City & Guilds Level 2
Health and Social Care: Core
Approved by Qualifications Wales
This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

Specification
## Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Health and Social Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds number</td>
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</tr>
<tr>
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<td>1 Externally set and marked multiple choice test</td>
</tr>
<tr>
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<tr>
<td>Support materials</td>
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<td>Guidance for Teaching</td>
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<td>Learner Guide</td>
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<td>Administration Handbook (Introduction to working with City &amp; Guilds and WJEC)</td>
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<td>Registration and certification</td>
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<table>
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<tr>
<th>Title and level</th>
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<td>Level 2 Health and Social Care: Core (Children and Young People)</td>
<td>8040-02</td>
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<td>Level 2 Health and Social Care: Core (Adults)</td>
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<tr>
<td>Version and date</td>
<td>Change detail</td>
<td>Section</td>
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<td>------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1.1 August 2019</td>
<td>Updated support materials</td>
<td>Throughout document</td>
</tr>
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<td>1.1 August 2019</td>
<td>Assessment component numbers added</td>
<td>Summary of assessment</td>
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</table>
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1. Introduction

About the qualification

Who are the qualification for?

This qualification is aimed post-16 learners in Wales working, or seeking to work, in the health and social care sectors.

It has been developed by the City & Guilds/WJEC consortium in conjunction with stakeholders from the health and social care sector. These included Social Care Wales, Health Education and Improvement Wales (HEIW), tutors, teachers and workplace assessors.

It is designed to be delivered by a range of different centre types including work-based learning, further education and schools.

What do the qualifications cover?

The qualification covers the fundamental knowledge and understanding of the All Wales Induction Framework for Health and Social Care and reflects a range of different roles and settings. The content covers:

- The principles and values of health and social care
- Health and well-being
- Professional practice as a health and social care worker
- Safeguarding individuals
- Health and safety in health and social care

For further information on the All Wales Induction Framework for Health and Social Care, please refer to Social Care Wales website: https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-health-and-social-care

What opportunities for progression are there?

This qualification supports learners to progress into further study, including the following qualifications within the suite of Health and Social Care, and Childcare qualifications for Wales:

- Level 2 Health and Social Care: Practice (Adults)
- Level 2 Health and Social Care: Principles and Contexts (Adults, Children and Young People)
- Level 3 Health and Social Care: Practice (Adults)
- Level 3 Health and Social Care: Practice (Children and Young People)
- Level 3 Certificate and Diploma in Health and Social Care: Principles and Contexts
- Level 3 Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare

The qualification also supports opportunities into employment. However, it should be noted that in addition to the core qualification a Level 2 or 3 Health and Social Care: Practice qualification is also a requirement for practice.

For more information on registration and requirements to work within the health and care sector, please refer to Social Care Wales website,
Qualification aims and objectives

The Level 2 Health and Social Care: Core qualification enables learners to develop knowledge and understanding:

- of the core principles and values which underpin Health and Social Care practice;
- of ways of working in the Health and Social Care sector;
- which informs effective practice within Health and Social Care;
- to support progression on to further study within Health and Social Care.

Structures

The Health and Social Care: Core qualification allows learners the opportunity to complete a single pathway focused on either Adults or Children and Young People, or a combined pathway that covers both of these routes.

To achieve the **Level 2 Health and Social Care: Core (Adults)** learners must achieve five mandatory units 001, 003, 005 -007.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit title</th>
<th>Guided learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Principles and values of health and social care (adults)</td>
<td>100</td>
</tr>
<tr>
<td>003</td>
<td>Health and well-being (adults)</td>
<td>80</td>
</tr>
<tr>
<td>005</td>
<td>Professional practice as a health and social care worker</td>
<td>50</td>
</tr>
<tr>
<td>006</td>
<td>Safeguarding individuals</td>
<td>40</td>
</tr>
<tr>
<td>007</td>
<td>Health and safety in health and social care</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>300</td>
</tr>
</tbody>
</table>
To achieve the **Level 2 Health and Social Care: Core (Children and Young People)** learners must achieve five mandatory units 002, 004 – 007.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit title</th>
<th>Guided learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Principles and values of health and social care (children and young people)</td>
<td>100</td>
</tr>
<tr>
<td>004</td>
<td>Health and well-being (children and young people)</td>
<td>80</td>
</tr>
<tr>
<td>005</td>
<td>Professional practice as a health and social care worker</td>
<td>50</td>
</tr>
<tr>
<td>006</td>
<td>Safeguarding individuals</td>
<td>40</td>
</tr>
<tr>
<td>007</td>
<td>Health and safety in health and social care</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>300</td>
</tr>
</tbody>
</table>

To achieve the **Level 2 Health and Social Care: Core (Adults & Children and Young People)** candidates must achieve seven mandatory units 001 – 007.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit title</th>
<th>Guided learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Principles and values of health and social care (adults)</td>
<td>100</td>
</tr>
<tr>
<td>002</td>
<td>Principles and values of health and social care (children and young people)</td>
<td>100</td>
</tr>
<tr>
<td>003</td>
<td>Health and well-being (adults)</td>
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</tr>
<tr>
<td>004</td>
<td>Health and well-being (children and young people)</td>
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<tr>
<td>005</td>
<td>Professional practice as a health and social care worker</td>
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<tr>
<td>006</td>
<td>Safeguarding individuals</td>
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<tr>
<td>007</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>480</td>
</tr>
</tbody>
</table>

Within the **Level 2 Health and Social Care: Core (Adults & Children and Young People)** pathway, units 005-007 must be delivered within both the contexts of adults and children and young people.
Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) gives an indication to centres of the amount of supervised learning and assessment that is required to deliver the unit and can be used for planning purposes. GLH has been identified per unit however centres may choose to deliver this qualification holistically and therefore the unit GLH per unit is provided as an estimate only.

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and undertaking some formative assessment activities, some of which may be in a workplace/setting.

The TQT for each qualification pathway is specified below.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Social Care: Core (Adults)</td>
<td>320</td>
</tr>
<tr>
<td>Health and Social Care: Core (Children and Young People)</td>
<td>320</td>
</tr>
<tr>
<td>Health and Social Care: Core (Adults &amp; Children and Young People)</td>
<td>540</td>
</tr>
</tbody>
</table>
2. Summary of Assessment

To achieve the (Adults) and (Children and Young People) pathways within this qualification, candidates must pass:
- three externally-set, internal scenario-based assessments; and
- one externally-set, externally-marked multiple choice test

To achieve the (Adults & Children and Young People) pathway within this qualification, candidates must pass:
- four externally-set, internal scenario-based assessments; and
- one externally-set, externally-marked multiple choice test

Internal Assessment

The internal assessments assess content from Units 001 – 006 as appropriate to the Pathway. The tables below indicate the number of marks which will be drawn from each unit for each of the three assessments. Whilst the number of marks for each unit will remain constant in every assessment, the number of questions/tasks may vary.

**Level 2 Health and Social Care: Core (Adults)**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Unit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>001 Principles and values of health and social care (adults)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>003 Health and well-being (adults)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>191</td>
<td>001 Principles and values of health and social care (adults)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>005 Professional practice as a health and social care worker</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>192</td>
<td>001 Principles and values of health and social care (adults)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>006 Safeguarding individuals</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Assessment</td>
<td>Unit</td>
<td>Marks</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>193</td>
<td>002 Principles and values of health and social care (children and young people)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>004 Health and well-being (children and young people)</td>
<td>20</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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<tr>
<td>194</td>
<td>002 Principles and values of health and social care (children and young people)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>005 Professional practice as a health and social care worker</td>
<td>20</td>
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<td><strong>Total</strong></td>
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<tr>
<td>195</td>
<td>002 Principles and values of health and social care (children and young people)</td>
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<tr>
<td></td>
<td>006 Safeguarding individuals</td>
<td>20</td>
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</tbody>
</table>
## Level 2 Health and Social Care: Core (Adults & Children and Young People)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Unit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>001 Principles and values of health and social care (adults)</td>
<td>10</td>
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<tr>
<td></td>
<td>003 Health and well-being (adults)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>193</td>
<td>002 Principles and values of health and social care (children and young people)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>004 Health and well-being (children and young people)</td>
<td>20</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>191 or 194</td>
<td>001 / 002 Principles and values of health and social care (adults / children and young people)</td>
<td>10</td>
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<tr>
<td></td>
<td>005 Professional practice as a health and social care worker</td>
<td>20</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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<td>001 / 002 Principles and values of health and social care (adults / children and young people)</td>
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<tr>
<td></td>
<td>006 Safeguarding individuals</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>

**Note**, for this pathway for assessments 2 and 3, learners must complete **one** assessment within an adults context, and **one** assessment within a children and young person’s context. Therefore, if a learner completes (2a), then they must complete (3b).

Each internal assessment:
- is based on a pre-released scenario which **must** be shared with candidates two weeks prior to the assessment taking place
- is accompanied by a bank of questions/tasks which **must not** be shared with candidates prior to the assessment taking place
- must be taken under the conditions specified in the Assessor Pack
- is 60 minutes in duration
- has an accompanying mark scheme for centres to use when marking candidate work
- has a pass mark of approximately 75%\(^1\).
- is graded pass/fail.

\(^1\) The pass mark may vary slightly between versions to account for minor variations in the level of challenge between individual items.
Candidates may attempt each internal assessment at any point throughout their programme of learning.

**Resit arrangements**
Candidates who fail to achieve the marks required to pass an internal assessment can resit the assessment using a new bank of questions/tasks. If the candidate has exhausted the number of banks of questions/tasks available, a new case study and bank of questions/tasks must be used.

**External Multiple-Choice Test**
The external multiple choice test covers content from across all units within each pathway. Unit 007 will only be assessed via this assessment. The tables below indicate the number of items and marks which will be drawn from each unit.

