



Handbook

SK2C1 – VTCT (Skillsfirst) Level 2 Adult Social Care
Certificate

610/4139/7

Version 4.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Adult Social Care Certificate
Qualification number	610/4139/7
Product code	SK2C1
First registration date	03/06/2024
Age range	19+
Total Qualification Time (TQT)	360
Guided Learning Hours (GLH)	244
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none">• Portfolio of evidence• Skills-based observations
Entry requirements	<p>Learners should be working within the adult social care setting typically under the direction of their manager or supervisor. Learners should have either completed employer specific induction and mandatory training prior to starting the Level 2 Adult Social Care Certificate qualification or be completing said training alongside the qualification.</p>
Legal considerations	<p>There are no formal entry requirements for learners undertaking this qualification, however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the workplace.</p>
Support materials	<p>Support materials can be found on the website (if applicable).</p>

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide the learner with the necessary knowledge and skills that will be expected of those who work in adult social care and have a responsibility for providing person centred, values-driven care and support for those accessing the service. Learners are required to demonstrate understanding and effective practice in the following areas:

- Understanding own role
- Personal development
- Duty of care
- Equality, diversity, inclusion, and human rights
- Working in a person-centred way
- Communication
- Privacy and dignity

2.2 Progression opportunities

This qualification provides progression to the following qualifications:

- Level 2 Adult Care Worker Apprenticeship
- Level 2 Diploma in Health and Social Care (Adults) for England
- Level 3 Certificate in Preparing for work in Adult Social Care
- Level 3 Diploma in Health and Social Care (Adults) for England
- Level 3 Lead Adult Care Worker Apprenticeship

and other related qualifications within child/adult care.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Adult Social Care Certificate, learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **360**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
USK42	Understand own role	2	14	Y/651/1364
USK43	Personal development	2	20	A/651/1365
USK44	Duty of care	2	14	D/651/1366
USK45	Equality, diversity, inclusion, and human rights	2	14	F/651/1367
USK46	Work in a person-centred way	2	20	H/651/1368
USK47	Communication	2	20	J/651/1369
USK48	Privacy and dignity	2	20	M/651/1370
USK49	Nutrition and hydration	2	14	R/651/1371
USK50	Awareness of mental health and dementia	2	20	T/651/1372
USK51	Adult safeguarding	2	20	Y/651/1373
USK52	Safeguarding children	2	7	A/651/1374
USK53	Health, safety, and principles of basic life support	2	20	D/651/1375
USK54	Handling information	2	7	F/651/1376
USK55	Infection Prevention and Control (IPC)	2	14	H/651/1377
USK56	An awareness of learning disability and autism	2	20	J/651/1378

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required, these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by VTCT (Skillsfirst) through the VTCT (Skillsfirst) agreement process. VTCT (Skillsfirst) centre agreement requires centres to have a workforce with appropriate training and professional development to ensure maintenance and development of appropriate level of skills and competence, in accordance. As such this is verified at the centres approval and continuously there afterwards through external quality assurance (EQA).

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas. This could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess, knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clear demonstrable continued learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- Be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- Have recent relevant experience in the specific area they will be assessing
- Have credible experience of providing training

Assessment decisions for skills-based learning outcomes must be made by an assessor qualified to make assessment decisions.

Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and VTCT (Skillsfirst) requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- Have a working knowledge of the units for which they are providing expert testimony
- Be occupationally competent in the area for which they are providing expert testimony
- Have **either** any qualification in assessment of workplace performance **or** a work role which involves evaluating the everyday practice of staff within their area of expertise

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Internal quality assurance

Centres must ensure they have sufficient resources in place to allow for robust and detailed quality assurance processes. Centres must appoint a lead Internal Quality Assurer (IQA) who will oversee all activities relating to sampling assessment judgements. Detailed records must be retained for sampling by the EQA at their visits.

4.9 External quality assurance

All centres are allocated an occupationally competent and qualified External Quality Assurer (EQA). In addition to formal EQA visits, during which qualification delivery, assessment and IQA is checked, centres have the support of their allocated EQA throughout the year. The minimum number of EQA visit is defined by VTCT (Skillsfirst) to ensure the standardisation is communicated at the start of the academic year.

Typically, the EQA will sample the following:

- IQA sampling strategy
- IQA activity
- Training of newly appointed doctors
- Group meetings

4.10 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent.

5 Assessment

5.1 Summary of assessment methods

For this qualification learners will be required to provide a portfolio of evidence and evidence of skills-based assessment where applicable.

5.2 Assessment principles

Learners must be registered with VTCT (Skillsfirst) before formal assessment commences.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent, and knowledgeable assessor (see section 4).

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and should minimise the impact on individuals and their families and carers.

Simulation may not be used as an assessment method for skills-based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity, or confidentiality of any individual.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment; must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions. Knowledge based assessment will be evidenced through the completion of acceptable forms of evidence (see section 5.3).

Assessors must be able to evidence and justify the assessment decisions that they have made.

Centres must retain copies of learner assessment records for at least three years after certification.

Qualification certificates will be issued to learners who have met the full requirements of the qualification.

Direct links to the assessment principles can be found here:

[Awarding organisations \(skillsforcare.org.uk\)](https://skillsforcare.org.uk)

5.3 Acceptable forms of written evidence

Learners are required to produce written evidence for this qualification. This form of evidence will demonstrate learner knowledge and understanding. Evidence may be in electronic or paper format. Assessors will provide guidance to learners on how to prepare the written evidence in terms of demonstrating their knowledge and understanding.

Written evidence may take the following forms:

- Direct observation
- Witness statement
- Professional discussion
- Reflective statement
- Expert witness testimony
- Audio-visual media
- Written questions
- Oral questions
- Assignment
- Case study
- Projects

This is not an exhaustive list but is aimed at providing centres with examples of suitable forms of written evidence.

Written evidence will be subject to approval by VTCT (Skillsfirst) in advance of its implementation by the centre. This approach can be used when demonstrating knowledge outcomes across the qualification.

5.4 Recognition of prior learning (RPL)

VTCT (Skillsfirst) Recognition of Prior Learning (RPL) policy provides comprehensive guidance on the procedure, responsibilities and process approved centres must adhere to when applying for RPL.

Through the RPL process, evidence of a learner's previous achievement is assessed against the assessment criteria of a unit. Evidence used by learners must be current and valid and meet the assessment criteria of the qualification, and evidence must be reliable, whereby centres consistently arrive at equivalent assessment decisions. Evidence obtained through RPL must therefore meet the same rigorous quality criteria that other assessment methods must conform to. It remains the approved centres responsibility to ensure that evidence is evaluated thoroughly, and key considerations are given to validity, authenticity, sufficiency, currency, and reliability. Approved centres must ensure any decisions on the application of RPL are carried out by staff who are competent to consider and make decisions about RPL.

VTCT (Skillsfirst) approved centres are initially informed of RPL as part of their "on-boarding" process. Centres are required to apply for RPL via the quality assurance department and the documentation is verified by VTCT External Quality Assurers (EQAs).

6 Units

Unit Handbook

USK42 – Understand own role

Unit reference number: Y/651/1364

Level: 2

Guided Learning Hours (GLH): 14

Unit aim

The aim of this unit is to enable learners to develop the knowledge, skills and understanding of their own role when working in the health and social care sector. Learners will develop an understanding of the standards and practices that relate to their own role and explore the attitudes, values and beliefs that affect them in the workplace. Learners will also develop the knowledge and skills required for agreed ways of working, with individuals and in partnership with others.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand own role

LO2 Be able to work in ways that have been agreed with employer

LO3 Understand working relationships in adult social care

LO4 Be able to work in partnership with others

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own role	1.1 Describe own main duties and responsibilities
	1.2 List the standards and codes of conduct and practice that relate to own role
	1.3 Explain how own experiences, attitudes, values, and beliefs may affect the way you work
	1.4 Identify the different opportunities for professional and career development in the sector

Learning Outcome	Assessment Criteria
LO2 Be able to work in ways that have been agreed with the employer	2.1 Describe employment rights and responsibilities
	2.2 Describe the aims, objectives, and values of the service in which you work
	2.3 Explain why it is important to work in ways that are agreed with your employer
	2.4 Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to own role
	2.5 Demonstrate working in accordance with the agreed ways of working with the employer
	2.6 Describe how and when to escalate any concerns in line with organisational policy or ways of working
	2.7 Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person

Learning Outcome	Assessment Criteria
LO3 Understand working relationships in adult social care	3.1 Outline responsibilities to the individuals being supported as well as key people, advocates and others who are significant to an individual
	3.2 Explain how a working relationship is different from a personal relationship
	3.3 Describe different working relationships in adult social care settings

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with others	4.1 Explain why it is important to work in teams and in partnership with others
	4.2 Explain why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported
	4.3 Demonstrate behaviours, attitudes, and ways of working that can help improve partnership working
	4.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> Partnership working Resolving conflicts

Guidance notes

Standards: May include Codes of Practice, regulations, minimum standards, national occupational standards and any other standards and good practice relevant to the setting.

