Preparing to Work in Adult Social Care provides an ideal taster for learners who may be new to the sector or new to the world of work. It is accessible to learners of all ages - school leavers who are eligible for employment and pre-apprenticeship programmes, adult returners or those undergoing a career change and who may want to understand more about working in health and social care. It aims to introduce some basic concepts of caring and preparation for employment in the sector.

This qualification is aimed at learners interested in, or new to, working in adult social care in England. It aims to introduce knowledge around the following areas relating to working in adult social care:

- communication
- equality, diversity and inclusion
- personal development
- role of the social care worker
- handling information
- health and safety
- safeguarding
- duty of care
- person-centred approaches.

It does not confirm competence but relates to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at Level 3. Learners progressing to the Health and Social Care Diploma at Level 3 will therefore have gained the underpinning knowledge for these units.

Rules of combination

To achieve this qualification, learners must complete all 9 mandatory units, gaining them a total of 21 credits.

Progression

It is anticipated that learners who achieve the Level 3 Certificate in Preparing to Work in Adult Social Care will progress to the Level 3 Diploma in Health and Social Care.

Unit achievement log – Level 3 Certificate in Preparing to Work in Adult Social Care

| | Unit No. | Unit ref. | Unit title | Unit type | Level | Credit | GL | Page | Notes |
|---|----------|------------|---|-----------|-------|--------|----|------|-------|
| ☆ | PWCS 31 | R/602/2906 | Principles of communication in adult social care settings | Knowledge | 3 | 2 | 17 | 24 | |
| ☆ | PWCS 32 | R/602/3036 | Principles of personal development in adult social care settings | Knowledge | 3 | 2 | 19 | 30 | |
| ☆ | PWCS 33 | M/602/3044 | Principles of diversity, equality and inclusion in adult social care settings | Knowledge | 3 | 2 | 19 | 34 | |
| ☆ | HSC 024 | A/601/8574 | Principles of safeguarding and protection in health and social care | Knowledge | 2 | 3 | 26 | 38 | |
| ☆ | SHC 34 | R/601/1436 | Principles for implementing duty of care in health, social care or children's and young people's settings | Knowledge | 3 | 1 | 5 | 45 | |
| ☆ | PWCS 25 | A/602/3113 | Understand the role of the social care worker | Knowledge | 2 | 1 | 9 | 49 | |
| ☆ | PWCS 36 | R/602/3182 | Understand person-centred approaches in adult social care settings | Knowledge | 3 | 4 | 37 | 53 | |
| ☆ | PWCS 37 | L/602/3178 | Understand health and safety in social care settings | Knowledge | 3 | 5 | 49 | 62 | |



| Unit No. | Unit ref. | Unit title | Unit type | Level | Credit | GL | Page | Notes |
|--------------|------------|--|-----------|-------|-----------|------------|------|-------|
| PWCS 38 | D/602/3119 | Understand how to handle information in social care settings | Knowledge | 3 | 1 | 9 | 75 | |
| Total | | | | | 21 | 190 | | |

Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

Unit layout

For each unit the following material has been provided:

| | |
|----------------------------|--|
| Unit title | Provides a clear, concise explanation of the content of the unit. |
| Unit number | The unique number assigned by the owner of the unit (e.g. NCFE, Pearson). |
| Unit reference | The unique reference number given to each unit at qualification approval by Ofqual. |
| Unit level | Denotes the level of the unit within the framework. |
| Unit credit value | The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours. |
| Unit aim | Provides a brief outline of the unit content. |
| Learning outcome | A statement of what a learner will know, understand or be able to do, as a result of a process of learning. |
| Assessment criteria | A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met. |
| Additional information* | This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve. |
| Unit assessment guidance* | Any additional guidance provided to support the assessment of the unit. |
| Unit guided learning hours | The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification. |
| Assessment task* | A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes. |

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

Explanation of terms used at Level 3:

(not all verbs are used in this qualification)

| | |
|--------------------------------|---|
| Apply | Explain how existing knowledge can be linked to new or different situations in practice. |
| Analyse | Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis. |
| Clarify | Explain the information in a clear, concise way. |
| Classify | Organise according to specific criteria. |
| Collate | Collect and present information arranged in sequence or logical order. |
| Compare | Examine the subjects in detail and consider the similarities and differences. |
| Critically compare | This is a development of compare where the learner considers the positive aspects and limitations of the subject. |
| Consider | Think carefully and write about a problem, action or decision. |
| Demonstrate | Show an understanding by describing, explaining or illustrating using examples. |
| Describe | Write about the subject giving detailed information in a logical way. |
| Develop (a plan/idea which...) | Expand a plan or idea by adding more detail and/or depth of information. |
| Diagnose | Identify the cause based on valid evidence. |
| Differentiate | Identify the differences between two or more things. |
| Discuss | Write a detailed account giving a range of views or opinions. |
| Distinguish | Explain the difference between two or more items, resources, pieces of information. |
| Draw conclusions (which...) | Make a final decision or judgment based on reasons. |
| Estimate | Form an approximate opinion or judgment using previous knowledge or considering other information. |