**Level 2 Health and Social Care: Core (Adults) multiple choice test**

**Paper Based Test** - 8040-197 (English language) or 8040-297 (Welsh language)
**Online Test** - 8040-597 (English language) or 8040-697 (Welsh language)

<table>
<thead>
<tr>
<th>Test:</th>
<th>Duration: 1 hour 15 minutes</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit No</strong></td>
<td><strong>Title</strong></td>
<td></td>
</tr>
<tr>
<td>001</td>
<td>Principles and values of health and social care (adults)</td>
<td>9</td>
</tr>
<tr>
<td>003</td>
<td>Health and well-being (adults)</td>
<td>11</td>
</tr>
<tr>
<td>005</td>
<td>Professional practice as a health and social care worker</td>
<td>8</td>
</tr>
<tr>
<td>006</td>
<td>Safeguarding individuals</td>
<td>8</td>
</tr>
<tr>
<td>007</td>
<td>Health and safety in health and social care</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>45</strong></td>
</tr>
</tbody>
</table>
### Level 2 Health and Social Care: Core (Children and Young People) multiple choice test

**Paper Based Test** - 8040-198 (English language) or 8040-298 (Welsh language)

**Online Test** - 8040-598 (English language) or 8040-698 (Welsh language)

<table>
<thead>
<tr>
<th>Test:</th>
<th>Duration: 1 hour 15 minutes</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Principles and values of health and social care (children and young people)</td>
<td>9</td>
</tr>
<tr>
<td>004</td>
<td>Health and well-being (children and young people)</td>
<td>11</td>
</tr>
<tr>
<td>005</td>
<td>Professional practice as a health and social care worker</td>
<td>8</td>
</tr>
<tr>
<td>006</td>
<td>Safeguarding individuals</td>
<td>8</td>
</tr>
<tr>
<td>007</td>
<td>Health and safety in health and social care</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total** 45

### Level 2 Health and Social Care: Core (Adults & Children and Young People) multiple choice test

**Paper Based Test** - 8040-199 (English language) or 8040-299 (Welsh language)

**Online Test** - 8040-599 (English language) or 8040-699 (Welsh language)

<table>
<thead>
<tr>
<th>Test:</th>
<th>Duration: 1 hour 45 minutes</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No</td>
<td>Title</td>
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</tr>
<tr>
<td>001</td>
<td>Principles and values of health and social care (adults)</td>
<td>9</td>
</tr>
<tr>
<td>002</td>
<td>Principles and values of health and social care (children and young People)</td>
<td>9</td>
</tr>
<tr>
<td>003</td>
<td>Health and well-being (adults)</td>
<td>11</td>
</tr>
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<td>004</td>
<td>Health and well-being (children and young people)</td>
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<td>8</td>
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<tr>
<td>006</td>
<td>Safeguarding individuals</td>
<td>8</td>
</tr>
<tr>
<td>007</td>
<td>Health and safety in health and social care</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total** 65
The external assessment:
- is available either on-screen or on paper
- will be drawn at random from a bank of versions
- has a pass mark of approximately 75%\(^2\)
- is graded pass/fail

**Release of Results**
On-screen tests are auto-marked and results will be received by the centre the same day the assessment is completed.
Centres will need to return paper versions of tests to City & Guilds for marking. Results will be released to centres within 20 working days of receipt.

**Resit arrangements**
Candidates who fail to achieve the mark required for the external assessment can resit a new test.

\(^2\) The pass mark may vary slightly between papers to account for minor variations in the level of challenge between individual items.
3. Units

The following units are contained within this document.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Principles and values of health and social care (adults)</td>
</tr>
<tr>
<td>002</td>
<td>Principles and values of health and social care (children and young people)</td>
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<td>Safeguarding individuals</td>
</tr>
<tr>
<td>007</td>
<td>Health and safety in health and social care</td>
</tr>
</tbody>
</table>

Learning outcomes and the use of command verbs

There are two types of learning outcomes in the Level 2 Health and Social Care: Core qualification:

- Learning outcomes that require candidates to demonstrate knowledge of specific area of learning
- Learning outcomes that require candidates to demonstrate understanding of specific area of learning

Each type of learning outcome will be assessed through the use of a range of associated command verbs. Command verbs are used to indicate what skill(s) candidates will need to demonstrate when responding to tasks or questions within the assessments.

Questions and tasks relating to knowledge-based learning outcomes i.e. ‘the learner will know...’ will use the following command verbs:

<table>
<thead>
<tr>
<th>Command verb</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Give the exact meaning of</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics / main features or a brief account</td>
</tr>
<tr>
<td>Command verb</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Adapt</td>
<td>Use a diagram or words to make clear how a concept or theory works in a particular context</td>
</tr>
<tr>
<td>Apply</td>
<td>Use knowledge and understanding of a theory or concept and relate it to a specified context</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide details of an effect or impact, i.e. what has changed/happened</td>
</tr>
<tr>
<td>Explain</td>
<td>Provide details and reasons for how and why something is the way it is</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Use a diagram or words to make clear how a concept or theory works in a particular context</td>
</tr>
<tr>
<td>Outline</td>
<td>Set out the main points / provide a brief description or main characteristics</td>
</tr>
<tr>
<td>Show</td>
<td>As for ‘illustrate’</td>
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<tr>
<td>Use</td>
<td>Apply the information provided to a particular theory or concept</td>
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</tbody>
</table>

Questions and tasks relating to understanding based learning outcomes i.e. ‘the learner will understand...’ will use the following command verb:

While the list of command verbs provided here are an indication of what is expected when these words are used in assessments, it is important to be clear that these words do not stand on their own. In preparation for testing, candidates should not focus on learning simply the meanings of these words in isolation of the rest of the question, but should be supported in interpreting the full question or task, eg through using the sample assessments and any other materials available.
Delivery guidance and the use of **bold** within assessment criteria

This guidance is aimed at tutors, trainers or facilitators when teaching the unit and provides specific considerations for delivery of the content of the unit where applicable. For example, exemplification of content to be addressed in the delivery; or specific definitions that should be used to support delivery are highlighted here. Areas of content that are exemplified within the delivery guidance section are emboldened within the main body of content.

The following defined terms are referred to throughout the unit content -

- **Carer** - includes any person over 18 who provides or intends to provide care or support to another adult who needs care. This includes emotional care and support as well as physical, a person who is paid to provide care or does so as a voluntary worker is not considered as a carer.

- **Individual** - the person you support or care for in your work. This could be a child or an adult.
Unit 001 Principles and values of health and social care (adults)

Level: 2

GLH: 100

Aim: To give learners an understanding of how legislation, national policies, guidance and frameworks support health and social care provision for adults.

Unit overview: This unit will ensure that learners gain knowledge of how legislation, national policies, guidelines and frameworks support health and social care provision for adults. Learners will understand the need to promote equality and diversity and how person centred and rights based approaches relate to health and social care including how appropriate risk taking supports well-being voice, choice and control. Learners will appreciate the importance of effective communication, including the role of Welsh language and culture, in supporting health and social care provision and how periods of change and transition can impact on individuals. Understanding will be gained of how to develop positive relationships with individuals within professional boundaries and approaches that support positive behaviour including how learners’ own beliefs, values and life experiences can affect attitude and behaviour towards others.

Assessment type: Internal assessment and multiple choice test.

Learning outcome:

The learner will:

1. Understand how legislation, national policies and Code of Conduct and Practice underpin health and social care and support for individuals

Assessment criteria

The learner will be assessed on:

1.1 Principles and values of the Social Services and Well–Being (Wales) Act 2014
1.2 How the principles underpin health and social care and support practice
1.3 Codes of conduct and professional practice, including who these apply to and how they can be used
1.4 How the codes of conduct and professional practice underpin the principles and values of health and social care and support practice
Learning outcome:

The learner will:
2 Understand how rights based approaches relate to health and social care

Assessment criteria

The learner will be assessed on:
2.1 Key elements of a rights based approach
2.2 How legislation and national policies underpin a rights based approach
2.3 How legislation impacts on a rights based approach in practice
2.4 The term ‘advocacy’ and how it can support a rights based approach
2.5 Ways in which individuals and their families or carers can be supported to make a complaint or express a concern about their service

Learning outcome:

The learner will:
3 Understand how to use person centered approaches

Assessment criteria

The learner will be assessed on:
3.1 The importance of ‘person centred approaches’
3.2 The terms ‘co-production’ and ‘voice, choice and control’
3.3 The importance of knowing an individual’s preferences and background
3.4 Ways of working to establish the preferences and backgrounds of individuals, what matters to them and the outcomes that they want
3.5 The term ‘behaving towards people with dignity and respect’ and why this is central to the role of the health and social care worker
3.6 Reasons for establishing consent with an individual when providing care or support and why this is important
3.7 Ways of working that support person centred approaches
3.8 The term ‘active participation’
3.9 The importance of supporting individuals to engage in activities and experiences that are meaningful and enjoyable
3.10 How person centred approaches are used to support active participation and inclusion
3.11 The purpose of personal plans

Learning outcome:

The learner will:
4 Understand how to promote equality, diversity and inclusion
Assessment criteria

The learner will be assessed on:

4.1 The terms ‘equality’, ‘diversity’, ‘inclusion’ and ‘discrimination’
4.2 The term ‘protected characteristics’
4.3 Ways in which person centred approaches promote equality, diversity and inclusion
4.4 How the cultural, religious and linguistic backgrounds of individuals and carers can be valued
4.5 Ways to challenge discrimination or practice that does not support equality, diversity and inclusion

Learning outcome:

The learner will:

5 Understand how positive risk taking supports well-being, voice, choice and control

Assessment criteria

The learner will be assessed on:

5.1 The term ‘positive risk taking’ and the importance of being able to take positive risks on the well-being of individuals
5.2 Rights that individuals have to make choices and take risks
5.3 How balancing rights, risks and responsibilities contributes to person centred approaches
5.4 Considerations needed when supporting individuals to take positive risks
5.5 What is meant by ‘best interest decisions’

Learning outcome:

The learner will:

6 Understand how to develop positive relationships with individuals, their families and carers in the context of professional boundaries

Assessment criteria

The learner will be assessed on:

6.1 The term ‘relationship centred working’
6.2 The importance of developing a positive relationship with individuals, their families and carers
6.3 The term ‘professional boundaries’ and how to balance these with relationship centred working
6.4 Types of unacceptable practices that may occur within relationships with individuals, their families and carers
Learning outcome:

The learner will:
7. Understand the importance of effective communication in health and social care

Assessment criteria

The learner will be assessed on:
7.1 The importance of ‘effective communication’ for the well-being of individuals and development of positive relationships
7.2 Key features of effective communication
7.3 Skills that are needed to communicate effectively
7.4 How to find out an individual’s communication and language needs, wishes and preferences
7.5 Potential barriers to effective communication and ways to address these

Learning outcome:

The learner will:
8. Understand the importance of Welsh language and culture for individuals and carers

Assessment criteria

The learner will be assessed on:
8.1 The importance of recognising and supporting Welsh language and culture
8.2 Legislation and national strategies for Welsh language
8.3 Principles of Mwy na Geiriau / More than Just Words
8.4 The meaning of the ‘Active Offer’

Learning outcome:

The learner will:
9. Know how positive approaches can be used to reduce restrictive practices in social care

Assessment criteria

The learner will be assessed on:
9.1 The terms ‘positive approaches’ and ‘restrictive practices’
9.2 Underlying causes that may impact upon behaviour of individuals
9.3 Positive approaches that can be used to reduce restrictive practices
**Learning outcome:**

The learner will:

10  Understand how change and transitions impact upon individuals

**Assessment criteria**

The learner will be assessed on:

10.1 Types of change that may occur in the course of an individual’s life as a result of **significant life events** or **transitions**
10.2 Factors that make these changes either positive or negative

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**Learning outcome:**

The learner will:

11  Understand how own beliefs, values and life experiences can affect attitude and behaviour towards individuals and carers

**Assessment criteria**

The learner will be assessed on:

11.1 The impact of own attitude and behaviour on individuals and carers
Unit 001: Delivery guidance

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual’s right to participate in the activities and relationship of everyday life as independently as possible.

**Best interest decision** occurs if someone does not have the mental capacity to make legal, healthcare, welfare or financial decisions for themselves. It is one of the principles of the Mental Capacity Act. The decision can only be made after an assessment has deemed the individual does not have the capacity. Strict principles and codes of practice should be followed to carry out the assessment as set out in the Mental Capacity Act.

**Codes of conduct and professional practice** should include The Code Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Social Care Wales.

**Legislation and national policies** to include
- Social Services and Well-Being (Wales) Act 2014
- Equality Act 2010
- Human Rights Act 1998 and associated Conventions and Protocols such as, UN Convention on the Rights of Person with Disabilities and UN Principles for Older Persons 1991, Declaration of rights of older people in Wales (2014);
- Mental Capacity Act 2005 and associated Code of Practice;
- Deprivation of Liberty Safeguards;

**Personal plans** set out how the care of an individual will be provided. They are based on assessment information and care and support plans and will cover personal wishes, aspirations and care and support needs of the individual.

Personal plans will provide:
- Information for individuals and their representatives of the agreed care and support and the manner in which this will be provided
- A clear and constructive guide for staff about the individual, their care and support needs and the outcomes they would like to achieve
- A basis for ongoing review
- A means for individuals, their representatives and staff to measure progress and whether their personal outcomes are met
Positive approaches are based upon the principles of person centred care:

- Getting to know an individual
- Respecting and valuing their histories and backgrounds and understanding:
  - Their likes and dislikes
  - Their skills and abilities
  - Their preferred communication style and support structures
- Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care they receive.

Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and / or the safety of others.

Positive approaches involve working with an individual and their support systems to:

- Try to understand what someone is feeling and why they are responding in the way they are;
- Where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all;
- Understand what needs to be planned and put into place to support the individual to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

Preferences and background - the unique mix of an individual’s experience, history, culture, beliefs, preferences, family, relationship, informal networks and community

Restrictive practices are a wide range of activities that stop individuals from doing things that they want to do or encourages them to do things that they don’t want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice, to reactive response to an incident or an emergency, or if a person is going to seriously harm themselves or others.

Significant life events would include important changes in an individual’s life, both positive and negative. For individuals with some conditions they may be changes and disruption to their routine; for others they may be onset of a deteriorating condition such as sensory loss or dementia; for others they may be a crisis affecting them.

Transitions could include people moving into or out of the service provision, births, deaths, marriage, employment, redundancy, retirement, transferring between years in schools or colleges, transferring between education establishments, physical changes such as onset of puberty, moving into adulthood, becoming a carer.

Unacceptable practices would include:

- Sexual contact with an individual using the service
- Causing physical harm or injury to individuals
• Making aggressive or insulting comments, gestures or suggestions
• Seeking information on personal history where it is neither necessary nor relevant
• Watching an individual undress where it is unnecessary
• Sharing own private or intimate information where it is unnecessary
• Inappropriate touching, hugging and caressing
• Concealing information about individuals from colleagues, for example, not completing records, colluding with criminal acts
• Acceptance of gifts and hospitality in return for better treatment
• Spreading rumours or hearsay about an individual or others close to them
• Misusing an individual’s money or property
• Encouraging individuals to become dependent or reliant for the worker’s own gain
• Giving special privileges for ‘favourite individuals’ for example spending excessive time with someone, becoming over involved, or using influence to benefit one individual more than others
• Providing forms of care that will not achieve the planned outcome
• Providing specialist advice or counselling where the worker is not qualified to do this
• Failing to provide agreed care and support for or rejecting an individual, for example, due to negative feeling about an individual
• Trying to impose own religious, moral or political beliefs on an individual
• Failing to promote dignity and respect
• Any practices specifically prohibited in relevant legislation, statutory regulations, standards and guidance.

**Underlying causes** could include:

• Chronic or acute pain
• Infection or other physical pain
• Sensory loss
• An acquired brain injury or other neurological condition
• Communication difficulties
• Environment
• Fear and anxiety
• Unhappiness
• Boredom
• Loneliness
• Un-met needs
• Demands
• Change
• Transitions
• Recent significant events such as death of a family member
• Past events or experiences
• Abuse or trauma
• Bullying
• Over-controlling care
• Being ignored
Unit 002 Principles and values of health and social care (children and young people)

Level: 2

GLH: 100

Aim: To give learners an understanding of how legislation, national policies, guidance and frameworks support health and social care provision for children and young people.

Unit overview: This unit will ensure that learners gain knowledge of how legislation, national policies, guidelines and frameworks support health and social care provision for children and young people. Learners will understand the need to promote equality and diversity and how person/child centred and rights based approaches relate to health and social care including how appropriate risk taking supports well-being, voice, choice and control. Learners will appreciate the importance of effective communication, including the role of Welsh language and culture, in supporting health and social care provision and how periods of change and transition can impact on children and young people. Understanding will be gained of how to develop positive relationships with children and young people within professional boundaries and approaches that support positive behaviour including how learners’ own beliefs, values and life experiences can affect attitude and behaviour towards others.

Assessment type: Internal assessment and multiple choice test.

Learning outcome:

The learner will:

1 Understand how legislation, national policies and codes of conduct and practice underpin health and social care and support children and young people

Assessment criteria

The learner will be assessed on:

1.1 Principles and values of the Social Services and Well-being (Wales) Act 2014 and the Children Act (1989 and 2004)
1.2 How the principles underpin health and social care and support practice
1.3 Codes of conduct and professional practice, including who these apply to and how they can be used
1.4 How the codes of conduct and professional practice underpin the principles and values of health and social care and support
Learning outcome:

The learner will:

2 Understand how rights based approaches relate to health and social care

Assessment criteria

The learner will be assessed on:

2.1 Key elements of a rights based approach
2.2 How legislation and national policies underpin a rights based approach
2.3 How legislation impacts on a rights based approach in practice
2.4 The term ‘advocacy’ and how it can support a rights based approach
2.5 Ways in which children and young people and their families or carers can be supported to make a complaint or express a concern about their service

Learning outcome:

The learner will:

3 Understand how to use child centered approaches

Assessment criteria

The learner will be assessed on:

3.1 The importance of ‘child centred approaches’
3.2 The terms ‘co-production’ and ‘voice, choice and control’
3.3 The importance of knowing a child or young person’s preferences and background
3.4 Ways of working to establish the preferences and background of children and young people, what matters to them and the outcome that they want
3.5 The term ‘behaving towards children with dignity and respect’ and why this is central to the role of the health and social care worker
3.6 Ways of working that support child centred approaches
3.7 The term ‘active participation’
3.8 The importance of supporting children and young people’s engagement in activities that are meaningful and enjoyable
3.9 How child centred approaches are used to support active participation and inclusion
3.10 Reasons for establishing consent with a child or young person when providing care or support and why this is important
3.11 The term ‘parental responsibility’
3.12 The purpose of personal plans

Learning outcome:

The learner will:

4 Understand how to promote equality, diversity and inclusion
Assessment criteria

The learner will be assessed on:

4.1 The terms ‘equality’, ‘diversity’, ‘inclusion’ and ‘discrimination’
4.2 Ways in which child centred approaches promote equality diversity and inclusion
4.3 How the cultural, religious and linguistic backgrounds of children and young people can be valued
4.4 Ways to challenge discrimination or practice that does not support equality, diversity and inclusion

Learning outcome:

The learner will:

5 Understand how positive risk taking supports well-being, voice, choice and control

Assessment criteria

The learner will be assessed on:

5.1 The term ‘positive risk taking’ and the importance of being able to take positive risks on the well-being of children and young people
5.2 Rights of children and young people to make choices and take risks
5.3 How balancing rights, risks and responsibilities contributes to child centred approaches
5.4 Considerations needed when supporting children and young people to take positive risks including their stage of development and life experiences

Learning outcome:

The learner will:

6 Understand how to develop positive relationships with children and young people and their families and carers in the context of ‘professional boundaries’

Assessment criteria

The learner will be assessed on:

6.1 The term ‘relationship centred working’
6.2 The importance of developing a positive relationship with children and young people and their families and carers
6.3 The term ‘professional boundaries’ and how to balance these with relationship centred working
6.4 Types of unacceptable practices that may occur within relationships with children and young people, their families and carers
**Learning outcome:**

The learner will:

7  Understand the importance of effective communication in health and social care

**Assessment criteria**

The learner will be assessed on:

7.1  The importance of ‘effective communication’ for the well-being of children and young people and development of positive relationships
7.2  Key features of effective communication
7.3  Skills that are needed to communicate effectively
7.4  How to find out a child’s communication and language needs, wishes and preferences
7.5  How the stage of development of a child or young person will impact upon their communication skills
7.6  Potential barriers to effective communication and ways to address these

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**Learning outcome:**

The learner will:

8  Understand the importance of Welsh language and culture for children and young people

**Assessment criteria**

The learner will be assessed on:

8.1  The importance of recognising and supporting Welsh language and culture
8.2  Legislation and national strategies for Welsh language
8.3  Principles of Mwy na Geiriau / More than Just Words
8.4  The meaning of the ‘Active Offer’

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**Learning outcome:**

The learner will:

9  Know how positive approaches can be used to reduce restrictive practices in social care

**Assessment criteria**

The learner will be assessed on:

9.1  The terms ‘positive approaches’ and ‘restrictive approaches’
9.2  Underlying causes that may impact upon the behaviour of children and young people
9.3  Positive approaches that can be used to reduce restrictive practices and promote positive behaviour
Learning outcome:

The learner will:
10 Understand how change and transition impact upon children and young people

Assessment criteria

The learner will be assessed on:
10.1 Types of change that may occur in the course of a child or young person’s life as a result of **significant life events** or **transitions**
10.2 Factors that make these changes either positive or negative
10.3 How to support young people to develop the skills, confidence and knowledge that will prepare them for adult life

Learning outcome:

The learner will:
11 Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and young people

Assessment criteria

The learner will be assessed on:
11.1 The impact of own attitude and behaviour on children and young people
Unit 002 Delivery guidance

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child or young person’s right to participate in the activities and relationship of everyday life as independently as possible according to their age and stage of development.

**Codes of conduct and professional practice** should include The Code of Professional Practice for Health and Social Care; The NHS Wales Code of Conduct for Health Care Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales.

**Legislation and national policies** to include;
- Social Services and Well-being (Wales) Act 2014
- Children Act (1989 and 2004)
- Equality Act 2010;

**Personal plans** set out how the care of a child or young person will be provided. They are based on assessments information and care and support plans and will cover the personal wishes, aspirations and care and support needs of the individual.

Personal plans will provide:
- Information for individuals and their representatives of the agreed care and support and the manner in which this will be provided
- A clear and constructive guide for staff about the individual, their care and support needs and the outcomes they would like to achieve
- A basis for ongoing review
- A means for individuals, their representatives and staff to measure progress and whether their personal outcome are met

**Positive approaches** are based upon principles of person centred care:
- Getting to know an individual
- Respecting and valuing their histories and backgrounds and understanding
  - Their likes and dislikes
  - Their skills and abilities
Their preferred communication style and support structures

- Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care they receive.

Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and / or the safety of others.

Positive approaches involve working with a child or young person and their support systems to:

- Try to understand what they are feeling and why they are responding in the way they are
- Where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all
- Understand what needs to be planned and put into place to support the individual to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

Preferences and background - the unique mix of a child’s experience, history, culture, beliefs, preferences, family, relationship, informal networks and community

Restrictive practices are a wide range of activities that stop children and young people from doing things that they want to do or encourages them to do things that they don't want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice to a reactive response to an incident or an emergency, or if a person is going to seriously harm themselves or others.

Significant life events would include important changes in a child’s life both positive and negative. For some they be changes and disruption to routines or the onset of a deteriorating condition such as sensory loss; for others they may be a sudden change to their lives such as loss and bereavement and for others it may be a crisis affecting them.

Transitions could include children or young people moving into or out of the service provision, births, deaths, transferring between years in schools or colleges, transferring between education establishments, physical changes such as the onset of puberty, moving into adulthood.

Unacceptable practices would include:

- Sexual contact with an individual using the service
- Causing physical harm or injury to individuals
- Making aggressive or insulting comments, gestures or suggestions
- Seeking information on personal history where it is neither necessary nor relevant
- Watching a child or young person undress where it is unnecessary
- Sharing own private or intimate information where it is unnecessary
- Inappropriate touching, hugging and caressing
Concealing information about a child or young person from colleagues, for example, not completing records, colluding with criminal acts

Acceptance of gifts and hospitality in return for better treatment

Spreading rumours or hearsay about a child or young person or others close to them

Misusing an individual’s money or property

Encouraging a child or young person to become dependent or reliant for the worker’s own gain

Giving special privileges for ‘favourite children’ for example spending excessive time with someone, becoming over involved, or using influence to benefit one child or young person more than others

Providing forms of care that will not achieve the planned outcome

Providing specialist advice or counselling where the worker is not qualified to do this

Failing to provide agreed care and support for or rejecting a child or young person, for example, due to negative feeling about a child or young person

Trying to impose own religious, moral or political beliefs on a child or young person

Failing to promote dignity and respect any practices specifically prohibited in relevant legislation, statutory regulations, standards and guidance

**Underlying causes** could include:

- Chronic or acute pain
- Infection or other physical pain health issues
- Sensory loss
- An acquired brain injury or other neurological condition
- Communication difficulties
- Environment
- Fear and anxiety
- Unhappiness
- Boredom
- Loneliness
- Un-met needs
- Demands change
- Transitions
- Recent significant events such as death of a family member
- Past events or experiences
- Abuse or trauma
- Bullying
- Over-controlling care
- Being ignored
Unit 003  Health and well-being (adults)

Level: 2

GLH: 80

Aim: To give learners an understanding of the factors that impact upon the health well-being of adults.

Unit overview: This unit will ensure that learners gain knowledge of factors that may affect the health and well-being of individuals. This will include understanding of the links between good physical health and mental health, and how these can be impacted by different factors such as physical activity and self-identity. Knowledge will be gained of the importance and ways of ensuring appropriate personal care for individuals. This includes pressure area care, mouth care, foot care and continence care. Learners will understand the importance of nutrition and hydration including government guidelines. Learners will understand responsibilities, legislation and guidelines and their importance in the administration of medication.

Assessment type: Internal assessment and multiple choice test.

Learning outcome:

The learner will:

1. Know what well-being means in the context of health and social care

Assessment criteria

The learner will be assessed on:

1.1 The term ‘well-being’ and its importance
1.2 Factors that affect the well-being of individuals and carers
1.3 The importance of families, friends and community networks on the well-being of individuals and carers
1.4 Ways of working that support well-being

Learning outcome:

The learner will:

2. Know the factors that impact upon the health and well-being of individuals
Assessment criteria

The learner will be assessed on:

2.1 Factors that can affect human development
2.2 **Factors that may affect the health, well-being and development of individuals** and the impact this may have on them
2.3 Differences between the medical and social models of disability
2.4 The terms ‘good physical health’ and ‘good mental health’ and how these are interdependent
2.5 The impact of prolonged inactivity on physical and mental well-being
2.6 Social, mental and physical benefits of engagement in activities and experiences
2.7 Ways that people can engage in a range of personal activities including the use of social media and technology
2.8 How engagement in the ‘arts’ can support health and well-being
2.9 The term ‘attachment’ and the impact that this can have on individuals in adulthood
2.10 The importance of self-identifying, self-worth and sense of security and belonging for the health and well-being of individuals
2.11 How the way that individuals are supported will impact on how they feel about themselves
2.12 Health checks that individuals need to support their health and well-being
2.13 Services and information that support health promotion
2.14 **Types of changes** in an individual that would give cause for concern for their health and well-being
2.15 The importance of observing, monitoring and recording the health and well-being of individuals affected by particular health conditions
2.16 The importance of reporting any concerns or any changes in the health and well-being of individuals
2.17 Links between health and well-being and safeguarding
2.18 Links between health and well-being and the Mental Capacity Act

Learning outcome:

The learner will:

3 Know how to support individuals with their personal care and continence management

Assessment criteria

The learner will be assessed on:

3.1 The term ‘**personal care**’
3.2 Ways to establish with an individual their preferences in relation to how they are supported with their **personal care**
3.3 Ways to protect the privacy and dignity of an individual when they are being supported with their **personal care**
3.4 The term ‘continence’
3.5 Factors that may contribute to difficulties with continence
3.6 Ways in which difficulties with continence can affect an individual’s self-esteem, health, well-being and day to day activities
3.7 How an individual’s beliefs, sexual preference and values may affect the management of their continence
3.8 Aids and equipment that can support the management of continence
3.9 Professionals that may help with continence management
3.10 Ways to support individuals with their personal care and/or continence management in a way that protects both the individual and the worker supporting them

**Learning outcome:**

The learner will:

4 Know what is meant by good practice in relation to pressure area care

**Assessment criteria**

The learner will be assessed on:

4.1 The terms ‘pressure area care’, ‘pressure damage’ and ‘pressure ulcers’
4.2 Legislation and national guidelines in relation to pressure damage
4.3 Factors that cause skin breakdown and pressure damage
4.4 Stages of pressure ulcer development
4.5 Parts of the body that are commonly affected by pressure damage

**Learning outcome:**

The learner will:

5 Know how to support good oral health care and mouth care for individuals

**Assessment criteria**

The learner will be assessed on:

5.1 The terms ‘oral health care’ and ‘mouth care’
5.2 National policy and practice guidance on oral health care
5.3 Common oral and dental problems in older people and other individuals who need care and support
5.4 Reasons why oral health and mouth care are important
5.5 Potential impacts of poor oral health and mouth care on health, well-being, self-esteem and dignity
5.6 Links between oral health and mouth care and nutrition
5.7 Professionals that may help with oral health care

**Learning outcome:**

The learner will:

6 Know the importance of foot care and the health and well-being of individuals
Assessment criteria

The learner will be assessed on:

6.1 The importance of foot care for individuals
6.2 Common conditions that can cause problems with feet
6.3 Signs of foot and toe nail abnormalities
6.4 The potential impact of foot conditions or abnormalities on the health and well-being of individuals
6.5 Professionals that may help with foot care

Learning outcome:

The learner will:

7 Understand the roles and responsibilities related to the administration of medication in health and social care settings

Assessment criteria

The learner will be assessed on:

7.1 Legislation and national guidance related to the administration of medication
7.2 Roles and responsibilities of those involved in prescribing, dispensing and supporting the use of medication
7.3 Remits of responsibility for the use of ‘over the counter’ remedies and supplements in health and social care settings
7.4 Links between misadministration of medication and safeguarding

Learning outcome:

The learner will:

8 Understand the importance of nutrition and hydration for the health and well-being of individuals

Assessment criteria

The learner will be assessed on:

8.1 The terms ‘nutrition’ and ‘hydration’
8.2 Principles of a balanced diet and good hydration and government recommendations for a balanced diet and hydration
8.3 National and local initiatives that support nutrition and hydration
8.4 The importance of a balanced diet for the optimum health and well-being of individuals
8.5 Factors that can affect nutrition and hydration
Learning outcome:

The learner will:
9  Know how to support falls prevention

Assessment criteria

The learner will be assessed on:
9.1  **Factors that can contribute to falls**
9.2  Ways in which falls can be prevented

Learning outcome:

The learner will:
10  Know the factors that affect end of life care

Assessment criteria

The learner will be assessed on:
10.1 Ways in which death and dying, grief and mourning may impact on individuals and key people in their lives
10.2 Ways in which culture, religion and personal beliefs will impact upon approach to death and dying
10.3 The terms ‘advance care planning’ and ‘advance directives’ and why these are important
10.4 Support available to support individuals with end of life care
10.5 Assistance that is available for **workers** when supporting individuals with end of life care

Learning outcome:

The learner will:
11  Know how assistive technology can be used to support the health and well-being of individuals

Assessment criteria

The learner will be assessed on:
11.1 The terms ‘assistive technology’ and ‘electronic assistive technology’
11.2 Types and range of technological aids that can be used to support an individual’s independence and how these can be accessed
11.3 Ways in which technological aids can be used to support **active participation**
11.4 Support available for use of assistive technology
Learning outcome:

The learner will:
12 Know how sensory loss can impact upon the health and well-being of individuals

Assessment criteria

The learner will be assessed on:
12.1 The term ‘sensory loss’
12.2 Causes and conditions of sensory loss
12.3 Potential indicators and signs of sensory loss
12.4 Factors that impact upon an individual with sensory loss
12.5 Considerations when communicating with an individual with: sight loss; hearing loss; deafblindness
12.6 The importance of supporting individuals to use aids such as hearing aids and glasses
12.7 The considerations when supporting an individual with loss of taste; smell or touch
12.8 Support available for individuals with sensory loss

Learning outcome:

The learner will:
13 Know how living with dementia can impact on the health and well-being of individuals

Assessment criteria

The learner will be assessed on:
13.1 The term ‘dementia’
13.2 Indicators and signs of dementia
13.3 Ways in which dementia can affect individuals and how they experience the world
13.4 The expression ‘living well with dementia’
13.5 How person centred approaches can be used to support individuals living with dementia
13.6 Considerations needed when communicating with an individual living with dementia
13.7 The impact that supporting and caring for an individual living with dementia, can have on family / carers
13.8 Ways in which carers can be supported to continue in their role
13.9 What is meant by a ‘dementia friendly community’ and how this can contribute to the well-being of individuals living with dementia
13.10 Support available for individuals living with dementia

Learning outcome:

The learner will:
14 Know how mental ill-health can impact upon the health and well-being of individuals
**Assessment criteria**

The learner will be assessed on:

14.1 The term ‘mental ill-health’
14.2 Factors that can contribute or lead to mental ill-health
14.3 Potential indicators and signs of mental illness
14.4 The potential impact of mental ill-health on health and well-being
14.5 Ways in which individuals can be supported to live well with mental ill-health
14.6 Positive outcomes associated with improved mental health and well-being
14.7 Support available to help individuals with mental ill-health

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**Learning outcome:**

The learner will:

15 Know how substance misuse can impact upon the health and well-being of individuals

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**Assessment criteria**

The learner will be assessed on:

15.1 The term ‘substance misuse’
15.2 Potential indicators and signs of substance misuse
15.3 The potential impact of substance misuse on the health and well-being of individuals
15.4 Support available to individuals who misuse substances
Unit 003 Delivery guidance

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual’s right to participate in the activities and relationship of everyday life as independently as possible.

Factors that can affect nutrition and hydration can include:
- Culture and religion
- Individuals preferences and habits
- Physical factors – positioning, oral hygiene etc.
- Physiological factors – depression, eating disorders etc.
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect

Factors that can contribute to falls would include:
- Balance problems
- Muscle weakness
- Poor vision
- Long term health condition such as heart disease or low blood pressure that can lead to dizziness and brief loss of consciousness
- Environmental factors such as wet floors; dim lighting; rugs or unsecure carpets; clutter; reaching for storage areas; going up or down stairs; rushing to get to the toilet or answer door; windows.

Factors that may affect the health, well-being and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substances misuse.

Legislation and national guidelines in relation to pressure damage including:
- Social Services and Well-being (Wales) Act 2014
- NICE guidelines
- NHS Wales guidelines
- EPUAP guidelines

Legislation and national guidance related to the administration of medication including:
- Social Services and Well-being (Wales) Act 2014
- Misuse of Drugs Act 1971 (regulations 1972 and 2001)
• Health Act 2006 (Controlled Medication)
• Control of Substances Hazardous to Health (COSHH) 1999
• Hazardous Waste Regulations 2005
• Mental Health Act 2007
• Mental Capacity Act 2005 and associated Code of Practice
• All Wales Guidance for Health Boards/trusts in respect of medicines and Health Care Support Workers November 2015

**Mouth care** would include support for activities such as removing and cleaning dentures, tooth brushing and the use of fluoride toothpaste in line with an individual’s personal plan.

**National and local initiatives that support nutrition and hydration** including:
- Change for life Wales - Eatwell guidance

**National policy and practice guidance on oral health care** including:
- Social Services and Well-being (Wales) Act 2014
- NICE guidelines
- Public Health Wales / Oral Health Wales guidance
- 100 Lives Improvement / Improving Mouth Care

**Oral health care** includes all aspects of the prevention of tooth decay and gum disease e.g. techniques for brushing teeth, the use of fluoride, healthy eating and the impact of smoking and alcohol.

**Personal care** would include personal hygiene, bathing, cleaning teeth etc.

**Types of change** should include recognition of the signs that indicate acute deterioration in individuals (and this to reflect the range of reasons that lead to acute deterioration, including sepsis, acute kidney injury etc.)

**Worker** would be the person providing care and support services to individuals.
# Unit 004

## Health and well-being (children and young people)

<table>
<thead>
<tr>
<th>Level:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLH:</td>
<td>80</td>
</tr>
<tr>
<td>Aim:</td>
<td>To give learners an understanding of the factors that impact upon the health well-being of children and young people.</td>
</tr>
<tr>
<td>Unit overview:</td>
<td>This unit will ensure that learners gain knowledge of factors that may affect the health and well-being of children and young people. This will include understanding of stages of child development, the impact of environments and the role of play. Knowledge will be gained of the importance and ways of ensuring appropriate personal care for children and young people. Learners will understand the importance of nutrition and hydration including government guidelines. Learners will understand responsibilities, legislation and guidelines and their importance in the administration of medication.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Internal assessment and multiple choice test.</td>
</tr>
</tbody>
</table>

## Learning outcome:

The learner will:

1. Know what well-being means in context of health and social care

### Assessment criteria

The learner will be assessed on:

1.1 The term ‘well-being’ and its importance
1.2 Factors that affect the well-being of children and young people
1.3 The importance of families and ‘significant others’ in the well-being of children and young people
1.4 Ways of working that support well-being

## Learning outcome:

The learner will:

2. Know the factors that impact on the health and well-being of children and young people
Assessment criteria

The learner will be assessed on:

2.1 Stages of child development and factors that can affect it
2.2 Factors that may affect the health, well-being and personal, physical, social and emotional development of children and young people and the impact that this might have on them
2.3 The importance of early interventions and partnerships working for the health, well-being and development of children and young people
2.4 The importance of promoting parent’s self confidence in the parenting role and developing their ability to relate positively and engage in play activities with their child
2.5 The term ‘attachment’ and why this is an important element of development and the ability of children to from relationships
2.6 The term ‘resilience’ and its importance for the health and well-being of children and young people
2.7 The importance of self-identity, self-esteem, sense of security and belonging for the health and well-being of children and young people
2.8 Differences between the medical and social models of disability
2.9 What children need to stay healthy - physically, mentally and emotionally
2.10 Agencies and workers that may be involved in supporting the health and well-being of children and young people
2.11 Links between intellectual, physical and emotional growth and how to support the development from these
2.12 The importance of engagement in meaningful and enjoyable activities on the health, well-being and development of intellectual, physical and emotional growth
2.13 The importance of creative development and the ‘Arts’ for the health, well-being of children and young people
2.14 How to use every day routines and activities to support the health and well-being of children and young people
2.15 The term ‘experiential learning’
2.16 How development is supported by experiential learning
2.17 The role of relationships and support networks in supporting the health and well-being of children and young people
2.18 Ways of working that develop positive relationships with children and young people based on trust, respect and compassion
2.19 Types of changes in a child or young person that would give cause for concern
2.20 The importance of observing, monitoring and recording the development of children or young people

Learning outcome:

The learner will:

3 Know the environments that support health, well-being and development of children and young people
Assessment criteria

The learner will be assessed on:

3.1 Features of a positive environment
3.2 How the environment can support the holistic development of children and young people
3.3 How the environment can support the inclusion of all children and young people
3.4 The importance of ensuring that the environment is welcoming, nurturing, safe, clean, stimulating and takes account of children and young people’s needs, interest and preferences
3.5 The importance of balancing periods of physical activity with rest and quiet time for the health, well-being and development of children and young people
3.6 The importance of consistent routines for children and young people’s health, well-being and development

Learning outcome:

The learner will:

4 Understand the role of play in supporting the health, well-being and development of children

Assessment criteria

The learner will be assessed on:

4.1 The importance of play for children and young people’s health, well-being and learning and development
4.2 Different types of play and their benefits
4.3 How the environment and choice of equipment and materials are used to support different types of play
4.4 How to support holistic development through play
4.5 How play assists children and young people’s to learn about themselves, those around them and their wider environment
4.6 How children and young people may use play to express emotions, fears or anxieties or copy behaviour they have observed
4.7 The importance of risk in play and how to encourage and support acceptable levels of risk

Learning outcome:

The learner will:

5 Understand speech, language and communication development
Assessment criteria

The learner will be assessed on:

5.1 The importance of speech, language and communication for children and young people and how this impacts on health, well-being and development
5.2 The importance of early intervention for speech, language and communication development delays and disorders
5.3 How multi agency teams work together to support speech, language and communication development
5.4 How play and activities are used to support the development of speech, language and communication

Learning outcome:

The learner will:

6 Know how to support the health, well-being and development of children with additional support needs

Assessment criteria

The learner will be assessed on:

6.1 Types of additional support needs that children may have
6.2 Principles of inclusion for children with additional support needs
6.3 How to adapt the environment and activities to enable all children and young people to take part

Learning outcome:

The learner will:

7 Know how to provide advice, guidance and support to children and young people and their families that helps to make positive choices about their health and well-being

Assessment criteria

The learner will be assessed on:

7.1 Areas relating to health well-being for children and young people and the agencies that provide information and advice

Learning outcome:

The learner will:

8 Understand the roles and responsibilities related to the administration of medication in social care settings
Assessment criteria

The learner will be assessed on:

8.1 Legislation and national guidance related to the administration of medication
8.2 Roles and responsibilities of those involved in prescribing, dispensing and supporting the use of medication
8.3 Remits of responsibility for the use of ‘over the counter’ remedies and supplements in social care settings
8.4 Links between misadministration of medication and safeguarding

Learning outcome:

The learner will:

9 Know how to support children and young people with their personal care

Assessment criteria

The learner will be assessed on:

9.1 The importance of supporting personal care routines for children and young people
9.2 Ways to treat children and young people with dignity and respect when supporting them with their personal care routines taking into account their background, culture and religion
9.3 Ways to support children and young people with their personal care routines in a way that protects both the child or young person and the adult supporting them

Learning outcome:

The learner will:

10 Understand the importance of nutrition and hydration for the health and well-being of children and young people

Assessment criteria

The learner will be assessed on:

10.1 The terms ‘nutrition’ and ‘hydration’
10.2 Principles of a balanced diet and good hydration and government recommendations for a balanced diet and good hydration
10.3 National and local initiatives that support nutrition and hydration
10.4 The importance of a balanced diet for optimum health, development and growth of children and young people
10.5 Factors that can affect nutrition and hydration
Unit 004 Delivery guidance

**Agencies** would include those from statutory sector, voluntary sector and schools and education provision in providing advice and support.

**Areas relating to health and well-being** to include:
- Substance misuse
- Alcohol misuse
- Smoking
- Sexual health
- Sex education and positive relationships
- Protection from prejudice, bullying and abuse
- Mental health
- Self-harm
- Eyesight
- Dental care
- Diet/ healthy eating
- Physical exercise
- Gambling debts

**Child development** includes children from 0-19 years of age.

**Different types of play** would include:
- Creative play
- Physical play
- Imaginative play
- Environmental play
- Structured play
- Unstructured play
- Self-directed play
- Adult led play

**Factors that can affect nutrition and hydration** can include:
- Culture and religion
- Individual preferences and habits
- Physical factors - positioning, oral hygiene etc.
- Psychological factors – depression, eating disorder etc.
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect
Factors that may affect the health, well-being and personal, physical, social and emotional development of children and young people may include adverse circumstances or trauma before or during birth; attachment, autistic spectrum condition; family circumstances; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; placement disruption; poverty; profound or complex needs; sensory needs; stability; social deprivation; substances misuse.

Legislation and national guidance related to the administration of medication including:
- Social Services and Well-being (Wales) Act 2014
- Misuse of Drugs Act 1971 (regulations 1972 and 2001)
- Health Act 2006 (Controlled Medication)
- Control of Substances Hazardous to Health (COSHH) 1999
- Hazardous Waste Regulations 2005
- Mental Health Act 2007
- Mental Capacity Act 2005 and associated Code of Practice
- All Wales Guidance for Health Boards/trusts in respect of medicines and Health Care Support Workers November 2015

National and local initiatives that support nutrition and hydration including:
- Change for life Wales - Eatwell guidance

Personal care routines would include personal hygiene, bathing, cleaning teeth, menstruation.

Types of change should include recognition of the signs that indicate acute deterioration in children (and this to reflect the range of reasons that lead to acute deterioration, including sepsis, acute kidney injury etc.)
## Unit 005 Professional practice as a health and social care worker

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<thead>
<tr>
<th>Level:</th>
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<tbody>
<tr>
<td>GLH:</td>
<td>50</td>
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<tr>
<td>Aim:</td>
<td>To give learners an understanding of the role, responsibilities and accountabilities of those who work in health and social care.</td>
</tr>
<tr>
<td>Unit overview:</td>
<td>This unit will ensure that learners understand their job role, responsibilities including duty of care, accountabilities and standards of professional behaviour. Learners will understand codes of conduct, professionalism, policies and procedures including confidentiality, the limitations of their role and responsibilities and when to seek additional support to deal with situations beyond their job role or conflicts and dilemmas. Learners will gain knowledge of partnership working, the importance and ways of effective team and multi-agency working. Learners will cover how to handle, store and record information following legislation and codes of conduct. Learners will understand the importance of continual professional development and reflection to improve practice.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Internal assessment and multiple choice test.</td>
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### Learning outcome:

The learner will:

1. Understand the role, responsibilities and accountabilities of health and social care workers

### Assessment criteria

The learner will be assessed on:

1.1 Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and codes of conduct and professional practice

1.2 The purpose of job descriptions and person specifications for defining the expectations and limits of roles and responsibilities

1.3 The importance of recognising and adhering to the limits of role and responsibilities

1.4 How and when to seek additional support in situations beyond role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

1.5 The purposes of policies and procedures for health and social care practice and how to find out about and follow these
1.6 The importance of reporting practices that are unsafe or conflict with codes of conduct and professional practice, standards or policies and procedures and how this should be done

1.7 The term ‘duty of care’

1.8 Conflicts and dilemmas that may arise between duty of care and the rights of individuals

1.9 The term ‘duty of candour’ and state why it is important to be open and honest if things go wrong

1.10 Accountability for quality of own practice

1.11 The importance of reflection and how to use this to improve practice

1.12 The term ‘confidentiality’ and state how this can be maintained by health and social care workers

1.13 Circumstances when ‘confidential’ information must be passed on and who this should be passed on to

1.14 Potential conflicts and dilemmas that can occur between retaining confidentiality and safe practice

1.15 Why it is important to discuss with individuals and/or carers any ‘confidential’ information that must be passed on

Learning outcome:

The learner will:

2. Know how to develop and maintain effective partnership working with others in health and social care

Assessment criteria

The learner will be assessed on:

2.1 The principles of working in partnership

2.2 The term ‘co-production’ in relation to partnership working with others

2.3 Roles of other workers and professionals in health and social care

2.4 The importance of multi-agency working

2.5 The importance of developing good relationships whilst maintaining clear professional boundaries when working with other workers and professionals, carers and families, as well as individuals

2.6 Ways of working that build trust

2.7 The importance of respecting diversity and recognising cultural, religious, ethnic and linguistic differences when working in partnership

Learning outcome:

The learner will:

3. Know how effective team working supports good practice in health and social care
Assessment criteria

The learner will be assessed on:

3.1 Types of team working and how teams may differ in structure, purpose and constitution
3.2 Core principles that underpin effective team working
3.3 Ways effective team working contributes to the well-being of individuals

Learning outcome:

The learner will:

4 Know how to handle information

Assessment criteria

The learner will be assessed on:

4.1 The term ‘handling information’
4.2 Legislation and codes of conduct and professional practice that relate to the handling of information including storing, recording, confidentiality and sharing
4.3 The meaning of ‘secure systems for recording and storing information’
4.4 The importance of secure systems for recording and storing information in health and social care
4.5 Features of manual and electronic information storage systems that help ensure security of information
4.6 Information that needs to be recorded, reported and stored
4.7 Ways to record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner
4.8 Differences between fact, opinion and judgement and why understanding this is important when recording and reporting information about individuals and their families or carers
4.9 The importance of sharing recorded information with individuals and knowing when and why this cannot occur

Learning outcome:

The learner will:

5 Understand the importance of upholding the profession of health and social care workers

Assessment criteria

The learner will be assessed on:

5.1 The term ‘positive role modelling’ in health and social care
5.2 Reasons for not behaving in a way, in work or outside work, which would call into question, suitability to work in the health and social care profession
5.3 The relationship between the use of social media and personal and professional conduct
5.4 Reasons for not forming inappropriate relationships with individuals, their families, carers, colleagues or others
5.5 The importance of recognising and sensitively using the power that comes from working with individuals and carers and not act in any way that abuses this power

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**Learning outcome:**

The learner will:

6 Know how continuing professional development contributes to professional practice

**Assessment criteria**

The learner will be assessed on:

6.1 The term ‘continuing professional development’
6.2 Legislative requirements, standards and codes of conduct and professional practice that relate to continuing professional development
6.3 Ways used to evaluate own knowledge, understanding and practice against relevant standards and information
6.4 Responsibilities of employers and workers for continuing professional development
6.5 Learning opportunities available to health and social care workers and how these can be used to improve knowledge and practice
6.6 Ways to access and use information and support on knowledge and best practice relevant to role
6.7 Ways to apply learning to practice and transfer knowledge and skills to new situations
6.8 The importance of seeking and learning from feedback on practice from individuals, families and carers, colleagues and other professionals
6.9 Principles of reflective practice and why they are important
6.10 The purpose of supervision and appraisal
6.11 The role and responsibilities of employers and workers for undertaking supervision and appraisal
6.12 The use of reflective practice in supervision and appraisal
6.13 The importance of effective supervision, reflective practice and relevant learning opportunities on the well-being of individuals
6.14 Areas of work where own literacy, numeracy and digital competency skills are needed to support professional practice and ways to develop them
Unit 005 Delivery guidance

**Codes of conduct and professional practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales.

**Digital competency** may be known as digital literacy or information communication technology.

**Duty of candour** is openness and honesty when things go wrong: the professional duty of candour explanatory guidance for social care professionals registered with Social Care Wales.