Agreed ways of working: These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Individuals: The individual or individuals, will normally refer to the person or people the learner is providing care and support for.

Key people and others:

In this context, this may include but not limited to:

- The friends, family and loved ones of those accessing care and support services
- Peers, team members and other colleagues
- Managers and senior management
- Professionals from other organisations involved in the individual's care
- Paid workers and volunteers from other organisations and teams

Criteria 1.4: Whilst it is recognised that learners will have their own aspirations, the achievement of this criteria should enable the learner to understand that there are a wide range of development opportunities when working in adult social care and a rewarding career can be gained.

Criteria 2.6: This should include reference to whistleblowing procedures: where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 4.4 requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK42 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager
V3.0	03/05/2024	Assessment guidance criteria amended to 4.4	Product and Regulation Manager

Unit Handbook

USK43 – Personal development

Unit reference number: A/651/1365

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to enable learners to identify their own learning needs and agree a personal development plan to improve approaches to own work. Learners will also explore the knowledge and skills required to carry out their own role; and the various learning activities and sources of support that can be used to facilitate personal learning and development.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to agree own personal development plan

LO2 Be able to develop own knowledge, skills and understanding

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to agree own personal development plan	1.1 Describe the process for: <ul style="list-style-type: none"> Identifying own learning needs Agreeing a personal development plan and who should be involved
	1.2 Explain why feedback from others is important in helping to develop and improve approaches to own work
	1.3 Explain how to contribute and agree to own personal development plan

Learning Outcome	Assessment Criteria
LO2 Be able to develop own knowledge, skills and understanding	2.1 Identify sources of support for own learning and development
	2.2 Explain how learning activities have improved own knowledge, skills and understanding
	2.3 Describe the level of literacy, numeracy, digital and communication skills needed to carry out own role
	2.4 Outline where to find information and support on how to check and develop own current level of: <ul style="list-style-type: none"> Literacy Numeracy Digital Communication skills
	2.5 Explain how reflecting on a situation has improved own knowledge, skills and understanding
	2.6 Explain how feedback from others has developed own knowledge, skills and understanding
	2.7 Demonstrate how to measure own knowledge, performance and understanding against relevant standards
	2.8 Identify the learning opportunities available and explain how they can be used to improve ways of working
	2.9 Demonstrate how to record progress in relation to own personal development

Guidance notes

Personal development plan: May be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review.

Others:

In this context, could refer to other people the learner has contact with:

- The individual accessing care and support
- The friends, family and loved ones of those accessing care and support services
- Peers, team members and senior colleagues
- Managers and senior management
- Professionals from other organisations involved in the individual's care

Sources of support:

May include:

- Formal or informal support
- Support mechanisms provided throughout induction period
- Supervision
- Appraisal
- Peer support
- From within and outside the organisation.

Literacy, numeracy, digital and communication skills: Will be appropriate to the learner's individual learning and development needs. This could include exploring different options available to develop such skills. On-going development of all these skills will support all aspects of the learners practice and could reference to an appropriate functional skill level needed where applicable.

Reflecting: Involves thinking about what needs to be changed to improve future practice.

Standards: May include Codes of Practice, regulations, minimum standards and any other standards and good practice relevant to the service.

Continuing professional development: Refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training.

Assessment Guidance

Assessment decisions for skill-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK43 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance' Product and Regulation Manager	Product and Regulation Manager

Unit Handbook

USK44 – Duty of care

Unit reference number: D/651/1366

Level: 2

Guided Learning Hours (GLH): 14

Unit aim

The aim of this unit is to develop the learner's understanding of duty of candour, care, and the support available for addressing dilemmas about duty of care. Learners will also develop the knowledge and skills to deal with various situations including complaints, incidents, errors, and confrontations.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand duty of care and duty of candour

LO2 Understand the support available for addressing dilemmas that may arise about duty of care

LO3 Be able to deal with and learn from comments and complaints

LO4 Know how to deal with incidents, errors and near misses

LO5 Be able to deal with confrontation and difficult situations

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand duty of care and duty of candour	1.1 Define: <ul style="list-style-type: none"> Duty of care Duty of candour
	1.2 Describe how duty of care and duty of candour affects own work role

Learning Outcome	Assessment Criteria
LO2 Understand the support available for addressing dilemmas that may arise about duty of care	2.1 Describe the dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain what you must and must not do within own role in managing conflicts and dilemmas
	2.3 Identify where to get additional support and advice about how to resolve such dilemmas

Learning Outcome	Assessment Criteria
LO3 Be able to deal with and learn from comments and complaints	3.1 Demonstrate how to respond to comments and complaints in line with agreed ways of working and legislation
	3.2 Identify who to ask for advice and support in handling comments and complaints
	3.3 Explain the importance of learning from comments and complaints to improve the quality of service

Learning Outcome	Assessment Criteria
LO4 Know how to deal with incidents, errors and near misses	4.1 Explain how to recognise: <ul style="list-style-type: none"> Adverse events Incidents Errors and near misses
	4.2 Describe what you must and must not do in relation to adverse events, incidents, errors and near misses
	4.3 Describe agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses

Learning Outcome	Assessment Criteria
LO5 Be able to deal with confrontation and difficult situations	5.1 Outline the factors and difficult situations that may cause confrontation
	5.2 Explain how communication can be used to solve problems and reduce the likelihood or impact of confrontation
	5.3 Describe how to assess and reduce risks in confrontational situations
	5.4 Demonstrate how and when to access support and advice about resolving conflicts
	5.5 Explain the agreed ways of working for reporting any confrontations

Guidance notes

Dilemmas: A situation in which a difficult choice has to be made.

Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Criteria 3.1: Responding should incorporate the formal reporting procedures in the workplace.

Comments and complaints: Both should be included as per agreed ways of working in the setting.

Reporting: In line with agreed ways of working within the setting and may include manual and electronic records.

Communication: In this context a range of communication methods could be considered with the individual and appropriate others.

Conflict: In this context a conflict could be a disagreement, clash of opinions which could upset or harm the individual.

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 3.1 and 5.4 requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK44 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK45 – Equality, diversity, inclusion, and human rights

Unit reference number: F/651/1367

Level: 2

Guided Learning Hours (GLH): 14

Unit aim

The aim of this unit is to develop the learners understanding of what is meant by human rights, protected characteristics, discrimination, and the effect it has on others and individuals. Learners will also understand and demonstrate how to work with individuals and others; and know how to access information and advice on how to respect equality, diversity, inclusion, and human rights.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the importance of equality, diversity, inclusion, and human rights

LO2 Be able to work in an inclusive way

LO3 Understand how to access information, advice and support about equality, diversity, inclusion, and human rights

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of equality, diversity, inclusion, and human rights	1.1 Describe what is meant by: <ul style="list-style-type: none"> • Human rights • Protected characteristics
	1.2 Explain what is meant by discrimination and the potential effects on individuals and others
	1.3 Explain how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination
	1.4 Explain what is meant by disability hate crime, hate crime and bullying
	1.5 Describe how to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change

Learning Outcome	Assessment Criteria
LO2 Be able to work in an inclusive way	2.1 Explain the key concepts of the legislation and codes of practice relating to equality, diversity, inclusion, and human rights and how these apply to own role and practice
	2.2 Explain the approaches and practices which support culturally appropriate care
	2.3 Demonstrate how to interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences

Learning Outcome	Assessment Criteria
LO3 Understand how to access information, advice and support about equality, diversity, inclusion, and human rights	3.1 Identify a range of sources, including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights
	3.2 Explain how and when to access information, advice and support about equality, diversity, inclusion, and human rights

Guidance notes

Protected characteristics: As defined by the Equality Act 2010.

