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# Handbook

PWC03 – VTCT (Skillsfirst) Level 3 Certificate in  
Preparing to Work in Adult Social Care (RQF)

600/0586/5

Version 5.0

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# 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](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 3 Certificate in Preparing to Work in Adult Social Care (RQF)
<b>Qualification number</b>	600/0586/5
<b>Product code</b>	PWC03
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
<b>Credits</b>	21
<b>Total Qualification Time (TQT)</b>	210
<b>Guided Learning (GL) hours</b>	190
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li></ul>
<b>Entry requirements</b>	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 work place.
<b>Legal considerations</b>	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 work place.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

This handbook covers the Level 3 Certificate in Preparing to Work in Adult Social Care (RQF). To complete a qualification, the minimum credit value must be achieved and progressive qualifications at a higher level require more credit to be achieved. The number of units to achieve this is not fixed, as it is the total credit value that is required. Rules of combination apply to each qualification. Learners can accumulate credit which will allow them to claim award, certificate or diploma certification, as the qualification credit values are achieved.

### 2.2 Progression opportunities

As well as progression to further qualifications, learners may also progress to employment in a wide range of administrative roles as these qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in the cleaning and supervision environments.

## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) learners must achieve all mandatory units. All **21** credits must be achieved.

The minimum TQT required to achieve this qualification is **210**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group M): 21 Credits</b>				
SHC34	Principles for implementing duty of care in health, social care or children's and young people's settings		1	R/601/1436
PWSC37	Understand health and safety in social care settings		5	L/602/3178
PWSC38	Understand how to handle information in social care settings		1	D/602/3119
PWSC33	Principles of Diversity, equality and inclusion in adult social care settings		2	M/602/3044
PWSC31	Principles of communication in adult social care settings		2	R/602/2906
PWSC32	Principles of personal development in adult social care settings		2	R/602/3036
HSC024	Principles of safeguarding and protection in health and social care		3	A/601/8574
PWSC25	Understand the role of the social care worker		1	A/602/3113
PWSC36	Understand person-centred approaches in adult social care settings		4	R/602/3182

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# 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 The sector skills council for care and development

### 4.2.1 Skills for Care and Development

Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) is based on the units developed by Skills for Care and Development who are the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Their contact details are:

2nd Floor  
City Exchange  
11 Albion Street  
Leeds  
LS1 5ES

Phone: 01133907666

Email [sscinfo@skillsforcareanddevelopment.org.uk](mailto:sscinfo@skillsforcareanddevelopment.org.uk)

This handbook provides details from Skills for Care and Development assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care and Development website [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

## 4.3 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

## 4.4 Deliverers, assessors and internal verifiers

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.

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

## 4.5 Employer Direct Model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'Employer Direct' Model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the Employer Direct Model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with Skillsfirst.



#### 4.6 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs 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 the above.

#### 4.7 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. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

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# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

## 5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

## 5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a health and social care RQF unit.

The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence.
- meet all the learning outcomes of a unit.
- pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner, the assessor and, perhaps, their employer.

## 5.4 Simulation and witness testimony

There are occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain

### 5.4.1 Simulation

Simulation may be necessary for specific elements of the units. Skillsfirst guidance to centres is to ensure that demands on the learner during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess.
- All simulations should follow these documented plans.
- A centre's overall strategy for simulation must be examined and approved by the external verifier.
- There should be a range of simulations to cover the same aspect of the standard so that the risk of learners successfully colluding is reduced.
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry.
- The nature of the contingency must be realistic.