**Job description** - Personal Assistants or approved adult placement / shared lives carers and foster carers may not have a job description; they will however have a contract, placement agreement or agreement that sets out how they are expected to undertake their role.

**Others** would include colleagues, other workers or professionals and families or carers that you may come into contact with when caring for and supporting an individual.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Reflective practice** is being able to reflect on actions and learn from them to improve practice.
Unit 006  Safeguarding individuals

Level: 2
GLH: 40

Aim: To give learners an understanding of the purpose of legislation, national policies, procedures and codes of conduct and practice in relation to the safeguarding of individuals.

Unit overview: Learners will understand the terms safeguarding and categories and signs and symptoms of abuse and neglect. Knowledge will be gained of legislation and national policies and codes of conduct in relation to safeguarding, the roles of different agencies and recording and reporting procedures where abuse is indicated. The learner will know and understand their responsibilities in relation to safeguarding including the role of advocacy, appropriate relationships and person/child centered practices. The learner will cover ways of responding, recording and reporting procedures to follow including an understanding of ‘whistleblowing’ and boundaries of confidentiality.

Assessment type: Internal assessment and multiple choice test.

Learning outcome:

The learner will:

1  Understand the purpose of legislation, national policies and codes of conduct and professional practice in relation to the safeguarding of individuals

Assessment criteria

The learner will be assessed on:

1.1 The term ‘safeguarding’
1.2 The main categories of abuse and neglect
1.3 Common signs and symptoms associated with harm, abuse and neglect
1.4 Legislation, national policies and codes of conduct and professional practice that relate to the safeguarding of individuals – both adults and children and young people and what these mean in practice
1.5 How legislative frameworks support the rights of individuals to be protected from harm, abuse and neglect
1.6 How concerns or incidences should be recorded and reported
Learning outcome:

The learner will:

2 Understand how to work in ways that safeguard individuals from harm, abuse and neglect

Assessment criteria

The learner will be assessed on:

2.1 The role and responsibilities of health and social care workers in relation to safeguarding
2.2 The role of advocacy in relation to safeguarding
2.3 The importance of establishing relationships that support trust and rapport with individuals
2.4 The importance of person/child centred practice in safeguarding
2.5 The importance of working in ways that uphold the rights of individuals
2.6 Ways to promote an environment where individuals can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed
2.7 Ways to make individuals aware of how to keep themselves safe
2.8 Ways to make individuals aware of the risks associated with the use of social media, internet use and phones
2.9 Ways of working that keep both the worker and the individual safe

Learning outcome:

The learner will:

3 Understand the factors, situations and actions that could lead or contribute to harm, abuse or neglect

Assessment criteria

The learner will be assessed on:

3.1 Why some individuals could be more at risk from harm, abuse or neglect
3.2 Why abuse may not be disclosed by adults, children and young people, family, friends, workers and volunteers
3.3 Actions, behaviours or situations that increase the risk of harm or abuse
3.4 Features of perpetrator behaviour and grooming
3.5 The value of learning from reviews and reports into serious failures to protect individuals from harm, abuse or neglect

Learning outcome:

The learner will:

4 Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding
**Assessment criteria**

The learner will be assessed on:

4.1 Approaches used to respond to suspected, disclosed or alleged harm, abuse or neglect
4.2 Actions to take if harm, abuse or neglect is suspected, disclosed or alleged
4.3 Actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place
4.4 Boundaries of confidentiality in relation to safeguarding and information that must be shared
4.5 The term ‘whistleblowing’
4.6 The importance of reporting any concerns about possible harm, abuse or neglect and the duty that everyone has to do this
4.7 Potential barriers to reporting or raising concerns
4.8 Actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting
4.9 Key information that must be reported and recorded, when this should happen and how this information is stored
4.10 The process used to record written information with accuracy, clarity, relevance and an appropriate level of detail
4.11 The differences between fact, opinion and judgement and why understanding this is important when recording and reporting information
Unit 006 Delivery guidance

**Actions, behaviours or situations that increase the risk of harm or abuse** could include:

- Asylum seeking
- Criminalisation
- Different types of bullying
- Domestic abuse
- Female Genital Mutilation
- Forced marriages
- Hate crime
- Homelessness
- Human trafficking / modern slavery
- Learning disability
- Mental ill-health
- Radicalisation
- Self-neglect
- Sexual exploitation
- Substance misuse

**Advocacy** - The Social Services and Well-Being (Wales) Act 2014 defines “Advocacy services” as: services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support.

Advocacy supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices and could include:

- Self-advocacy
- Informal advocacy
- Collective advocacy
- Peer advocacy
- Citizen advocacy
- Independent volunteer advocacy
- Formal advocacy
- Independent professional advocacy.

**Codes of conduct and professional practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Social Care Wales.

**Legislation, national policies and codes of conduct and professional practice** that relate to the safeguarding of individuals:

- Adults - In Safe Hands 2000: Implementing Adult Protection Procedures in Wales
- Adults - Deprivation of Liberty Standards
- Children - Working Together under the Children Act 2004
- Generic - Data Protection Act 1998
- Generic - General Data Protection Regulation (GDPR) 2018
- Generic - Mental Health Act revision 2007
- Generic - Mental Capacity Act 2005
- Generic - Equality Act 2010
- Generic - Safeguarding of Vulnerable Groups Act 2006
- Generic - Social Services and Well-being (Wales) Act 2014
- Generic - Violence against Women, Domestic Abuse and Sexual Violence (Wales) 2015 Act

Worker would be the person providing care and support or services to individuals.
Unit 007  
Health and safety in health and social care

**Level:** 2

**GLH:** 30

**Aim:** To give learners an understanding of how to meet legislative requirements for health and safety in the work setting

**Unit overview:** Learners will understand how health and safety legislation impacts on daily practice, their role and responsibilities and those of employers. Learners will cover the types of accidents, emergencies and hazards that may occur in a workplace/setting and how risk assessment is used to support health and safety. Learners will understand responsibilities in relation to carrying out, recording and following risk assessments and the importance of reporting and recording health and safety concerns and incidents. Knowledge will be gained of legislation relating to fire safety, moving and handling, infection control, food safety, waste disposal and security with understanding of relevant safe good practices and procedures. Learners will know signs of stress, circumstances that may cause stress and actions that can be taken to reduce and manage stress including support available.

**Assessment type:** Multiple choice test

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**Learning outcome:**

The learner will:

1. Know how to meet legislative requirements for health and safety in the workplace

**Assessment criteria**

The learner will be assessed on:

1.1 **Key relevant legislation that relates to health and safety** in the **workplace** and what this means in practice

1.2 Responsibilities of **employers**, the **worker** and others for health and safety at work

1.3 The importance of working within the limits of own role and responsibilities

1.4 The importance of raising concerns about practices or working conditions that are unsafe or risky
**Learning outcome:**

The learner will:

2. Know how risk assessments are used to support health and safety in the **workplace**

**Assessment criteria**

The learner will be assessed on:

2.1 What is meant by ‘risk assessment’ in relation to health and safety
2.2 Types of accidents, incidents, emergencies and health and safety hazards that may occur in the **workplace**
2.3 The importance of risk assessment in the identification of hazards related to the work setting or activities
2.4 Responsibilities for carrying out, recording and following risk assessments for work activities
2.5 The difference between formal recorded risk assessments and those that are carried out routinely as part of working practice
2.6 The importance of reporting concerns or incidences that have or may be likely to occur

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**Learning outcome:**

The learner will:

3. Know how to promote fire safety in work settings

**Assessment criteria**

The learner will be assessed on:

3.1 **Key legislation that relates to fire safety**
3.2 The responsibilities of the **employer, worker** and others for fire safety in the work setting
3.3 Practices that prevent fires from starting and spreading
3.4 The importance of knowing about and following fire evacuation procedures
3.5 The importance of maintaining clear exit routes at all times

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**Learning outcome:**

The learner will:

4. Know the key principles of moving and handling and moving and positioning

**Assessment criteria**

The learner will be assessed on:

4.1 The terms ‘moving and handling’ and ‘moving and positioning’
4.2 Key legislation that relates to moving and handling and what this means in practice
4.3 Principles and techniques related to safe moving and handling
4.4 Potential implications of poor practice in relation to moving and handling

Learning outcome:

The learner will:
5 Know the main routes to infection and how to prevent the spread of infections in the workplace

Assessment criteria

The learner will be assessed on:
5.1 The differences between bacteria, viruses, fungi and parasites
5.2 Common illnesses and infections caused by bacteria, viruses, fungi and parasites and the potential impact of these
5.3 The terms ‘infection’ and ‘colonisation’
5.4 The terms ‘systemic infection’ and ‘localised infection’
5.5 Ways in which infections are transmitted and poor practices that may lead to this
5.6 Key factors that make it more likely that infections will occur
5.7 Key legislation and standards related to infection prevention and control
5.8 The roles and responsibilities of employers, workers and others for infection prevention and control
5.9 Ways of maintaining a clean environment to prevent the spread of infection
5.10 The importance of good personal hygiene to prevent the spread of infection
5.11 Hand washing techniques used to prevent the spread of infection
5.12 The use of personal protective equipment used to prevent the spread of infection

Learning outcome:

The learner will:
6 Know how to implement food safety measures

Assessment criteria

The learner will be assessed on:
6.1 Key legislation for food safety
6.2 The role and responsibilities of employers and workers for food safety
6.3 The importance of implementing food safety measures
6.4 Food safety hazards that can occur through the preparation, serving, clearing away and storing of food and drink
6.5 Reasons for keeping surfaces, utensils and equipment clean for food preparation
6.6 When personal protective equipment should be used
6.7 Safe storage of food and drink
6.8 Safe disposal of food waste

**Learning outcome:**

The learner will:

7 Know how to store, use and dispose of hazardous substances safely

**Assessment criteria**

The learner will be assessed on:

7.1 The term ‘hazardous substances’
7.2 The term ‘Control of Hazardous Substances’
7.3 Types of hazardous substances that may be found in the workplace
7.4 Safe practices for storing, using, dealing with spillages and disposing of hazardous substances

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**Learning outcome:**

The learner will:

8 Know how to maintain security in the work setting

**Assessment criteria**

The learner will be assessed on:

8.1 Potential risks to security in the work setting
8.2 Safe practices used to maintain security in the work setting

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**Learning outcome:**

The learner will:

9 Know how to manage stress

**Assessment criteria**

The learner will be assessed on:

9.1 Common signs and indicators of stress
9.2 Potential circumstances that can trigger stress
9.3 Ways to manage stress
9.4 The importance of recognising stress and taking action to reduce it
9.5 Where to access additional support if experiencing stress
**Unit 007 Delivery guidance**

**Employer** in the case of foster carers or adult placement / shared lives carers would be the agency. In the case of personal assistants, this would be the person employing them to provide care and support.