| | |
|-------------------|--|
| Evaluate | Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons. |
| Extrapolate | Use existing knowledge to predict possible outcomes which might be outside the norm. |
| Identify | Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Give a satisfactory explanation for actions or decisions. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Plan | Think about and organise information in a logical way using an appropriate format. |
| Provide | Identify and give relevant and detailed information in relation to the subject. |
| Reflect | Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development. |
| Review and revise | Look back over the subject and make corrections or changes. |
| Select | Make an informed choice for a specific purpose. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Give the main points clearly in sentences or paragraphs. |
| Summarise | Give the main ideas or facts in a concise way. |

PWCS 31: Principles of communication in adult social care settings



| | | | |
|-----------------------|---|--------------|----|
| Unit reference | R/602/2906 | Level | 3 |
| Credit value | 2 | GL | 17 |
| Unit aim | The unit develops knowledge of the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication. This unit is aimed at those who are interested in, or new to, working in social care settings with adults. | | |

| | |
|----------------------|-------------------|
| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 1. Understand why effective communication is important in adult social care settings. | 1.1. Identify the different reasons people communicate. | | |
| | 1.2. Explain how communication affects relationships in an adult social care setting. | | |
| 2. Understand how to meet the communication and language needs, wishes and preferences of an individual. | 2.1. Compare ways to establish the communication and language needs, wishes and preferences of an individual . | | |
| | 2.2. Describe the factors to consider when promoting effective communication. | | |
| | 2.3. Describe a range of communication methods and styles to meet individual needs. | | |
| | 2.4. Explain why it is important to respond to an individual's reactions when communicating. | | |
| 3. Understand how to overcome barriers to communication. | 3.1. Explain how individuals from different backgrounds may use | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | communication methods in different ways. | | |
| | 3.2. Identify barriers to effective communication. | | |
| | 3.3. Explain how to overcome barriers to communication. | | |
| | 3.4. Describe strategies that can be used to clarify misunderstandings. | | |
| | 3.5. Explain how to access extra support or services to enable individuals to communicate effectively. | | |
| 4. Understand principles and practices relating to confidentiality. | 4.1. Explain the meaning of the term “confidentiality”. | | |
| | 4.2. Describe ways to maintain confidentiality in day to day communication. | | |
| | 4.3. Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns to agreed others . | | |
| | 4.4. Explain how and when to seek advice about confidentiality. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 31

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 31

Additional unit assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

An **individual** is someone requiring care or support.

Communication methods include:

- non-verbal communication:
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
- verbal communication:
 - vocabulary
 - linguistic tone
 - pitch.

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services.

Agreed others may include:

- colleagues
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- advocate
- dementia care advisor
- family or carers.

Assessment task – PWCS 31 Principles of communication in adult social care settings

Understanding the principles of communication in adult social care settings is important to ensure that the needs of individuals are met. This knowledge will enable barriers to communication to be identified and overcome.

Produce a guidance document that could be used by new workers in a social care setting. Use the follow headings to structure your document:

Section 1: Effective communication is important in adult social care settings

Section 2: Meeting the communication and language needs, wishes and preferences of an individual

Section 3: Overcome barriers to communication

Section 4: Confidentiality principles and practices

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Section 1: Effective communication is important in adult social care settings

- Identify the different reasons people communicate.
- Explain how communication affects relationships in an adult social care setting.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2: Meeting the communication and language needs, wishes and preferences of an individual

- Compare ways to establish the communication and language needs, wishes and preferences of an individual.
- Describe the factors to consider when promoting effective communication.
- Describe a range of communication methods and styles to meet individual needs.
- Explain why it is important to respond to an individual's reactions when communicating.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

Section 3: Overcome barriers to communication

- Explain how individuals from different backgrounds may use communication methods in different ways.
- Identify barriers to effective communication.
- Explain how to overcome barriers to communication.
- Describe strategies that can be used to clarify misunderstandings.
- Explain how to access extra support or services to enable individuals to communicate effectively.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

Section 4: Confidentiality principles and practices

- Explain the meaning of the term “confidentiality”.
- Describe ways to maintain confidentiality in day to day communication.
- Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others.
- Explain how and when to seek advice about confidentiality.