### 5.4.2 Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Skillsfirst's guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

## 5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

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# 6 Units

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# Unit Handbook

## SHC34 – Principles for implementing duty of care in health, social care or children’s and young people’s settings

Unit reference number: R/601/1436

**Level: 3**

**Credit value: 1**

**Guided Learning (GL) hours: 5**

### Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

### Learning outcomes

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

LO1 Understand how duty of care contributes to safe practice

LO2 Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care

LO3 Know how to respond to complaints

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standards CCLD 305, HSC 24, HSC 34, HSC 35, GCU 2

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role
	1.2 Explain how duty of care contributes to the safeguarding or protection of individuals

Learning Outcome	Assessment Criteria
LO2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3 Explain where to get additional support and advice about conflicts and dilemmas

Learning Outcome	Assessment Criteria
LO3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Explain the main points of agreed procedures for handling complaints

### SHC34 Document History

Version	Issue Date	Changes	Role
1.0	20/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## PWSC37 – Understand health and safety in social care settings

Unit reference number: L/602/3178

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 49**

### Unit aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It develops learner's knowledge and understanding of areas of health and safety required to working in a social care setting.

### Learning outcomes

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

LO1 Understand the different responsibilities relating to health and safety in social care settings

LO2 Understand risk assessments and their importance in relation to health and safety

LO3 Understand procedures for responding to accidents and sudden illness

LO4 Understand how to reduce the spread of infection

LO5 Understand how to move and handle equipment and other objects safely

LO6 Understand the principles of assisting and moving an individual

LO7 Understand how to handle hazardous substance

LO8 Understand how to promote environmental safety procedures in the social care setting

LO9 Understand how to manage **stress**

LO10 Understand procedures regarding **handling medication**

LO11 Understand how to handle and store food safely

Version 1.0

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 32

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the different responsibilities relating to health and safety in social care settings	1.1 Identify legislation relation to health and safety in a social care setting
	1.2 Explain how health and safety policies and procedures protect those in social care settings
	1.3 Compare the differences in the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>a) the social care worker</li> <li>b) the employer or manager</li> <li>c) <b>others</b> in the social care setting</li> </ul>
	1.4 Identify situations in which the responsibility for health and safety lies with the <b>individual</b>
	1.5 Explain why specific <b>tasks</b> should only be carried out with special training
	1.6 Explain how to access additional support and information relating to health and safety

Learning Outcome	Assessment Criteria
LO2 Understand risk assessments and their importance in relation to health and safety	2.1 Explain why it is important to assess health and safety risks
	2.2 Explain the steps to carrying out a risk assessment
	2.3 Explain how to address potential health and safety risks identified
	2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns
	2.5 Explain how to promote health and safety within the social care setting

Learning Outcome	Assessment Criteria
LO3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in a social care setting
	3.2 Explain procedures to be followed if an accident or sudden illness should occur
	3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
	3.4 Explain the consequences of failing to follow emergency first aid procedures

Learning Outcome	Assessment Criteria
LO4 Understand how to reduce the spread of infection	4.1 Describe the routes by which an infection can get into the body
	4.2 Explain the following prevention methods: <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Own personal hygiene</li> <li>• Encouraging the individual's personal hygiene</li> </ul>
	4.3 Evaluate different types of personal protective equipment and how they can prevent the spread of infection
	4.4 Explain own role in supporting others to follow practices that reduce the spread of infection

Learning Outcome	Assessment Criteria
LO5 Understand how to move and handle equipment and other objects safely	5.1 Describe the main points of legislation that relates to moving and handling
	5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm
	5.3 Explain situations that may require additional supports necessary for safer moving and handling
	5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training

Learning Outcome	Assessment Criteria
LO6 Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual
	6.2 Explain the potential consequences of assisting and moving an individual without specialist training
	6.3 Explain the consequences of not following an individual's <b>care plan</b> or fully engaging with them when assisting and moving

Learning Outcome	Assessment Criteria
LO7 Understand how to handle hazardous substances	7.1 Describe types of hazardous substances that may be found in the social care setting
	7.2 Explain safe practices for: <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances</li> </ul>
	7.3 Explain the dangers associated with not following these safe practices