**Hand washing techniques** using current national and international guidelines.

**Key relevant legislation that relates to health and safety:**
- The Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Provision and Use of Work Equipment Regulations 1998
- Lifting Operations and Lifting Equipment Regulations 1998
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Personal Protective Equipment (PPE) at Work Regulations 1992
- Control of Substances Hazardous to Health (COSHH) Regulations 2002

**Key legislation and standards related to infection prevention and control**
- NICE Quality Standard 61 Infection Prevention & Control April 2014
- WHO Clean Care is Safer Care: Five Moments for Hand Hygiene
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Welsh Healthcare Associated Infection programme (WHAIP) Procedure No 6 – management of blood and body fluid spillages (WAG 2009)
- All Wales NHS Dress Code, Free to Lead Free to Care

**Key legislation that relates to fire safety** including:
- The Health and Safety at Work Act 1974
- The Regulatory Reform (Fire Safety) Order 2005
- Control of Substances Hazardous to Health (COSHH) 1999
- Hazardous Waste
- The Provision and Use of Work Equipment Regulations 1998
- The Electrical Equipment (Safety) Regulations 1994
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992

**Safe practices used to maintain security in the work setting** to include:
- **Lone working**
- Advising of whereabouts
- Access to work settings
- Dealing with incidents of **aggressive behaviour**
**Lone working** - Lone workers are those who work by themselves without close or direct supervision for example:
- People who work from home
- People working alone for long periods
- People who work outside of normal working hours
- Health and social care workers visiting other premises.

**Aggressive behaviour** can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. It can also involve harming personal property, in the context of security in the work setting this relates to aggressive behaviour from members of the public rather than individuals.

**Workplace** would be a setting in which care and support is provided e.g. residential child care, individuals own home, foster care etc.

**Worker** would be the person providing care and support or services to individuals.
4. Centre requirements

Centre and qualification approval

To offer this qualification centres will need to gain both centre and qualification approval. Centres already registered with City & Guilds will only need to gain qualification approval.

Centre approval is based upon an organisation’s ability to meet the centre approval criteria, as detailed in the Administration Handbook (Introduction to working with City & Guilds and WJEC) and related Centre and Qualification Approval Forms and guidance.

Centre staffing

Internal assessors

Internal assessors must be occupationally knowledgeable. This means that the assessor must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing. They must also have an awareness and understanding of the importance of the Welsh language, culture, policy and context.

In addition, they must possess or be working towards either:

- the Level 3 Award in Assessing Vocationally Related Achievement or equivalent legacy qualifications; or
- a recognised teaching qualification³; and
- maintain their occupational knowledge through relevant and clearly demonstrable continuing learning and professional development, which is at least at the same level as the level of the units they are assessing.

Where an assessor is working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related sector.

Internal quality assurers (IQAs)

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

³ The consortium also accepts additional nationally accredited assessor and teaching qualifications. A full list of these is available in the Administration Handbook (Introduction to working with City & Guilds and WJEC). This can be accessed from the consortium website at www.healthandcarelearning.wales
For this qualification, Internal Quality Assurers must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - Hold the D34 unit or V1 Verifiers Award.

  *Please note, where an IQA is working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related sector.*

  or

- have a recognised teaching qualification and demonstrable experience of undertaking internal quality assurance for knowledge-based qualifications

**Welsh context**

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness and understanding of Welsh language, culture, policy and context would be beneficial to support their roles.

**Continuing professional development**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.
5. Delivering, assessing and quality assuring the qualification

Registration and certification

Learners are registered and certificated through our web-based registration and certification system Walled Garden. The City & Guilds Walled Garden allows centres to submit registrations on a ‘roll-on/roll-off’ basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

For more information on the registration and certification process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at www.healthandcarelearning.wales.

Learner entry requirements

There are no entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is approved for learners aged 16+. The Consortium cannot accept any registrations for learners under the age of 16.

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so that the learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre.

Support materials

A range of resources are available for these qualifications and can be accessed from the Consortium website at www.healthandcarelearning.wales. These include:
Internal assessment arrangements

Internal assessment takes the form of controlled assessment. There are three stages of assessment that are controlled:

- Task setting
- Task taking
- Task marking

Task setting

The consortium has produced a bank of pre-release scenarios and related questions/tasks. Centres can select the most appropriate pre-release scenarios for a learner or group of learners. Centres must not modify the pre-release scenarios or related questions/tasks. The centre can select which set of questions/task they use for assessment purposes (see resit arrangements below). However, for initial attempts at the assessments, centres are expected to rotate the version of questions/tasks used for each cohort of learners.

Learners must be provided with a copy of the pre-release scenario two-weeks prior to the assessment taking place. They must not be provided with a copy of the questions/tasks at this time.

Learners must be provided with a copy of the Candidate Pack at the start of their assessment and must provide their answers within this pack. Additional pages can be provided if required.

Task taking

Centres will be required to manage and conduct internal assessments in line with the principles outlined in the JCQ document: Instructions for conducting non-examination assessments available at [https://www.jcq.org.uk/exams-office/non-examination-assessments](https://www.jcq.org.uk/exams-office/non-examination-assessments)

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resit arrangements.

Time

Learners have 60 minutes to complete each assessment. This is specified on the front of the Candidate Pack and must not be exceeded.
Resources
Learners can take up to two sides of A4 notes into the assessment environment. Notes may be hand-written or word processed. These notes should be in the candidate’s own words, and may include direct reference to areas that they have researched following sight of the pre-release scenario (e.g. references to specific legislation, key definitions etc).

The teacher/assessor is responsible for reviewing the notes that learners intend to take into the assessment environment and making sure that they are in line with the guidance above. If the teacher/assessor has any concerns regarding the authenticity of the notes they should stop the assessment from taking place and follow their own internal procedures for dealing with cases of suspected malpractice. Centres should seek advice from their External Quality Assurer if they are unsure how to proceed.

All notes used by the candidate must be retained by the centre, and made available for review as part of the external quality assurance processes.

Learners can have access to PC/laptops, tablets, dictionaries including bilingual dictionaries. Mobile phones or other transmitting/receiving devices are not permitted and the candidate may not access the internet during the assessment.

Centres are responsible for ensuring that learners are aware of what resources are allowed to be brought into the assessment environment.

Supervision
Where a learner is not directly supervised for the entirety of the assessment, centres must be able to ensure that the work that an individual candidate submits for assessment is his/her own.

Learners can review and redraft evidence independently within the time controls for the assessment. Assessors should not provide input or guidance to learners during the assessment time. This includes providing formative feedback on the evidence being produced.

Learners must sign a declaration to confirm that all evidence submitted for verification is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for verification was completed under the controlled conditions set out in the Assignment Pack.

Collaboration
The assessments must be completed independently by the learner. Group work is not allowed.

Resit arrangements
Learners may re-sit internal assessments. Where a learner needs to re-sit an assessment, they may use the same pre-release scenario but a new set of questions/tasks must be used. Each
pre-release scenario is accompanied by three sets of questions meaning that learners have an initial attempt and up to two resit opportunities. Once a learner has attempted all three sets of questions/tasks, a new pre-release scenario and related questions must be used for any future resits.

If a candidate is required to resubmit an assessment following external monitoring, they will only be required to resubmit for the failed assessment/s, and not any that have been successfully passed.

**Task marking**

All marking of evidence must be made against the mark scheme provided. Evidence marked must comply with the controlled requirements set out in the Assessment Pack and must be annotated to show how it relates to the assessment criteria and marks available.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated, with the mark awarded per question clearly recorded in the mark sheet on the front of the candidate pack
- judgements are only made against the mark scheme and marks available

On completion of marking and awarding of a pass grade, the assessor should upload the result of the assessment to the City & Guilds Walled Garden. External monitoring activities will be carried out on completion and submission of all internal assessments. Assessors should retain evidence of their marking, including copies of the candidate responses and their completed mark sheets for external monitoring.

**External monitoring of internal assessment**

External quality assurance processes are in place for checking the validity and reliability of internal assessment decisions made by centre staff.

Internal assessment will be subject to external monitoring to ensure the consistency and validity of centre assessment decisions. This external monitoring will be carried out once all of the internal assessments have been completed, and will include the external verification of a sample of candidate work. Monitoring and verification activity will be undertaken by qualified external quality assurers and formal written feedback will be provided to the centre.

Significant non-compliance or areas of concern identified during external monitoring will be subject to investigation by the consortium. As a result of this activity appropriate improvement
actions and/or sanctions may be put in place. In some instances, investigations may result in de-registration for the centre(s) in question.

For further information on the external monitoring process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available on the Consortium website at www.healthandcarelearning.wales.

**External assessment arrangements**

The multiple-choice test can be taken either on-screen through City & Guilds computer-based testing platform, or as a paper based test. The test will be sat under invigilated examination conditions. See JCQ requirements for details: [https://www.jcq.org.uk/exams-office/non-examination-assessments](https://www.jcq.org.uk/exams-office/non-examination-assessments)

For further details on making entries, access arrangements and guidance on conducting the tests, please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available on the Consortium website at www.healthandcarelearning.wales.