PWCS 32: Principles of personal development in adult social care settings



| | | | |
|-----------------------|--|--------------|----|
| Unit reference | R/602/3036 | Level | 3 |
| Credit value | 2 | GL | 19 |
| Unit aim | The unit develops the concepts of personal development and reflective practice which are fundamental to adult social care roles. This unit is aimed at those who are interested, or new to, working in social care settings with adults. | | |

| | |
|----------------------|-------------------|
| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 1. Understand how to reflect on practice in adult social care. | 1.1. Explain what reflective practice is. | | |
| | 1.2. Explain the importance of reflective practice in continuously improving the quality of service provided. | | |
| | 1.3. Explain how standards inform reflective practice in adult social care. | | |
| | 1.4. Describe how own values, belief systems and experiences may affect working practice. | | |
| 2. Understand the importance of feedback in improving own practice. | 2.1. Explain how people may react and respond to receiving constructive feedback . | | |
| | 2.2. Explain the importance of seeking feedback to improve practice and inform development. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| | 2.3. Explain the importance of using feedback in improving own practice. | | |
| 3. Understand how a personal development plan can contribute to own learning and development. | 3.1. Describe the components of a personal development plan . | | |
| | 3.2. Identify sources of support for planning and reviewing own development. | | |
| | 3.3. Explain the role of others in the development of a personal development plan in identifying: <ul style="list-style-type: none"> • strengths • areas for development. | | |
| | 3.4. Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 32

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|--|
| Relationship to occupational standards | HSC 33 |
| Additional unit assessment requirements | This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Standards may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • national occupational standards. <p>Constructive feedback should include both positive feedback and opportunities for development.</p> <p>A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p>Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. <p>Others may include:</p> <ul style="list-style-type: none"> • the individual • carers • advocates • supervisor, line manager or employer • other professionals. |

Assessment task – PWCS 32 Principles of personal development in adult social care settings

Personal development and reflective practice is fundamental to working in adult social care. To show an understanding of these two important concepts prepare a project file which shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explain what reflective practice is
- explain the importance of reflective practice in continuously improving the quality of service provided
- explain how standards inform reflective practice in adult social care
- describe how own values, belief systems and experiences may affect working practice

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, and 2.3.

- explain how people may react and respond to receiving constructive feedback
- explain the importance of seeking feedback to improve practice and inform development
- explain the importance of using feedback in improving own practice

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- describe the components of a personal development plan
- identify sources of support for planning and reviewing own development
- explain the role of others in the development of a personal development plan in identifying:
 - strengths
 - areas for development
- explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding.

PWCS 33: Principles of diversity, equality and inclusion in adult social care settings



| | | | |
|-----------------------|--|--------------|----|
| Unit reference | M/602/3044 | Level | 3 |
| Credit value | 2 | GL | 19 |
| Unit aim | This unit develops concepts of inclusion, which are fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults. | | |

| | |
|----------------------|-------------------|
| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 1. Understand the importance of diversity, equality and inclusion. | 1.1. Explain what is meant by <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination. | | |
| | 1.2. Describe the potential effects of discrimination. | | |
| | 1.3. Explain the importance of inclusive practice in promoting equality and supporting diversity. | | |
| 2. Understand how to work in an inclusive way. | 2.1. Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| | 2.2. Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings. | | |
| | 2.3. Describe how own beliefs, culture, values and preferences may affect working practice. | | |
| | 2.4. Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences. | | |
| | 2.5. Compare inclusive practice with practice which excludes an individual . | | |
| 3. Understand how to raise awareness of diversity, equality and inclusion. | 3.1. Describe how to challenge discrimination in a way that promotes change. | | |
| | 3.2. Explain how to raise awareness of diversity, equality and inclusion. | | |
| | 3.3. Explain how to support others to promote diversity, equality and inclusion. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 33

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 34, 35 and 3116

Additional unit assessment requirements

Unit must be assessed in line with the Skills for Care and Development Assessment Principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Effects may include effects on:

- the individual
- families or friends of the individual
- those who discriminate
- wider society.

An **individual** is someone requiring care or support.

Assessment task – PWCS 33 Principles of diversity, equality and inclusion in adult social care settings

An appreciation of the individuality of service users is fundamental to working in adult social care settings. To develop an understanding of this concept, prepare an information brochure. Your target audience is for new workers in an adult social care setting. Your brochure will need to contain the following content:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- an explanation of what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
- a description of the potential effects of discrimination
- explain the importance of inclusive practice in promoting equality and supporting diversity

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- a description of key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- an explanation of the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- a description of how own beliefs, culture, values and preferences may affect working practice
- a description of ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
- a comparison of inclusive practice with practice which excludes an individual

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- a description of how to challenge discrimination in a way that promotes change
- an explanation of how to raise awareness of diversity, equality and inclusion
- an explanation of how to support others to promote diversity, equality and inclusion.