Learning Outcome	Assessment Criteria
LO8 Understand how to promote environmental safety procedures in the social care setting	8.1 Explain procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul>
	8.2 Explain procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul>
	8.3 Explain how you would encourage others to adhere to environmental safety procedures
	8.4 Explain the importance of having an <b>emergency plan</b> in place to deal with unforeseen incidents

Learning Outcome	Assessment Criteria
LO9 Understand how to manage stress	9.1 Describe common signs and indicators of stress
	9.2 Describe factors that tend to trigger own stress
	9.3 Evaluate strategies for managing stress

Learning Outcome	Assessment Criteria
LO10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication
	10.2 Explain why medication must only be handled following specialist training
	10.3 Explain the consequences of handling medication without specialist training

Learning Outcome	Assessment Criteria
LO11 Understand how to handle and store food safely	11.1 Describe the main points of food safety standards in a social care setting
	11.2 Explain how to: <ul style="list-style-type: none"> <li>• Store food</li> <li>• Maximise hygiene when handling food</li> <li>• Dispose of food</li> </ul>
	11.3 Explain the potential consequences of not following food safety standards

### PWSC37 Document History

Version	Issue Date	Changes	Role
1.0	20/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC38 – Understand how to handle information in social care settings

Unit reference number: D/602/3119

**Level: 3**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit develops the knowledge and understanding needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings. This unit is aimed at those who are interested in, or new to working in social care settings.

### Learning outcomes

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

LO1 Understand requirements for handling information in social care settings

LO2 Understand good practice in handling information in social care settings

LO3 Understand how to support others to handle information

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## **Details of the relationship between the unit and relevant national occupation standards (if appropriate)**

This unit is linked to the national occupation standard HSC 31

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand requirements for handling information in social care settings	1.1 Identify legislation and codes of practice that relate to handling information in social care settings
	1.2 Explain how legal and codes of practice inform practice in handling information

Learning Outcome	Assessment Criteria
LO2 Understand good practice in handling information in social care settings	2.1 Explain how to maintain records that are up to date, complete, accurate and legible
	2.2 Describe practices that ensure security when storing and accessing information
	2.3 Describe features of manual and electronic information storage systems that help ensure security

Learning Outcome	Assessment Criteria
LO3 Understand how to support others to handle information	3.1 Explain how to support <b>others</b> to understand the need for secure handling of information
	3.2 Explain how to support others to understand and contribute to records

### PWSC38 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

PWSC33 – Principles of diversity, equality and inclusion  
in adult social care settings

Unit reference number: M/602/3044

**Level: 3**

**Credit value: 2**

**Guided Learning (GL) hours: 19**

## Unit aim

This unit develops concepts of inclusion, which are fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

## Learning outcomes

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

LO1 Understand the importance of diversity, equality and inclusion

LO2 Understand how to work in an inclusive way

LO3 Understand how to raise awareness of diversity, equality and inclusion

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 34, HSC 35, HSC 3116

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination</li> </ul>
	1.2 Describe the potential <b>effects</b> of discrimination
	1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity

Learning Outcome	Assessment Criteria
LO2 Understand how to work in an inclusive way	2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.3 Describe how own beliefs, culture, values and preferences may affect working practice
	2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
	2.5 Compare inclusive practice with practice which excludes an <b>individual</b>

Learning Outcome	Assessment Criteria
LO3 Understand how to raise awareness of diversity, equality and inclusion	3.1 Describe how to challenge discrimination in a way that promotes change
	3.2 Explain how to raise awareness of diversity, equality and inclusion
	3.3 Explain how to support others to promote diversity, equality and inclusion

### PWSC33 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC31 – Principles of communication in adult social care settings

Unit reference number: R/602/2906

**Level: 3**

**Credit value: 2**

**Guided Learning (GL) hours: 17**

### Unit aim

The unit develops knowledge of the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

### Learning outcomes

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

LO1 Understand why effective communication is important in adult social care settings

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

LO3 Understand how to overcome barriers to communication

LO4 Understand principles and practices relating to confidentiality

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 31

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why effective communication is important in adult social care settings	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in an adult social care setting