Effects: Could also include assumptions and may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.

Individuals: A person accessing care and support. The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.

Others:

In this context, can refer to everyone a learner is likely to come in to contact with, including:

- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers, managers, and supervisors
- Professionals from other services volunteers, visitors to the work setting and members of the community

Mate crime: Mate crime is when someone says they are your friend, but they do things that take advantage of you, such as asking for money a lot. Please see a definition provided by Mencap here: <https://www.mencap.org.uk/advice-and-support/bullying-and-discrimination/mate-and-hate-crime>

Legislation: These must relate to equality, diversity, inclusion, discrimination, and human rights and will include Equality Act 2010, Human Rights Act 1998, Health, and Social Care Act 2012.

Culturally appropriate care: The Care Quality Commission describes this as being sensitive to people's cultural identity or heritage. It means being alert and responsive to beliefs or conventions that might be determined by cultural heritage. It can cover a range of things for example, ethnicity, nationality, religion or it might be to do with the individual's sexuality or gender identity.

Sources:

Should include those available within the work setting and external. External sources could include:

<https://www.equalityhumanrights.com/en/equality-and-diversity>

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

<https://www.equalityhumanrights.com/en/equality-act/equality-act-2010>

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK45 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK46 – Work in a person-centred way

Unit reference number: H/651/1368

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learners understanding of person-centred values, person-centred care and how to work in a person-centred way. The learner will also develop the knowledge and skills to support individuals during situations of pain and physical discomfort and overall wellbeing.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand what is meant by person-centred values

LO2 Understand how to work in a person-centred way

LO3 Understand mental capacity when providing person-centred care

LO4 Be able to support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort, or emotional distress

LO5 Be able to support the individual to maintain their identity, self-esteem, spiritual wellbeing and overall wellbeing

LO6 Be able to work in a person-centred way

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what is meant by person-centred values	1.1 Identify person-centred values
	1.2 Explain how to put person-centred values into practice in your day-to-day work
	1.3 Explain why it is important to work in a way that promotes person-centred values when providing support to individuals
	1.4 Describe ways to promote dignity in your day-to-day work
	1.5 Explain the importance of relationships significant to the individual being supported when working in a person-centred way

Learning Outcome	Assessment Criteria
LO2 Understand how to work in a person-centred way	2.1 Outline the importance of finding out the history, preferences, wishes and needs of the individual
	2.2 Explain why the changing needs of an individual must be reflected in their care and/or support plan
	2.3 Outline the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care

Learning Outcome	Assessment Criteria
LO3 Understand mental capacity when providing person-centred care	3.1 Identify relevant legislation and codes of practice relating to mental capacity
	3.2 Describe what is meant by the term “capacity”
	3.3 Explain why it is important to assume that an individual has capacity unless there is evidence that they do not
	3.4 Describe what is meant by “consent,” and outline the factors that influence an individual’s mental capacity and ability to express consent
	3.5 Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of best interest decisions or advance statements regarding future care which the individual has already made

Learning Outcome	Assessment Criteria
LO4 Be able to support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort, or emotional distress	4.1 Ensure that where individuals have restricted movement or mobility that they are comfortable
	4.2 Recognise the signs that an individual is in pain, discomfort, or emotional distress
	4.3 Take appropriate steps to remove or minimise factors which may be causing pain, discomfort, or emotional distress to the individual
	4.4 Demonstrate how to raise any concerns directly and appropriately with others concerned and report any concerns you have following agreed ways of working

Learning Outcome	Assessment Criteria
LO5 Be able to support the individual to maintain their identity, self-esteem, spiritual wellbeing and overall wellbeing	5.1 Describe how individual identity and self-esteem are linked to emotional, spiritual wellbeing, and overall wellbeing
	5.2 Demonstrate that own attitudes and behaviours promote emotional, spiritual wellbeing, and overall wellbeing of the individual
	5.3 Demonstrate how to support and encourage individual's own sense of identity and self-esteem
	5.4 Report any concerns about the individual's emotional, spiritual wellbeing and overall wellbeing to the appropriate

Learning Outcome	Assessment Criteria
LO6 Be able to work in a person-centred way	6.1 Demonstrate a range of actions which promote person-centred values

Guidance notes

Person centred values:

- Individuality
- Independence
- Privacy
- Partnership
- Choice
- Dignity
- Respect
- Rights

Individual and individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.

Relationships: Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality, and sexual relationships.

Wellbeing: Is a broad concept referring to the person's quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical, and spiritual well-being.

Legislation and codes of practice:

As a minimum:

- Mental Capacity Act 2005/Liberty Protection Safeguards

Capacity: Means the ability to use and understand information to make a decision, at the time a decision needs to be made.

Advance statements: As per the individuals Advance Care Plan if they have chosen to have one in place.

Signs: Could include but is not limited to: verbal reporting from the individual, non-verbal communication and changes in behaviour.

Emotional distress: Could include a range of negative feelings being displayed by the individual such as sadness, anxiety, fear anger or despair.

Take appropriate steps:

Could include but is not limited to removing, or minimising any environmental factors causing the pain, discomfort, or emotional distress such as:

- Following the plan of care for example, re-positioning or giving prescribed pain relief medication
- Reporting to a more senior member of staff
- Ensuring equipment or medical devices are working or in the correct position for example, wheelchairs, prosthetics, catheter tubes
- Seeking additional advice when needed
- Providing emotional support and reassurance to the individual
- Adjusting lighting, volume/noise and temperature
- Removing unpleasant odours
- Minimising disruption by others
- Providing a private/quiet space and other reasonable adjustment

Others: In this context others mean the person who may be causing discomfort or distress to the individual.

Report: This could include appropriate reporting systems such as written/electronic records and opportunities to share information appropriately such as within handover and team meetings. This may include reporting to a senior member of staff or family member/carer.

Agreed ways of working: These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Criteria 2.3: In reference to planning for **End of Life Care**, everyone should have the opportunity to develop an Advance Care Plan, this helps people to have a good end of life experience by ensuring their wishes and respecting the person's treatment and support preferences are known and can be supported. The Advance Care Plan should be reviewed regularly. The plan may include a Do Not Attempt Cardiopulmonary Resuscitation (DNACPR) decision which means the person does not want cardiopulmonary resuscitation (CPR) if their heart or breathing stops. This does not mean the withdrawal of all treatment. Part of this plan may also include a Recommended Summary Plan for Emergency Care and Treatment (ReSPECT) form which records an individual's wishes about a range of health care and treatments.

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 4.1, 4.2, 4.3, 4.4 requires the learner to provide performance evidence however the opportunity to do this may not arise during the period of the qualification. Direct observation is the preferred main source of evidence, however other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK46 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK47 – Communication

Unit reference number: J/651/1369

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learners understanding of the importance of communication; how to meet communication and language needs, and how to promote effective communication in the workplace. Learners will also develop the knowledge and skills to be able to use a range of communication methods, aids, and technologies.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the importance of effective communication in the workplace

LO2 Understand how to meet the communication and language needs, wishes and preferences of individuals

LO3 Understand how to promote effective communication with individuals

LO4 Be able to use a range of communication methods and support the appropriate and safe use of communication aids and technologies

LO5 Understand the principles and practices relating to confidentiality

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of effective communication in the workplace	1.1 Identify the different ways that people communicate in the workplace
	1.2 Explain how communication affects relationships at work

Learning Outcome	Assessment Criteria
LO2 Understand how to meet the communication and language needs, wishes and preferences of individuals	2.1 Describe how to establish an individual's communication and language needs, wishes and preferences
	2.2 Identify a range of methods, styles, communication aids and assistive technologies that could help meet an individual's communication needs, wishes and preferences
	2.3 Identify a range of digital communication tools that can be used to support and enhance the individual's communication needs, wishes, preferences and connections

Learning Outcome	Assessment Criteria
LO3 Understand how to promote effective communication with individuals	3.1 Explain how an individual's behaviour may be a form of communication
	3.2 Outline where to find information and support or services, to help individuals communicate more effectively

Learning Outcome	Assessment Criteria
LO4 Be able to use a range of communication methods and support the appropriate and safe use of communication aids and technologies	4.1 Demonstrate the use of appropriate verbal and nonverbal communication when communicating with individuals
	4.2 Demonstrate the appropriate and safe use of communication aids, assistive technologies, and digital tools
	4.3 Check whether you have been understood when communicating with individuals
	4.4 Explain why it is important to observe and be receptive to an individual's reactions when communicating with them
	4.5 Report any concerns about communication aids or technologies to the appropriate person

Learning Outcome	Assessment Criteria
LO5 Understand the principles and practices relating to confidentiality	5.1 Explain what confidentiality means in relation to your role
	5.2 Describe the legislation and agreed ways of working which maintain confidentiality across all types of communication
	5.3 Describe situations where information, normally considered to be confidential, might need to be passed on
	5.4 Identify who you should ask for advice and support about confidentiality

Guidance notes

Different ways: Should also include digital communication methods which are used within the workplace.