HSC 024: Principles of safeguarding and protection in health and social care



| | | | |
|-----------------------|---|--------------|----|
| Unit reference | A/601/8574 | Level | 2 |
| Credit value | 3 | GL | 26 |
| Unit aim | This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged. | | |

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| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| 1. Know how to recognise signs of abuse. | 1.1. Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/ psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others. | | |
| | 1.2. Identify the signs and/or symptoms associated with each type of abuse. | | |
| | 1.3. Describe factors that may contribute to an individual being more vulnerable to abuse. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| 2. Know how to respond to suspected or alleged abuse. | 2.1. Explain the actions to take if there are suspicions that an individual is being abused. | | |
| | 2.2. Explain the actions to take if an individual alleges that they are being abused. | | |
| | 2.3. Identify ways to ensure that evidence of abuse is preserved. | | |
| 3. Understand the national and local context of safeguarding and protection from abuse. | 3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse. | | |
| | 3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse. | | |
| | 3.3. Identify reports into serious failures to protect individuals from abuse. | | |
| | 3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse. | | |
| 4. Understand ways to reduce the likelihood of abuse. | 4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choice and rights. | | |
| | 4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 5. Know how to recognise and report unsafe practices. | 5.1. Describe unsafe practices that may affect the well-being of individuals. | | |
| | 5.2. Explain the actions to take if unsafe practices have been identified. | | |
| | 5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 024

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 24, HSC 240.

Content recurs throughout HSC NOS knowledge requirements.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Factors may include:

- a setting or situation

- the individual.

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

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

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others.

A setting where there is no formal duty of care includes adult health or social care settings.

Local systems may include:

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

Person-centred values include:

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

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

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties.

Additional unit assessment requirements - provided with the unit.

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment task – HSC 024 Principles of safeguarding and protection in health and social care

In your work role you have been asked to produce a reference document for use in your work place. This document will be used to support understanding and raise awareness of the principles of safeguarding and protection in health and social care. Present the following information in five sections:

Section 1: How to recognise signs of abuse

Section 2: How to respond to suspected or alleged abuse

Section 3: The national and local context of safeguarding and protection from abuse

Section 4: Ways to reduce the likelihood of abuse

Section 5: How to recognise and report unsafe practices

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1: How to recognise signs of abuse

- Define the following types of abuse:
 - physical abuse
 - sexual abuse
 - emotional/psychological abuse
 - financial abuse
 - institutional abuse
 - self-neglect
 - neglect by others.
- Identify the signs and/or symptoms associated with each type of abuse.
- Describe **factors** that may contribute to an **individual** being more vulnerable to abuse.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

Section 2: How to respond to suspected or alleged abuse

- Explain the **actions to take** if there are suspicions that an individual is being abused.
- Explain the actions to take if an individual alleges that they are being abused.
- Identify ways to ensure that evidence of abuse is preserved.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3: The national and local context of safeguarding and protection from abuse

- Identify national policies and **local systems** that relate to safeguarding and protection from abuse.
- Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
- Identify reports into serious failures to protect individuals from abuse.
- Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2.

Section 4: Ways to reduce the likelihood of abuse

- Explain how the likelihood of abuse may be reduced by:
 - working with person-centred values
 - encouraging active participation
 - promoting choice and rights.
- Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5: How to recognise and report unsafe practices

- Describe **unsafe practices** that may affect the well-being of individuals.
- Explain the actions to take if unsafe practices have been identified.
- Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

SHC 34: Principles for implementing duty of care in health, social care or children's and young people's settings



| | | | |
|-----------------------|--|--------------|---|
| Unit reference | R/601/1436 | Level | 3 |
| Credit value | 1 | GL | 5 |
| Unit aim | This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care. | | |

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| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| 1. Understand how duty of care contributes to safe practice. | 1.1. Explain what it means to have a duty of care in own work role. | | |
| | 1.2. Explain how duty of care contributes to the safeguarding or protection of individuals. | | |
| 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care. | 2.1. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights. | | |
| | 2.2. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care. | | |
| | 2.3. Explain where to get additional support and advice about conflicts and dilemmas. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| 3. Know how to respond to complaints. | 3.1. Describe how to respond to complaints. | | |
| | 3.2. Explain the main points of agreed procedures for handling complaints. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SHC 34

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Guidance for developing assessment arrangements for the unit: | |
|--|--|
| Guidance for developing unit assessment arrangements – provided with the unit. | CCLD 305 GCU 2 HSC 24, HSC 34, HSC 35 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS. |
| Additional unit assessment requirements provided with the unit | Assessment of this unit must adhere to the requirements of Skills for Care and Development/ Skills for Health assessment strategy. |

Assessment task –SHC 34 Principles for implementing duty of care in health, social care or children’s and young people’s setting

When working in health and social care or with children and young people in any setting understanding ‘Duty of Care’ is paramount. Prepare an information document to be used during the induction process of a new member of staff. Be sure that you relate it to your work role and clearly identify any reference to other documentation. Carefully consider how the information is presented to ensure that each area is produced under clear headings.

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- Write an explanation of:
 - what it means to have a duty of care in own work role
 - how duty of care contributes to the safeguarding or protection of individuals.

Task 2 (a) links to learning outcome 2, assessment criteria 2.1 and 2.2.

- Write a description of:
 - potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
 - how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.

Task 2 (b) links to learning outcome 2, assessment criteria 2.3.

- Produce an explanation of where to get additional support and advice about conflicts and dilemmas.

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- Write a description of how to respond to complaints.
- Write an explanation of the main points of agreed procedures for handling complaints.