Learning Outcome	Assessment Criteria
LO2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Compare ways to establish the communication and language needs, wishes and preferences of an <b>individual</b>
	2.2 Describe the factors to consider when promoting effective communication
	2.3 Describe a range of <b>communication methods</b> and styles to meet individual needs
	2.4 Explain why it is important to respond to an individual's reactions when communicating

Learning Outcome	Assessment Criteria
LO3 Understand how to overcome barriers to communication	3.1 Explain how individuals from different backgrounds may use communication methods in different ways
	3.2 Identify barriers to effective communication
	3.3 Explain how to overcome barriers to communication
	3.4 Describe strategies that can be used to clarify misunderstandings
	3.5 Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively

Learning Outcome	Assessment Criteria
LO4 Understand principles and practices relating to confidentiality	4.1 Explain the meaning of the term "confidentiality"
	4.2 Describe ways to maintain confidentiality in day to day communication
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to <b>agreed others</b>
	4.4 Explain how and when to seek advice about confidentiality

### PWSC31 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC32 – Principles of personal development in adult social care settings

Unit reference number: R/602/3036

**Level: 3**

**Credit value: 2**

**Guided Learning (GL) hours: 19**

### Unit aim

The unit develops the concepts of personal development and reflective practice which are fundamental to adult social care roles. This unit is aimed at those who are interested, or new to, working in social care settings with adults.

### Learning outcomes

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

LO1 Understand how to reflect on practice in adult social care.

LO2 Understand the importance of feedback in improving own practice

LO3 Understand how a **personal development plan** can contribute to own learning and development

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor

## **Details of the relationship between the unit and relevant national occupation standards (if appropriate)**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to reflect on practice in adult social care	1.1 Explain what reflective is
	1.2 Explain the importance of reflective practice in continuously improving the quality of service provided
	1.3 Explain how <b>standards</b> inform reflective practice in adult social care
	1.4 Describe how own values, belief systems and experiences may affect working practice

Learning Outcome	Assessment Criteria
LO2 Understand the importance of feedback in improving own practice	2.1 Explain how people may react and respond to receiving <b>constructive feedback</b>
	2.2 Explain the importance of seeking feedback to improve practice and inform development
	2.3 Explain the importance of using feedback in improving own practice

Learning Outcome	Assessment Criteria
LO3 Understand how a personal development plan can contribute to own learning and development	3.1 Describe the components of a personal development plan
	3.2 Identify <b>sources of support</b> for planning and reviewing own development
	3.3 Explain the role of <b>others</b> in the development of a personal development plan in identifying: <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for development</li> </ul>
	3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding

### PWSC32 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## HSC024 – Principles of safeguarding and protection in health and social care

Unit reference number: A/601/8574

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 26**

### Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

### Learning outcomes

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

LO1 Know how to recognise signs of abuse

LO2 Know how to respond to suspected or alleged abuse

LO3 Understand the national and local context of safeguarding and protection from abuse

LO4 Understand ways to reduce the likelihood of abuse

LO5 Know how to recognise and report unsafe practices

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# Unit content

## Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

## Assessment

This unit is assessed in the workplace or in conditions resembling the workplace.

## Assessment guidance

**An individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Person centred values** include:

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

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

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

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

**Well-being** may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul>
	1.2 Identify the signs and/or symptoms associated with each type of abuse
	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse

Learning Outcome	Assessment Criteria
LO2 Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused
	2.2 Explain the actions to take if an individual alleges that they are being abused
	2.3 Identify ways to ensure that evidence of abuse is preserved

Learning Outcome	Assessment Criteria
LO3 Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse
	3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	3.3 Identify reports into serious failures to protect individuals from abuse
	3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

Learning Outcome	Assessment Criteria
LO4 Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with person-centred values</li> <li>• encouraging active participation</li> <li>• promoting choice and rights</li> </ul>
	4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