Workplace and work:

In this context may include one specific location or a range of locations depending on the context of the learner's role and should encompass everyone the learner communicates with, but not limited to:

- Individuals accessing care and support services
- Peers, team members, other colleagues, managers, and senior management
- The friends, family and loved ones of those accessing care and support services
- Paid workers and volunteers from other organisations and teams

Individuals: A person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for.

Needs, wishes and preferences: These may be based on experiences, desires, values, beliefs, or culture and may change over time.

Communication aids: Aids which can support individuals to communicate in a way they understand. This could include but is not limited to signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses, and braille.

Assistive technologies: Technologies which support, assist, and enable the individual to communicate using alternative means and could include a range of software such as: light writers, eye gaze devices, voice recognition, speech synthesizers, symbol making software. Other technologies which could also support the individual and others could be considered here, for example alerting devices, virtual assistants, sensors, hearing loops and Artificial Intelligence.

Digital communication tools: Could include use of virtual communications platforms for example, a PC, tablet, telephone/text, smart phone/watch and encompass a range of technical platforms such as using online services, monitoring platforms, forums, video calling, email, social media and chatbots.

Connections: Could include family, friends, loved ones and their community

Barriers:

May include, but are not limited to:

- Environment
- Time
- Own physical, emotional, or psychological state
- Own skills, abilities, or confidence to use communication aids, assistive technologies, and digital communication tools
- Own or others prejudices
- Conflict

Support or services:

In this context may include:

- Translation services
- Interpretation services
- Speech and language services
- Advocacy services
- Occupational therapy services

Appropriate and safe:

Could include but not limited to, ensuring that any aids and technologies used are:

- Available
- Clean
- Working properly and software is updated where needed
- In good repair
- Fitted appropriately where applicable.
- Used safely and securely when online

Relevant Legislation:

The learner should consider how different legislation relates to and influence practice. This may include, but is not limited to:

- Human Rights Act 1998
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR) 2016
- Care Act 2014
- Health and Social Care Act 2012

Agreed ways of working: These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Criteria 6.1: Requires the learner to demonstrate appropriate use of verbal and non-verbal communication with individuals. This would include consideration and appropriate use of:

- Language
- Words
- Tone, pitch
- Volume
- Position/proximity
- Eye contact
- Touch
- Gestures
- Body language
- Active listening skills
- Interpretation of non-verbal communication

Criteria 4.2: Will be relevant to the learner's role and ideally should relate to the support the learner is providing to the individual. If this is not achievable then as a minimum this can be evidenced within daily practices and use of digital tools in the workplace.

Criteria 4.5: Could include reporting using recommended and agreed ways of working and systems, such as:

- Senior member of staff
- Family member/Carer
- Professional responsible for the communication aid
- The appropriate technical support

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 4.5: Requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK47 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK48 – Privacy and dignity

Unit reference number: M/651/1370

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learners understanding and skills of the principles of privacy and dignity and how to maintain privacy and dignity of individuals in care. Learners will also explore ways in which individuals can be supported to make informed choices about their care and to support active participation with individuals, the community, and their own care.

Learning outcomes

There are six outcomes to this unit. The learner will:

- LO1 Understand the principles that underpin privacy and dignity in care
- LO2 Be able to maintain the privacy and dignity of the individuals
- LO3 Understand how to support an individual's right to make choices
- LO4 Be able to support individuals in making choices about their care
- LO5 Understand how to support active participation
- LO6 Be able to support individuals in active participation in their own care

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles that underpin privacy and dignity in care	1.1 Explain what is meant by privacy and dignity
	1.2 Describe situations where an individual's privacy and dignity could be compromised
	1.3 Describe different ways to maintain privacy and dignity of individuals in your care and support

Learning Outcome	Assessment Criteria
LO2 Be able to maintain the privacy and dignity of the individuals	2.1 Demonstrate that your actions promote and maintain the privacy and dignity of individuals
	2.2 Explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so

Learning Outcome	Assessment Criteria
LO3 Understand how to support an individual's right to make choices	3.1 Identify ways of supporting individuals to make informed choices
	3.2 Explain how risk assessment processes can be used to support the rights of individuals to make their own decisions
	3.3 Explain why your own personal views must not influence an individual's own choices or decisions
	3.4 Explain why there may be times when you need to support an individual to question or challenge decisions made about them by others

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals in making choices about their care	4.1 Demonstrate how to support individuals to make informed choices
	4.2 Demonstrate the use of risk assessment processes to support the rights of individuals to make their own decisions
	4.3 Describe ways to ensure your own personal views do not influence an individual's own choices or decisions

Learning Outcome	Assessment Criteria
LO5 Understand how to support active participation	5.1 Explain how valuing individuals contributes to active participation
	5.2 Describe how to enable individuals to make informed choices about their lives
	5.3 Outline a range of ways you can support active participation with individuals
	5.4 Summarise the importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community

Learning Outcome	Assessment Criteria
LO6 Be able to support individuals in active participation in their own care	6.1 Demonstrate how to support the active participation of individuals
	6.2 Summarise how your own personal views could restrict the individual's ability to actively participate

Guidance notes

Individual and Individuals: A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Private: Could include but not limited to: health condition, sexual orientation, personal history and social circumstances.

Others:

In this context, may include but is not limited to:

- Carers, loved ones, family, and friends
- Colleagues in the setting
- Professionals from other services

Risk Assessment Processes: Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).

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

Connections: Could include family, friends, loved ones and their community.

Criteria 1.3 and 2.1: Could include but not limited to:

- Using appropriate volume to discuss the care and support of an individual
- Discussing care and support activities in a place where others cannot overhear
- Using the individual's preferred form of address/name
- Making sure doors, screens, or curtains are in the correct position
- Getting permission before entering someone's personal space
- Knocking before entering the room
- Ensuring any clothing is positioned correctly
- Ensuring the individual is positioned appropriately, and the individual is protected from unnecessary exposure of any part of their body they would not want others to be able to see
- Supporting the individual with their identity for example, personal appearance
- Providing consideration of the individuals preferred routine and personal space

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK48 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK49 – Nutrition and hydration

Unit reference number: R/651/1371

Level: 2

Guided Learning Hours (GLH): 14

Unit aim

The aim of this unit is to develop the learners understanding of the principles of food safety, nutrition, and hydration. Learners also explore the importance of and the factors that can affect good nutrition and hydration. Learners will also demonstrate how to support, monitor, and record individuals with their nutrition and hydration.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of food safety

LO2 Understand the principles of nutrition and hydration

LO3 Be able to support individuals with nutrition and hydration

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of food safety	1.1 Explain the importance of food safety, including hygiene in the preparation and handling of food

Learning Outcome	Assessment Criteria
LO2 Understand the principles of nutrition and hydration	2.1 Explain the importance of good nutrition and hydration in maintaining health and wellbeing
	2.2 Describe the signs and symptoms of poor nutrition and hydration
	2.3 Describe ways to promote and support adequate nutrition and hydration
	2.4 Explain how to identify and report changes or risks relating to nutrition and hydration needs

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals with nutrition and hydration	3.1 Identify the nutrition and hydration care and support needs of individuals
	3.2 Outline the factors that can affect an individual's nutrition and hydration care and support needs
	3.3 Support individuals with their nutrition and hydration in line with their preferences, needs and care or support plan
	3.4 Monitor and record (where required) the nutrition and hydration care and support provided to individuals
	3.5 Summarise when you might need to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs and how to gain this

Guidance notes

Whilst supporting individuals with meeting their nutritional and hydration needs may not seem to be part of every role in adult social care, it is important to ensure the learner has good transferable competency. This will ensure wherever they are working, individuals have appropriate access to nutrition and hydration and safe care and support.

It is acknowledged that individuals have a range of care and support needs in this area of care. This unit does require the learner to provide performance evidence (3.3 and 3.4) and this needs to reflect and be contextualised to the needs of the individuals the learner is providing care and support for. Here are some examples of how the required performance evidence might be contextualised and confirmed in the learner's practice:

- Encouraging regular nutrition and hydration/fluid intake and ensuring refreshed drinks and meals/snacks are placed within reach of the individual during care visits
- Providing appropriate assistance to enable the individual to eat and drink comfortably and with dignity
- Supporting an individual to access, understand and follow recommended dietary advice provided by a health professional or similar
- Supporting an individual with specific nutrition support which could include the use of special nutrient-rich foods, nutritional supplements, and fortified foods, as well as enteral feeding tubes
- Being able to discuss and report any changes, concerns, or dilemmas they may face with nutrition and hydration when supporting individuals
- Responding to any changes in the individual's health which may impact their ability to self-manage their nutrition and hydration needs
- Signposting and supporting the individual to gain and follow healthy eating advice or advice from another professional which has an impact on their nutrition and hydration needs

The above examples are not exhaustive, or all required, the purpose of the examples is to show how the performance evidence required can be contextualised and reflected across a range of settings in practice.

Individuals: The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Identify: Will include being able to recognise any changes or risks to the individuals care and support needs and being able to monitor changes or risks in line with the individuals' preferences, assessed needs and care and support plan requirements.

Risks: In line with agreed ways of working within the setting and may include use of appropriate monitoring tools.

Factors:

Which can affect the nutrition and hydration needs and choices of individuals may include but not limited to:

- Health needs and conditions: diabetes, coeliac disease, heart disease
- Dietary requirements
- Physical factors: eating, drinking, or swallowing difficulties, aspiration/choking
- Impact of poor oral health
- Food allergies
- Appetite
- Moral or ethical beliefs
- Religious requirement or cultural preference
- Personal choice and control
- Mental capacity
- Mental health and wellbeing
- Eating disorders
- Side effects of medication

Preferences: Will include any personal choices and any religious and cultural preferences.

Needs: These may relate to the nutritional, health, and medical needs of individuals.

Care or Support plan: A care plan may be known by other names for example, support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

Monitor: Within the context of the individuals care/support plan, this may include, but not limited to recording preferences and changes in needs, planning, and recording daily intake (if required), planning meals and approaches to maintaining a healthy lifestyle.

Record: Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.

Additional advice and guidance: Will vary depending on the learner's role, agreed ways of working and area of advice and support needed. Action may include but not limited to referring to a senior colleague, a family carer, a professional practitioner for example, general practitioner, dietitian, speech and language therapist, occupational therapist, or other practitioner/professional/specialist service who would be able provide advice, guidance, and support to the learner, setting and individual.

Assessment guidance

Skills-based assessment within this unit should include direct observation as the preferred main source of evidence. Assessment must be carried out over an appropriate period of time within normal work activity.

Criteria 3.3 and 3.4: Both criteria should be evidenced in normal work activity and assessment advice has been provided above of how this could be contextualised and achieved. It is acknowledged there may still be situations where learners may not have the opportunity to demonstrate these skills. Other sufficient appropriate evidence to show that the learner would be able to do this is permissible. An assessment method such as a Professional Discussion could be planned and used to achieve this. Justification for this must be standardised and documented by the centre delivering the qualification.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK49 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK50 – Awareness of mental health and dementia

Unit reference number: T/651/1372

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learner's awareness of mental health and dementia. Learners will explore the needs of people experiencing these conditions and the importance of early identification to fully appreciate the personal care requirements and reasonable adjustments of individuals. Learners will also develop an understanding of the legal frameworks and guidelines that support individuals with mental health conditions and dementia.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the needs and experiences of people living with mental health or dementia

LO2 Understand the importance of early identification of mental health conditions and dementia

LO3 Understand aspects of personalised care which support an individual living with a mental health condition or dementia

LO4 Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia

LO5 Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the needs and experiences of people living with mental health or dementia	1.1 Describe what is meant by the terms: <ul style="list-style-type: none"> • Mental health • Mental wellbeing
	1.2 List common types of mental health conditions
	1.3 Describe what is meant by the term dementia
	1.4 Describe how living with a mental health condition or dementia can impact an individual's: <ul style="list-style-type: none"> • Everyday life and the lives of their families and carers • Health and wellbeing • Care and support needs

Learning Outcome	Assessment Criteria
LO2 Understand the importance of early identification of mental health conditions and dementia	2.1 Explain how to recognise early indicators of mental health deterioration
	2.2 List early signs and symptoms of dementia
	2.3 Explain why early identification of mental health needs or dementia is important
	2.4 Summarise how an individual's care and support needs may change when a mental health condition or dementia is identified or there is a decline in the individual's condition
	2.5 Describe ways to engage with and signpost individuals living with a mental health condition or dementia and their families and carers to other services and support

Learning Outcome	Assessment Criteria
LO3 Understand aspects of personalised care which support an individual living with a mental health condition or dementia	3.1 Describe how positive attitudes can support individuals living with a mental health condition or dementia
	3.2 Explain why it is important to recognise a person living with a mental condition or dementia as a unique individual
	3.3 Explain how using person-centred approaches and encouraging active participation can enable and encourage an individual living with a mental health condition or dementia to keep well and maintain independence
	3.4 Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services

Learning Outcome	Assessment Criteria
LO4 Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia	4.1 Identify reasonable adjustments which can be made in health and care services accessed by individuals living with a mental health condition or dementia and the importance of planning these in advance
	4.2 Explain how to report concerns associated with unmet health and care needs which may arise for individuals living with a mental health condition or dementia

Learning Outcome	Assessment Criteria
LO5 Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia	5.1 Explain how key pieces of legislation and guidelines support and promote human rights, inclusion, equal life chances and citizenship of individuals living with a mental health condition or dementia

Guidance notes

Criteria 1.1: Whilst this unit is specifically around mental health conditions and dementia, the learner should acknowledge and reflect that mental health and well-being relate to every person.

Types: As a minimum, the learner's response should include psychosis, depression, and anxiety.

Meant: As a minimum, the learner's response should include key facts, causes and different types of dementia. The learner should also be able to reflect that dementia will be different for every individual that has it.

Impact: The issues may be physical, social, or psychological and impact will be different for every person.

Individual: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

Carers: In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.

Other services and support: Learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals, their families, and carers.

Person centred approaches: Should include the principles and values of person-centred care: including individuality, rights, choice, privacy, independence, dignity, respect, and partnership.

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

Criteria 3.2 additional information: A strength-based approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence. Whilst the Level 2 learner may not yet be familiar with this term, they should be encouraged to understand how this term relates to and builds on person-centred approaches and active participation.

Reasonable adjustments: Steps, adaptations and changes which can be made to meet the needs and preferences of an individual. Including but not limited to: providing the person with more time, using easy read information, using pictures, adjusting pace of communication, using simple, easy language, and making changes to the environment.

Report: In line with agreed ways of working within the setting and could include verbal, written and electronic systems.

Legislation and guidance: Including but not limited to:

- Equality Act 2010
- Human Rights Act 1998
- Mental Capacity Act 2005
- Care Act 2014
- Health and Social Care Act 2012
- Mental Health Act 1983
- Accessible Information Standard

Within criteria and response for 5.1, the learner should be encouraged to reflect on their existing knowledge of the appropriate legislation and guidance and how this supports individuals living with a mental health condition or dementia.

Where reference is made to both mental health and dementia, the learner is advised to cover both conditions.

Assessment guidance

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK50 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK51 – Adult safeguarding

Unit reference number: Y/651/1373

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learners understanding of the principles of safeguarding and how to reduce the likelihood of abuse. Learners will explore how to respond to suspected adult abuse; the relevant legislation that relate to safeguarding adults; and the concept of restrictive practices.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Be able to apply the principles of adult safeguarding

LO2 Know how to reduce the likelihood of abuse

LO3 Know how to respond to suspected or disclosed abuse

LO4 Know how to protect people from harm and abuse – locally and nationally

LO5 Understand restrictive practices

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to apply the principles of adult safeguarding	1.1 Explain the term adult safeguarding
	1.2 Outline the legal definition of an adult at risk
	1.3 Describe own role and responsibilities in adult safeguarding
	1.4 Describe what constitutes harm
	1.5 Summarise the main types of abuse
	1.6 Describe the possible indicators of abuse
	1.7 Describe a range of factors which have featured in adult abuse and neglect
	1.8 Describe the range of potential risks with using technology and how to support individuals to be safe without being risk averse
	1.9 Demonstrate that individuals are treated with dignity and respect when providing care and support services
	1.10 Identify where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse

Learning Outcome	Assessment Criteria
LO2 Know how to reduce the likelihood of abuse	2.1 Explain why an individual may be at risk from harm or abuse
	2.2 Summarise how care environments can promote or undermine people's dignity
	2.3 Explain the importance of individualised and person centred care
	2.4 Describe how to apply basic principles of supporting individuals to keep themselves safe
	2.5 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • Working with person centred values • Enabling active participation • Promoting choice and rights • Working in partnership with others

Learning Outcome	Assessment Criteria
LO3 Know how to respond to suspected or disclosed abuse	3.1 Summarise what to do if abuse of an adult is suspected; including how to raise concerns within local freedom to speak up/whistleblowing policies or procedures

Learning Outcome	Assessment Criteria
LO4 Know how to protect people from harm and abuse – locally and nationally	4.1 Outline the relevant legislation, principles, local and national policies, and procedures which relate to safeguarding adults
	4.2 Describe the local arrangements for the implementation of multi-agency adult safeguarding policies and procedures
	4.3 Explain the importance of sharing appropriate information with the relevant agencies
	4.4 Describe the actions to take if you experience barriers in alerting or referring to relevant agencies

Learning Outcome	Assessment Criteria
LO5 Understand restrictive practices	5.1 Explain what is meant by 'restrictive practice'
	5.2 Summarise organisational policies and procedures in relation to restrictive practices and own role in implementing these
	5.3 Explain the importance of seeking the least restrictive option for the individual

Guidance notes

Legal definition: According to the Care Act 2014.

Types of abuse:

Must include:

- Physical abuse
- Domestic abuse
- Sexual abuse
- Psychological abuse
- Financial/material abuse
- Modern slavery
- Discriminatory abuse
- Organisational abuse
- Neglect/acts of omission
- Self-neglect

Potential risks with using technology: Could include use of electronic communication devices, use of the internet, use of social networking sites and carrying out financial transactions online and how the individual can be supported to be kept safe.

Risk adverse: The importance of balancing safety measures with the benefits individuals can gain from accessing and using technology such as online systems, and the individual's right to make informed decisions.

Featured: This should include reference to adult safeguarding reviews and lessons learnt.

Risk:

May include:

- A setting or situation
- The individuals and their care and support needs

Person centred values: Values include individuality, rights, choices, privacy, independence, dignity, respect, care, compassion, courage, communication, competency, and partnership.

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

Local and National policies and frameworks: Including, but not limited to: Making Safeguarding Personal. Local systems should include the appropriate detail and reference to:

- Employer/organisation policies and procedures
- Multi agency adult protection arrangements for a locality

Legislation: Learners should consider how the different legislations relate to and interact with adult safeguarding. This should include, but is not limited to:

- Mental Capacity Act 2005
- Human Rights act 1998
- Equality Act 2010
- Mental Health Act 1998
- Health and Social Care Act 2012
- Care Act 2014

Principles: Including, but not limited to, the 6 principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability.

Restrictive practice: Learners should consider restrictions and restraint. They should consider practices which intend to restrict and restrain individuals as well as practices that do so inadvertently. An awareness should be demonstrated of physical, mechanical, chemical, seclusion, segregation, psychological restraint, and the threat of restraint.

Policies and procedures in relation to restrictive practice: may include the reference to ensuring that any restrictive practice is legally implemented and may take into account the Mental Capacity Act 2005.

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment. **The final assessment decision must show application of knowledge which relates to the work environment and the specific local authority procedures and arrangements for Safeguarding Adults.**

USK51 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK52 – Safeguarding children

Unit reference number: A/651/1374

Level: 2

Guided Learning Hours (GLH): 7

Unit aim

The aim of this unit is to develop the learners understanding of safeguarding children. Learners will explore the circumstances where contact with children may occur in the care setting and the factors that may contribute to potential risk of abuse. Learners will also develop an understanding of the types of abuse and how to respond to potential abuse or neglect.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Know how to safeguard children

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to safeguard children	1.1 Outline the circumstances where there could be contact with a child or young person in the normal course of work within adult social care
	1.2 Describe the factors that may contribute to a child or young person being more at risk of abuse
	1.3 Outline the types of abuse that a child or young person could be at risk from
	1.4 Describe how to respond to a risk, suspicion, or disclosure that a child or young person is being abused or neglected in line with relevant legislation, agreed ways of working and local procedures

Guidance notes

The learners understanding for this unit should be demonstrated as an independent element and not inferred from Adult Safeguarding.

Circumstances: For example, when relatives or groups visit individuals, when providing support in the community or when providing care in an individual's own home.

The learner must show awareness:

- There may be occasions when there is contact with a child or young person when working in adult social care
- As an adult social care worker, that there is a responsibility to ensure the child or young person's wellbeing is safeguarded at all times.

Factors:

May include but are not limited to:

- A setting or situation
- The child or young person and their care and support needs

Types of abuse:

Could include but are not limited to:

- Sexual
- Physical
- Neglect
- Emotional
- Domestic
- Bullying and cyber bullying and online abuse
- Exploitation
- Trafficking
- Female genital mutilation
- Grooming

Respond: This should include raising concerns in accordance with employer/organisational policies and procedures and local multi-agency arrangements. This should also consider any relevant legislation, such as the Mental Capacity Act 2005 which applies to people aged 16 and over.

Additional unit information: Every adult social care worker needs to know what to do if they suspect a child or young person is being abused or neglected. As a minimum adult social care workers should be able to explain what they must do if they suspect a child, young person (met in any circumstances) is being subjected to neglect, harm, abuse, exploitation, or violence. This will include the worker knowing how to recognise such situations and how to respond.

If the adult social care worker is also in a role which involves working directly with children and young people, for example:

- In a transitional social care service i.e., supporting young people under 18 who are moving from children's service provision to adult care service provision
- In a registered adult care service i.e., a domiciliary care agency which is also registered to provide care to children and young people
- Or is working in a healthcare setting

Then the organisation and worker must meet the most up to date national minimum training standards for Safeguarding Children at the level appropriate to their workplace/role and duties as set out in the current guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health. There will also be requirements set within the Local Authority area.

Assessment guidance

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and local policies, procedures, and arrangements.

USK52 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK53 – Health, safety, and principles of basic life support

Unit reference number: D/651/1375

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learners understanding and skills relating to health, safety and principles of life support. Learners will explore their own roles and responsibilities relating to health and safety in the workplace including hazardous substances, fire safety and managing own mental health. Learners will also develop the knowledge and skills related to moving and assisting safely, and develop their understanding of how to respond to incidents and provide basic life support, as well as understanding the relevant medication and healthcare tasks that they must carry out.

Learning outcomes

There are nine outcomes to this unit. The learner will:

LO1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

LO2 Understand risk assessment

LO3 Be able to move and assist safely

LO4 Understand procedures for responding to accidents and sudden illness and providing basic life support

LO5 Understand medication and healthcare tasks

LO6 Be able to handle hazardous substances

LO7 Know how to promote fire safety

LO8 Know how to work safely and securely

LO9 Know how to manage own mental health and personal wellbeing

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own responsibilities, and the responsibilities of others, relating to the health and safety in the work setting	1.1 Outline the legislation relating to general health and safety in an adult social care working setting
	1.2 Describe the main points of the health and safety policies and procedures agreed with the employer
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • Self • The employer or manager • Others in the work setting
	1.4 Identify the tasks relating to health and safety that should not be carried out without special training
	1.5 Describe how to access additional support and information relating to health and safety
	1.6 Identify a range of sustainable approaches which can be applied in own role

Learning Outcome	Assessment Criteria
LO2 Understand risk assessment	2.1 Explain why it is important to assess the health and safety risks posed by work settings, situations, or activities
	2.2 Explain how and when to report health and safety risks in the workplace

Learning Outcome	Assessment Criteria
LO3 Be able to move and assist safely	3.1 Identify key pieces of legislation that relate to moving and assisting
	3.2 Identify tasks relating to moving and assisting you are not allowed to carry out until they are competent
	3.3 Demonstrate how to move and assist people and/or objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working

Learning Outcome	Assessment Criteria
LO4 Understand procedures for responding to accidents, sudden illness and providing basic life support	4.1 Identify different types of accidents and sudden illness that may occur in the course of your work
	4.2 Outline the workplace procedures to be followed for: <ul style="list-style-type: none"> • An accident • A sudden illness should it occur • Basic life support if required
	4.3 Identify the emergency basic life support and first aid actions you are and are not allowed to carry out in your role

Learning Outcome	Assessment Criteria
LO5 Understand medication and healthcare tasks	5.1 Describe agreed ways of working in relation to: <ul style="list-style-type: none"> Medication in the setting Healthcare tasks
	5.2 Outline the tasks relating to medication and health care procedures that you must not carry out until you are competent

Learning Outcome	Assessment Criteria
LO6 Be able to handle hazardous substances	6.1 Identify common hazardous substances in the workplace
	6.2 Demonstrate safe practices for storing, using, and disposing of hazardous substances

Learning Outcome	Assessment Criteria
LO7 Know how to promote fire safety	7.1 Describe how to prevent fires from starting or spreading
	7.2 Explain what to do in the event of a fire

Learning Outcome	Assessment Criteria
LO8 Know how to work safely and securely	8.1 Outline the measures that are designed to protect your own safety and security at work, and the safety of those you support
	8.2 Explain the agreed ways of working for checking the identity of anyone requesting access to premises or information

Learning Outcome	Assessment Criteria
LO9 Know how to manage own mental health and personal wellbeing	9.1 Describe the common factors that can affect own mental health and wellbeing
	9.2 Describe the circumstances that tend to trigger these factors in self
	9.3 Identify the resources which are available to support own mental health and wellbeing
	9.4 Explain how to access and use the available resources which are available to support own mental health and wellbeing

Guidance notes

Legislation:

Could include:

- Health and Safety at Work Act 1974 (HSWA)
- Manual Handling Operations Regulations 1992 (MHOR)
- The Management of Health and Safety at Work Regulations 1999
- Provision and Use of Work Equipment Regulations 1998 (PUWER)
- Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)

Policies and procedures: May include other agreed ways of working as well as formal policies and procedures.

Others:

In this context could include:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Professionals visiting the work setting
- Visitors to the work setting

Sustainable approaches: Human, social, economic and environmental considerations for example, eco-friendly approaches, appropriate reuse of items and reduction of waste, recycling and efficient use of resources. Adherence to relevant workplace initiatives, policies and procedures where these exist and local/national priorities and also encouraging and supporting individuals who access care and support to live in a more sustainable way could also be considered by the learner.

Tasks:

May include:

- Use of equipment
- Basic life support and first aid
- Medication
- Healthcare procedures
- Food handling and preparation

Reporting: In line with agreed ways of working within the setting and could include verbal, written and electronic systems.

Moving and assisting: May also be known “moving and positioning” in adult social care.

Individual: A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support to.

Agreed ways of working: These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Healthcare tasks and healthcare procedures: This may include reference to workplace guidance for carrying out Delegated healthcare tasks and other clinical type procedures carried out as part of the individual’s care or support plan.

Own: Relates to the learner undertaking this qualification.

Wellbeing: Is a broad concept referring to a person’s quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical, and spiritual well-being.

Learning Outcome 4: Achievement of this learning outcome does not enable learner competency in being able to respond safely to basic life support or first aid situations. It is the employer's statutory responsibility to determine workplace needs and provide the appropriate level of training. When basic life support training is provided by the employer then this should meet the UK (United Kingdom) Resuscitation Council guidelines.

Criteria 9.4: should include how the learner can access the support available to them in the workplace.

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 3.3: Some learners may not be employed in settings where moving and handling of individuals is required. Other evidence to show that the learner would be able to do is permissible. The learner is expected to demonstrate safe moving and handling of objects within normal work activity.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK53 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK54 – Handling information

Unit reference number: F/651/1376

Level: 2

Guided Learning Hours (GLH): 7

Unit aim

The aim of this unit is to develop the learners understanding of the importance of following agreed ways of handling information. Learners will also demonstrate how to complete and keep accurate records and explore the actions to take following a data breach.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Know how to handle information

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to handle information	1.1 Explain why it is important to have secure systems and follow the agreed ways of working for: <ul style="list-style-type: none">• Accessing• Recording• Storing• Sharing information
	1.2 Explain the support an individual may need to keep their information safe and secure
	1.3 Demonstrate how to keep records that are up to date, complete, accurate and legible
	1.4 Explain how, and to whom, to report if: <ul style="list-style-type: none">• Agreed ways of working and legislation have not been followed• There has been a data breach or risk to data security

Guidance notes

Secure systems for accessing, recording, storing, and sharing of information: This includes both manual/written recording and electronic systems where learners are required to use different systems within the setting.

Agreed ways of working: How they work in accordance with their employer, these will include policies, procedures and job descriptions and will include approaches to maintaining and promoting confidentiality. This will also include the learners personal responsible for handling data safely and the importance of data and cyber security.

Legislation: The learner should consider how different legislation impacts practice. This may include, but is not limited to:

- Data Protection Act 2018
- The General Data Protection Regulation (GDPR) 2016
- Freedom of Information Act 2000
- Care Act 2014
- Health and Social Care Act 2012
- Human Rights Act 1998

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. This will include supporting the individual to understand their rights and choices with regards to their personal information, such as how their information is stored and used.

Report: In line with agreed ways of working within the setting and could include the use of verbal, written and electronic systems.

Data Breach: This is the accidental or unlawful destruction, loss, alternation, unauthorised disclosure of, or access to, personal or secure data.

Criteria 1.1 and 1.2: Achievement should reflect handling information both manual/written and electronically where learners are required to use different systems within the setting.

Criteria 1.3: The learner should avoid the use of abbreviations and jargon and use respectful and inclusive language when contributing to records and reports.

Assessment guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK54 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK55 – Infection Prevention and Control (IPC)

Unit reference number: H/651/1377

Level: 2

Guided Learning Hours (GLH): 14

Unit aim

The aim of this unit is to develop the learners understanding of the standard Infection Prevention Control (IPC) precautions that should be followed in preventing infection at work. Learners will explore effective hygiene and use of personal protective equipment (PPE) and clothing, the appropriate methods of decontamination and the principles of safe handling of clinical waste and fluid spills.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Be able to prevent the spread of infection

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prevent the spread of infection	1.1 Outline the causes of infection, the main ways infection can get into the body and the chain of infection
	1.2 Describe the standard Infection Prevention and Control (IPC) precautions which must be followed to protect you and others in your workplace and where to find the most up to date information
	1.3 Summarise your own role in preventing infection in the area you work
	1.4 Demonstrate effective hand hygiene using appropriate products
	1.5 Explain how your own health, hygiene, vaccinations status and exposure to infection at work might pose a risk to the individuals you support and others you meet
	1.6 Identify common types of personal protective equipment (PPE) and clothing and describe how and when to use them
	1.7 Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely
	1.8 Demonstrate the appropriate methods for cleaning and/or decontamination of the care environment/equipment
	1.9 Describe the process for safe handling of blood/bodily fluids spills
	1.10 Summarise the principles of safe handling and disposal of infected or soiled linen/equipment and clinical waste

Guidance notes

Precautions: Will relate to service type and current organisational, national, and local policy/procedure and guidance.

Hand hygiene: Refers to following recommended hand-washing techniques and the use of appropriate sanitiser.

Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others:

In this context, this refers to everyone a learner is likely to come in to contact with, including but not limited to:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

Appropriate use of Personal Protective Equipment (PPE): This should include the different equipment recommended, available and donning/doffing and disposal.

Clothing: Where appropriate to the setting this may include reference to uniform requirements

Clinical waste: Is defined as a type of waste that has the potential to cause infection or disease and includes, “sharps,” such as needles, bodily fluids, incontinence products and used dressings.

Criteria 1.5: The learner should consider the factors which may contribute to the individual being more vulnerable to infection.

Methods, processes, and principles within **criteria 1.8, 1.9 and 1.10** should include reference to local procedures where applicable.

Assessment Guidance

Assessment decisions for skills-based learning outcomes must be made during the learner’s normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK55 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes' and 'Assessment guidance'	Product and Regulation Manager

Unit Handbook

USK56 – Awareness of learning disability and autism

Unit reference number: J/651/1378

Level: 2

Guided Learning Hours (GLH): 20

Unit aim

The aim of this unit is to develop the learners understanding of the needs and experiences of people with disability and autism. Learners will explore the communication and information needs of individuals with disability and autism and understand the reasonable adjustments which may be necessary in health and care delivery. Learners will also develop their understanding of the legislation and guidance to support people with a learning disability and autistic people.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the needs and experiences of people with a learning disability and autistic people

LO2 Understand how to meet the communication and information needs of people with a learning disability and autistic people

LO3 Understand the reasonable adjustments which may be necessary in health and care delivery

LO4 Understand how legal frameworks support people with a learning disability and autistic people

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Support of the unit by a sector or other appropriate body

Approved by



Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the needs and experiences of people with a learning disability and autistic people	1.1 Explain what is meant by the term learning disability
	1.2 Explain what is meant by the term autism
	1.3 Identify other mental or physical conditions that a person with a learning disability or autistic person are more likely to live with than the general population
	1.4 Describe how learning disability or autism can impact a person's: <ul style="list-style-type: none"> • Everyday life • Health and wellbeing • Care and support needs
	1.5 Describe barriers people with a learning disability or an autistic person can face in accessing healthcare services
	1.6 Describe the different health inequalities experienced by people with a learning disability and autistic people

Learning Outcome	Assessment Criteria
LO2 Understand how to meet the communication and information needs of people with a learning disability and autistic people	2.1 Identify key differences in communication for: <ul style="list-style-type: none"> • A person with a learning disability • An autistic person
	2.2 Describe how sensory issues can impact autistic people
	2.3 Explain the importance of meeting a person's unique communication and information needs
	2.4 Describe ways to adapt own communication when supporting people with a learning disability and autistic people
	2.5 Identify different ways to engage with and signpost people with a learning disability, autistic people and their families and carers to information, services, and support

Learning Outcome	Assessment Criteria
LO3 Understand reasonable adjustments which may be necessary in health and care delivery	3.1 Identify reasonable adjustments which can be made in health and care services accessed by people with a learning disability and autistic people and the importance of planning these in advance
	3.2 Describe how to report concerns associated with unmet health and care needs which may arise for people with a learning disability and autistic people when reasonable adjustments are not made

Learning Outcome	Assessment Criteria
LO4 Understand how legal frameworks support people with a learning disability and autistic people	4.1 Explain how key pieces of legislation and guidance support and promote human rights, inclusion, equal life chances and citizenship of people with learning disability and autistic people

Guidance notes

Meant: For learning disability, as a minimum, the learner's response should recognise the cause of a learning disability, that a learning disability is lifelong, there are different types, and it can be different for every person that has one. For autism, as a minimum, the learner's response should include, how common it is, that autism is neurodevelopmental and lifelong and that every autistic person has a different combination of traits and sensitivities and is unique.

Other mental or physical conditions: This could include but is not limited to physical impairments, mental health conditions, autism, learning difficulties and disabilities, intellectual disabilities neurological conditions such as epilepsy, health related conditions, visual or hearing impairment, exceptional cognitive skills, and the impact of trauma. The learner's response should recognise that conditions and impact will be very different for a person with a learning disability and for an autistic person.

Impact: The learner's response should reflect that this will be different for every person.

Barriers accessing healthcare services: This could include but not limited to: the associated additional health conditions a person may have, the need for reasonable adjustments which are not recognised or applied, accessibility issues inc. transport, communication and language differences, support to access health procedures, checks and screening, misuse of the Mental Capacity Act, lack of understanding of learning disability and autism and diagnostic overshadowing.

Health inequalities: Reference should be made to LeDeR reviews and findings from the 'Learning from lives and deaths – people with a learning disability and autistic people' programme (LeDeR). This should include but is not limited to differences in life expectancy, prevalence of avoidable medical conditions, overmedication (STOMP) and issues with access to treatment and support for behaviour that challenges (STAMP).

Key differences in communication: This could include but is not limited to people: may use different methods to communicate, may interpret communication differently, may not recognise non-verbal communication, may not recognise emotional and social cues, may need longer to process communication and information, may need longer to express themselves, how communication may be displayed through behaviours, may take language literally and social interaction.

Sensory issues: This could include but is not limited to: over-sensitivity or undersensitivity to lighting, sound, temperature, touch, smell and how anxiety and stress can contribute to sensory tolerance.

Individual's unique communication and information needs: The learner's response should recognise differences and individuality.

Ways to adapt own communication: This could include but is not limited to: adjusting pace, tone, and volume, adjusting space, provide more time when communicating, provide a quiet space, making environmental changes, active listening, use preferred methods of communication, alternative methods of communication and using simple easy language.

Carers: In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.

Reasonable adjustments: Steps, adaptations and changes which can be made to meet the needs and preferences of a person with a learning disability or autistic person. Including but not limited to: providing the person with more time, using easy read information, pictures, adjusting pace of communication, using simple, easy language and making changes to the environment, including opportunities to avoid sensory overload (for example, turning off unnecessary lights, TV/radio, offering quiet space, enabling the use of sensory protection such as noise-cancelling headphones), and considering the use of an alternative location.

Within criteria and response for **3.1** the learner should recognise and consider not only the reasonable adjustments which may be needed in the care and support service accessed by the person, also reflection of the adjustments which may be needed when they are supporting a person to access other care and health services.

Report: In line with agreed ways of working within the setting and could include verbal, written and electronic systems.

Legislation and guidance:

Including but not limited to:

- Equality Act 2010
- Human Rights Act 1998
- Mental Capacity Act 2005
- Care Act 2014
- Health and Social Care Act 2012
- Accessible Information Standard
- Autism Act 2009
- Down Syndrome Act 2022.

Within response for **criteria 4.1**, the learner should be encouraged to reflect on their current knowledge of the appropriate legislation and guidance in relation to supporting people with a learning disability and autistic people.

Supporting note

- The Learning Outcomes for Standard 15 have been updated to be consistent with learning outcomes from the Core Capabilities Frameworks for supporting people with a learning disability and autistic people
- These learning outcomes also reflect the minimum expected learning set out in standard one of the Oliver McGowan draft code of practice (the code of practice) on statutory learning disability and autism training for health and social care staff
- They also align with the learning outcomes in tier 1 of the Oliver McGowan Mandatory Training on Learning Disability and Autism, which is the government's preferred and recommended package for all health and social care staff which meets the code of practice standards
- Undertaking the Oliver McGowan Mandatory Training on Learning Disability and Autism to tier 1 or equivalent training which meets all the standards of the Code will support a learner to achieve Standard 15. Learners will still need to evidence their learning to an assessor

Care providers should ensure that all staff receive training in how to interact appropriately with and care for people with a learning disability and autistic people, at a level appropriate to their role.

For service providers regulated by the Care Quality Commission, this is a legal requirement introduced by the Health and Care Act 2022. To support service providers to meet this legal requirement, standards for learning disability and autism training are set out in the [draft] Oliver McGowan code of practice. It is expected that all learners undertaking the Care Certificate who work for regulated service providers will have attended training that meets the standards in the code of practice prior to or alongside completing this qualification.

Individual staff members may have learning disability and autism training needs that go beyond the learning outcomes in this unit and therefore require further training to enable their employer to meet the legal requirement. It is the employer's responsibility to identify and address this need as appropriate. Therefore, achievement of this qualification unit does not mean that an individual has automatically met their overall learning disability and autism training needs. Care providers should assess the learning needs of each staff member with relation to learning disability and autism.

To enable learners to transfer prior learning from training they have attended, centres are encouraged to consider the appropriate use of RPL as an assessment method towards formal achievement of this qualification unit.

Assessment Guidance

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

USK56 Document History

Version	Issue Date	Changes	Role
v1.0	22/04/2024	First published, sector body approval pending	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes', 'Supporting note' and 'Assessment guidance'	Product and Regulation Manager

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v1.0	22/04/2024	First published	Product and Regulation Manager
v2.0	02/05/2024	Added 'Guidance notes', 'Supporting note' and 'Assessment guidance' within the units	Product and Regulation Manager
v3.0	03/05/2024	Amendment to unit USK42	Product and Regulation Manager
v4.0	08/05/2024	Added the approved by Skills for Care - logo	Product and Regulation Manager