NB: Please ensure that all the information given relates to working in settings in health and social care or with children and/or young people.

Reference the sources of information you have used.

PWCS 25: Understand the role of the social care worker



| | | | |
|-----------------------|--|--------------|---|
| Unit reference | A/602/3113 | Level | 2 |
| Credit value | 1 | GL | 9 |
| Unit aim | This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others. | | |

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| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 1. Understand working relationships in social care settings. | 1.1. Explain how a working relationship is different from a personal relationship. | | |
| | 1.2. Describe different working relationships in social care settings. | | |
| 2. Understand the importance of working in ways that are agreed with the employer. | 2.1. Describe why it is important to adhere to the agreed scope of the job role. | | |
| | 2.2. Outline what is meant by agreed ways of working . | | |
| | 2.3. Explain the importance of full and up-to-date details of agreed ways of working. | | |
| 3. Understand the importance of working in partnership with others. | 3.1. Explain why it is important to work in partnership with others . | | |
| | 3.2. Identify ways of working that can help improve partnership working. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 3.3. Identify skills and approaches needed for resolving conflicts. | | |
| | 3.4. Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 25

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 23, 227 |
| Additional unit assessment requirements | This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>Others who are important to an individual may include:</p> <ul style="list-style-type: none"> • carers • family members • friends • advocates. |

Assessment task – PWCS 25 Understand the role of the social care worker

Working in social care settings requires the worker to understand the parameters of the job role, and those of the organisation and the sector. In this task you will show your knowledge and understanding of:

- the nature of working relationships when working in adult social care
- working in ways that are agreed with the employer
- working in partnership with others.

Produce a document giving the following information:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- an explanation of how a working relationship is different from a personal relationship
- a description of different working relationships in social care settings

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- a description why it is important to adhere to the agreed scope of the job role
- an outline what is meant by agreed ways of working
- an explanation of the importance of full and up-to-date details of agreed ways of working

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- an explanation of why it is important to work in partnership with others
- identification of ways of working that can help improve partnership working
- identification of skills and approaches needed for resolving conflicts
- an explanation of how and when to access support and advice about:
 - partnership working
 - resolving conflicts.

PWCS 36: Understand person-centred approaches in adult social care settings



| | | | |
|-----------------------|---|--------------|----|
| Unit reference | R/602/3182 | Level | 3 |
| Credit value | 4 | GL | 37 |
| Unit aim | This unit develops the understanding of person-centred support as a fundamental principle of adult social care. This unit is aimed at those who are interested in, or new to working in social care settings with adults. | | |

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|----------------------|-------------------|
| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 1. Understand person-centred approaches in adult social care. | 1.1. Describe person-centred approaches. | | |
| | 1.2. Explain why person-centred values must influence all aspects of social care work. | | |
| | 1.3. Explain how person-centred values should influence all aspects of social care work. | | |
| 2. Understand how to implement a person-centred approach in an adult social care setting. | 2.1. Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan. | | |
| | 2.2. Describe ways to put person-centred values into practice in a complex or sensitive situation . | | |
| | 2.3. Evaluate the use of care plans in applying person-centred values. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| | 2.4. Explain the importance of monitoring an individual's changing needs or preferences. | | |
| 3. Understand the importance of establishing consent when providing care or support. | 3.1. Describe factors that influence the capacity of an individual to express consent. | | |
| | 3.2. Explain how to establish consent for an activity or action. | | |
| | 3.3. Explain what steps to take if consent cannot be readily established. | | |
| 4. Understand how to implement and promote active participation . | 4.1. Explain the principles of active participation. | | |
| | 4.2. Explain how the holistic needs of an individual can be addressed by active participation. | | |
| | 4.3. Explain how to work with an individual and others to agree how active participation will be implemented. | | |
| | 4.4. Explain how to promote the understanding and use of active participation. | | |
| 5. Understand how to support an individual's right to make choices | 5.1. Describe different approaches to support an individual to make informed choices. | | |
| | 5.2. Describe how to support an individual to question or challenge decisions concerning them that are made by others. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 5.3. Explain the consequences of allowing the personal views of others to influence an individual's choices. | | |
| 6. Understand how to promote individual's well-being | 6.1. Explain the links between identity, self-image and self-esteem. | | |
| | 6.2. Explain factors that contribute to the well-being of an individual. | | |
| | 6.3. Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem. | | |
| | 6.4. Describe ways to contribute to an environment that promotes well-being. | | |
| 7. Understand the role of risk assessment in enabling a person-centred approach | 7.1. Compare different uses of risk assessment in adult social care settings. | | |
| | 7.2. Explain how risk assessment relates to rights and responsibilities. | | |
| | 7.3. Explain how risk-taking relates to rights and responsibilities. | | |
| | 7.4. Explain why risk assessments need to be regularly revised. | | |
| | 7.5. Explain the importance of using agreed risk assessment processes to support choice. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 36

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|--|
| Relationship to occupational standards | HSC 35, 332, 350 |
| Additional unit assessment requirements | This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership. <p>An individual is someone requiring care or support.</p> <p>Complex or sensitive situations may include those that are:</p> <ul style="list-style-type: none"> • distressing or traumatic • threatening or frightening • likely to have serious implications or consequences • of a personal nature • involving complex communication or cognitive needs. <p>A care plan may be known by other names (e.g. support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |

Holistic covers all aspects of an individual's well-being.

Others may include:

- colleagues
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- advocate
- dementia care advisor
- family or carers.

Well-being may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political
- sexual
- physical
- mental.

Environment may include physical environment and social environment. E.g. Physical environment - bedroom, handbag, personal belongings. Social or emotional environment – personal boundaries, subjective feelings etc.

Assessment task – PWCS 36 Understand person-centred approaches in adult social care settings

Person-centred support is a fundamental principle of adult social care. To develop an understanding of this, produce a project covering the following topics:

Section 1: Person-centred approaches in adult social care

Section 2: How to implement a person-centred approach in an adult social care setting

Section 3: The importance of establishing consent when providing care or support

Section 4: How to implement and promote active participation

Section 5: How to support an individual's right to make choices

Section 6: How to promote an individual's well-being

Section 7: The role of risk assessment in enabling a person-centred approach

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1: Person-centred approaches in adult social care

- Describe person-centred approaches.
- Explain why person-centred values must influence all aspects of social care work.
- Explain how person-centred values should influence all aspects of social care work.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2: How to implement a person-centred approach in an adult social care setting

- Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan.
- Describe ways to put person-centred values into practice in a complex or sensitive situation.
- Evaluate the use of care plans in applying person-centred values.
- Explain the importance of monitoring an individual's changing needs or preferences.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Section 3: The importance of establishing consent when providing care or support

- Describe factors that influence the capacity of an individual to express consent.
- Explain how to establish consent for an activity or action.
- Explain what steps to take if consent cannot be readily established.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4: How to implement and promote active participation

- Explain the principles of active participation.
- Explain how the holistic needs of an individual can be addressed by active participation.
- Explain how to work with an individual and others to agree how active participation will be implemented.
- Explain how to promote the understanding and use of active participation.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5: How to support an individual's right to make choices

- Describe different approaches to support an individual to make informed choices.
- Describe how to support an individual to question or challenge decisions concerning them that are made by others.
- Explain the consequences of allowing the personal views of others to influence an individual's choices.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

Section 6: How to promote an individual's well-being

- Explain the links between identity, self-image and self-esteem.
- Explain factors that contribute to the well-being of an individual.
- Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem.
- Describe ways to contribute to an environment that promotes well-being.

Task 7 links to learning outcome 7, assessment criteria 7.1, 7.2, 7.3, 7.4 and 7.5.

Section 7: The role of risk assessment in enabling a person-centred approach

- Compare different uses of risk assessment in adult social care settings.
- Explain how risk assessment relates to rights and responsibilities.
- Explain how risk-taking relates to rights and responsibilities.
- Explain why risk assessments need to be regularly revised.
- Explain the importance of using agreed risk assessment processes to support choice.

PWCS 37: Understand health and safety in social care settings



| | | | |
|-----------------------|---|--------------|----|
| Unit reference | L/602/3178 | Level | 3 |
| Credit value | 5 | GL | 49 |
| Unit aim | This unit is aimed at those who are interested in, or new to, working in a social care setting. It develops learners' knowledge and understanding of areas of health and safety required to working in a social care setting. | | |

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|----------------------|-------------------|
| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| 1. Understand the different responsibilities relating to health and safety in social care settings. | 1.1. Identify legislation relating to health and safety in a social care setting. | | |
| | 1.2. Explain how health and safety policies and procedures protect those in social care settings. | | |
| | 1.3. Compare the differences in the main health and safety responsibilities of: <ul style="list-style-type: none"> • the social care worker • the employer or manager • others in the social care setting. | | |
| | 1.4. Identify situations in which the responsibility for health and safety lies with the individual . | | |
| | 1.5. Explain why specific tasks should only be carried out with special training. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 1.6. Explain how to access additional support and information relating to health and safety. | | |
| 2. Understand risk assessments and their importance in relation to health and safety. | 2.1. Explain why it is important to assess health and safety risks. | | |
| | 2.2. Explain the steps to carrying out a risk assessment. | | |
| | 2.3. Explain how to address potential health and safety risks identified. | | |
| | 2.4. Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns. | | |
| | 2.5. Explain how to promote health and safety within the social care setting. | | |
| 3. Understand procedures for responding to accidents and sudden illness. | 3.1. Describe different types of accidents and sudden illness that may occur in a social care setting. | | |
| | 3.2. Explain procedures to be followed if an accident or sudden illness should occur. | | |
| | 3.3. Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders. | | |
| | 3.4. Explain the consequences of failing to follow emergency first aid procedures. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 4. Understand how to reduce the spread of infection. | 4.1. Describe the routes by which an infection can get into the body. | | |
| | 4.2. Explain the following prevention methods: <ul style="list-style-type: none"> • hand washing • own personal hygiene • encouraging the individual's personal hygiene. | | |
| | 4.3. Evaluate different types of personal protective equipment and how they can prevent the spread of infection. | | |
| | 4.4. Explain own role in supporting others to follow practices that reduce the spread of infection. | | |
| 5. Understand how to move and handle equipment and other objects safely. | 5.1. Describe the main points of legislation that relates to moving and handling. | | |
| | 5.2. Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm. | | |
| | 5.3. Explain situations that may require additional supports necessary for safer moving and handling. | | |
| | 5.4. Explain why it is important for moving and handling tasks to be carried out following specialist training. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 6. Understand the principles of assisting and moving an individual. | 6.1. Explain why it is important to have specialist training before assisting and moving an individual. | | |
| | 6.2. Explain the potential consequences of assisting and moving an individual without specialist training. | | |
| | 6.3. Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving. | | |
| 7. Understand how to handle hazardous substances. | 7.1. Describe types of hazardous substances that may be found in the social care setting. | | |
| | 7.2. Explain safe practices for: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances. | | |
| | 7.3. Explain the dangers associated with not following these safe practices. | | |
| 8. Understand how to promote environmental safety procedures in the social care setting. | 8.1. Explain procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| | 8.2. Explain procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach. | | |
| | 8.3. Explain how you would encourage others to adhere to environmental safety procedures. | | |
| | 8.4. Explain the importance of having an emergency plan in place to deal with unforeseen incidents. | | |
| 9. Understand how to manage stress . | 9.1. Describe common signs and indicators of stress. | | |
| | 9.2. Describe factors that tend to trigger own stress. | | |
| | 9.3. Evaluate strategies for managing stress. | | |
| 10. Understand procedures regarding handling medication . | 10.1. Describe the main points of agreed procedures about handling medication. | | |
| | 10.2. Explain why medication must only be handled following specialist training. | | |
| | 10.3. Explain the consequences of handling medication without specialist training. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 11. Understand how to handle and store food safely. | 11.1. Describe the main points of food safety standards in a social care setting. | | |
| | 11.2. Explain how to: <ul style="list-style-type: none"> • store food • maximise hygiene when handling food • dispose of food. | | |
| | 11.3. Explain the potential consequences of not following food safety standards. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 37

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 32 |
| Additional unit assessment requirements | This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Policies and procedures may include agreed ways of working as well as formal policies and procedures.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates • external third parties such as IT specialists. <p>An individual is someone requiring care or support.</p> <p>Tasks that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> • use of equipment • first aid • medication • assisting and moving • emergency procedures • food handling and preparation. <p>Personal protective equipment refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:</p> <ul style="list-style-type: none"> • gloves • aprons • masks • hair nets. |

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

Emergency plan – refers to a plan developed to deal with unforeseen circumstances. Such as flooding, and would be developed in collaboration with other agencies such as the local authority, fire and rescue etc.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Handling medication may include:

- ordering
- receiving
- storage
- administration
- recording
- disposal.

Assessment task – PWCS 37 Understand health and safety in social care settings

Understanding the issues around health and safety is important for service users and staff working in health and social care settings. To show your knowledge in this area produce a health safety pack which includes the following sections:

- Section 1: Responsibilities relating to health and safety in social care settings**
- Section 2: Risk assessments and their importance in relation to health and safety**
- Section 3: Procedures for responding to accidents and sudden illness**
- Section 4: How to reduce the spread of infection**
- Section 5: How to move and handle equipment and other objects safely**
- Section 6: Principles of assisting and moving an individual**
- Section 7: How to handle hazardous substances**
- Section 8: How to promote environmental safety procedures in the social care setting**
- Section 9: How to manage stress**
- Section 10: Procedures regarding handling medication**
- Section 11: How to handle and store food safely**

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Section 1: Responsibilities relating to health and safety in social care settings

- Identify legislation relating to health and safety in a social care setting.
- Explain how health and safety policies and procedures protect those in social care settings.
- Compare the differences in the main health and safety responsibilities of:
 - the social care worker
 - the employer or manager
 - others in the social care setting.
- Identify situations in which the responsibility for health and safety lies with the individual.
- Explain why specific tasks should only be carried out with special training.
- Explain how to access additional support and information relating to health and safety.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Section 2: Risk assessments and their importance in relation to health and safety

- Explain why it is important to assess health and safety risks.
- Explain the steps to carrying out a risk assessment.
- Explain how to address potential health and safety risks identified.
- Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.
- Explain how to promote health and safety within the social care setting.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3: Procedures for responding to accidents and sudden illness

- Describe different types of accidents and sudden illness that may occur in a social care setting.
- Explain procedures to be followed if an accident or sudden illness should occur.
- Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.
- Explain the consequences of failing to follow emergency first aid procedures.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4: How to reduce the spread of infection

- Describe the routes by which an infection can get into the body
- Explain the following prevention methods:
 - hand washing
 - own personal hygiene
 - encouraging the individual's personal hygiene
- Evaluate different types of personal protective equipment and how they can prevent the spread of infection
- Explain own role in supporting others to follow practices that reduce the spread of infection.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

Section 5: How to move and handle equipment and other objects safely

- Describe the main points of legislation that relates to moving and handling
- Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm
- Explain situations that may require additional supports necessary for safer moving and handling
- Explain why it is important for moving and handling tasks to be carried out following specialist training.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

Section 6: Principles of assisting and moving an individual

- Explain why it is important to have specialist training before assisting and moving an individual.
- Explain the potential consequences of assisting and moving an individual without specialist training.
- Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving.

Task 7 links to learning outcome 7, assessment criteria 7.1, 7.2 and 7.3.

Section 7: How to handle hazardous substances

- Describe types of hazardous substances that may be found in the social care setting.
- Explain safe practices for:
 - storing hazardous substances
 - using hazardous substances
 - disposing of hazardous substances.
- Explain the dangers associated with not following these safe practices.

Task 8 links to learning outcome 8, assessment criteria 8.1, 8.2, 8.3 and 8.4.

Section 8: How to promote environmental safety procedures in the social care setting

- Explain procedures to be followed in the social care setting **to prevent:**
 - fire
 - gas leak
 - floods
 - intruding
 - security breach.
- Explain procedures to be followed in the social care setting **in the event of:**
 - fire
 - gas leak
 - floods
 - intruding
 - security breach.
- Explain how you would encourage others to adhere to environmental safety procedures.
- Explain the importance of having an emergency plan in place to deal with unforeseen incidents.

Task 9 links to learning outcome 9, assessment criteria 9.1, 9.2 and 9.3.

Section 9: How to manage stress

- Describe common signs and indicators of stress.
- Describe factors that tend to trigger own stress.
- Evaluate strategies for managing stress.

Task 10 links to learning outcome 10, assessment criteria 10.1, 10.2 and 10.3.

Section 10: Procedures regarding handling medication

- Describe the main points of agreed procedures about handling medication.
- Explain why medication must only be handled following specialist training.
- Explain the consequences of handling medication without specialist training.

Task 11 links to learning outcome 11, assessment criteria 11.1, 11.2 and 11.3.

Section 11: How to handle and store food safely

- Describe the main points of food safety standards in a social care setting.
- Explain how to:
 - store food
 - maximize hygiene when handling food
 - dispose of food.
- Explain the potential consequences of not following food safety standards.

PWCS 38: Understand how to handle information in social care settings



| | | | |
|-----------------------|--|--------------|---|
| Unit reference | D/602/3119 | Level | 3 |
| Credit value | 1 | GL | 9 |
| Unit aim | This unit develops the knowledge and understanding needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings. This unit is aimed at those who are interested in, or new to working in social care settings. | | |

| | |
|----------------------|-------------------|
| Learner name: | Centre no: |
| PIN: | ULN: |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| 1. Understand requirements for handling information in social care settings. | 1.1. Identify legislation and codes of practice that relate to handling information in social care settings. | | |
| | 1.2. Explain how legal requirements and codes of practice inform practice in handling information. | | |
| 2. Understand good practice in handling information in social care settings. | 2.1. Explain how to maintain records that are up to date, complete, accurate and legible. | | |
| | 2.2. Describe practices that ensure security when storing and accessing information. | | |
| | 2.3. Describe features of manual and electronic information storage systems that help ensure security. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 3. Know how to support others to handle information. | 3.1. Explain how to support others to understand the need for secure handling of information. | | |
| | 3.2. Explain how to support others to understand and contribute to records. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PWCS 38

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|--|
| Relationship to occupational standards | HSC 31 |
| Additional unit assessment requirements | This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Others may include:</p> <ul style="list-style-type: none"> • colleagues • external third party such as IT specialist • social worker • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist • nurse • specialist nurse • psychologist • psychiatrist • independent mental capacity advocate • advocate • dementia care advisor. |

Assessment task – PWCS 38 Understand how to handle information in social care settings

Effective handling, storing and sharing information when working in social care settings is vital for the ongoing quality care of the service user. To gain an understanding of good practice in this area prepare an information document which:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- identifies legislation and codes of practice that relate to handling information in social care settings
- explains how legal requirements and codes of practice inform practice in handling information

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- explains how to maintain records that are up to date, complete, accurate and legible
- describes practices that ensure security when storing and accessing information
- describes features of manual and electronic information storage systems that help ensure security

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- explains how to support others to understand the need for secure handling of information
- explains how to support others to understand and contribute to records.

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|------------|--|--------------------------------------|--|
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by us (for knowledge learning outcomes) | No | Yes |
| N | Oral questions and answers | Yes | Yes |

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the “Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this/these qualification/s must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

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