Learning Outcome	Assessment Criteria
LO5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the wellbeing of individuals
	5.2 Explain the actions to take if unsafe practices have been identified
	5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

### HSC024 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC25 – Understand the role of the social care worker

Unit reference number: A/602/3113

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

### Learning outcomes

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

LO1 Understand working relationships in social care settings

LO2 Understand the importance of working in ways that are agreed with the employer

LO3 Understand the importance of working in partnership with others

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 23, HSC25, HSC 227

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship
	1.2 Describe different working relationships in social care settings

Learning Outcome	Assessment Criteria
LO2 Understand the importance of working in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role
	2.2 Outline what is meant by <b>agreed ways of working</b>
	2.3 Explain the importance of full and up-to-date details of agreed ways of working

Learning Outcome	Assessment Criteria
LO3 Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b>
	3.2 Identify ways of working that can help improve partnership working
	3.3 Identify skills and approaches needed for resolving conflicts
	3.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

### PWSC25 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC36 – Understand person-centred approaches in adult social care settings

Unit reference number: R/602/3182

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 37**

### Unit aim

This unit develops the understanding of person centred support as a fundamental principle of adult social care. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

### Learning outcomes

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

- LO1 Understand person centred approaches in adult social care
- LO2 Understand how to implement a person-centred approach in an adult social care setting
- LO3 Understand the importance of establishing **consent** when providing care or support
- LO4 Understand how to implement and promote **active participation**
- LO5 Understand how to support an individual's right to make choices
- LO6 Understand how to promote individual's well-being
- LO7 Understand the role of risk assessment in enabling a person centred approach

Version 1.0



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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 35, HSC 332, HSC 350

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand person centred approaches in adult social care	1.1 Describe person centred approaches
	1.2 Explain why <b>person-centred values</b> must influence all aspects of social care work
	1.3 Explain how person-centred values should influence all aspects of social care work

Learning Outcome	Assessment Criteria
LO2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Explain how finding out the history, preferences, wishes and needs of an <b>individual</b> contributes to their care plan
	2.2 Describe ways to put person centred values into practice in a <b>complex or sensitive</b> situation
	2.3 Evaluate the use of <b>care plans</b> in applying person centred values
	2.4 Explain the importance of monitoring an individual's changing needs or preferences

Learning Outcome	Assessment Criteria
LO3 Understand the importance of establishing consent when providing care or support	3.1 Describe factors that influence the capacity of an individual to express consent
	3.2 Explain how to establish consent for an activity or action
	3.3 Explain what steps to take if consent cannot be readily established

Learning Outcome	Assessment Criteria
LO4 Understand how to implement and promote active participation	4.1 Explain the principles of active participation
	4.2 Explain how the <b>holistic</b> needs of an individual can be addressed by active participation
	4.3 Explain how to work with an individual and others to agree how active participation will be implemented
	4.4 Explain how to promote the understanding and use of active participation

Learning Outcome	Assessment Criteria
LO5 Understand how to support an individual's right to make choices	5.1 Describe different approaches to support an individual to make informed choices
	5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by <b>others</b>
	5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices

Learning Outcome	Assessment Criteria
LO6 Understand how to promote individual's well-being	6.1 Explain the links between identity, self-image and self-esteem
	6.2 Explain factors that contribute to the <b>well-being</b> of an individual
	6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem
	6.4 Describe ways to contribute to an <b>environment</b> that promotes well-being

Learning Outcome	Assessment Criteria
LO7 Understand the role of risk assessment in enabling a person centred approach	7.1 Compare different uses of risk assessment in adult social care settings
	7.2 Explain how risk assessment relates to rights and responsibilities
	7.3 Explain how risk-taking relates to rights and responsibilities
	7.4 Explain why risk assessments need to be regularly revised
	7.5 Explain the importance of using agreed risk assessment processes to support choice

### PWSC36 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

### PWC03 Document History

Version	Issue Date	Changes	Role
v5.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator