

EDI Level 2 Diploma in Health and Social Care (Adults) for England



Supporting learning
and performance

Support Pack

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Version 2

Contents

Assessment	1
Assessment Principles	2
Sample Questions	4
EDI Level 2 Diploma in Health and Social Care (Adults) for England	7
Rules of Combination	9
Core Units	16
CU1515 Introduction to Communication in Health, Social Care or Children's and Young People's Settings	16
CU1517 Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	18
CU1516 Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	20
CT235 Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	22

Assessment

Some of the units in this qualification are competence based and are assessed through portfolio. Other units are knowledge based and are assessed through multiple-choice tests.

Competence based units

Assessment for competence based units takes the form of:

- On-going review of learner performance by an assessor and internal verifier.

This section covers:

- how the competence based units are assessed
- assessment principles
- claims to competence
- the appeals procedure for candidates
- the evidence matrix

How are the competence based units assessed?

Assessment is the process used to judge a learner's competence against set standards.

The assessor is usually the person who is responsible for providing training to the learner and who has the greatest number of opportunities to observe the learner's performance. The assessor may be a work place supervisor.

Assessors must be trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on a learner's performance and decide how it compares to the national standard. The assessor will also ask the learner questions based on the knowledge required to do the work to ascertain the learner's understanding of the job role.

When the required units have been completed and the assessor is satisfied that the candidate has met the national standard, a recommendation for a certificate will be made.

An Internal Verifier is responsible for the quality assurance of the qualifications within the training organisation, for example the assessor's line manager. The Internal Verifier provides advice and support to the assessors and ensures that the assessors apply the standards consistently and fairly. The Internal Verifier will see the learner's portfolio of evidence during the assessment process.

A Quality Advisor, who is appointed by EDI, will verify the assessment and internal verification decisions involved in the development of the learner's portfolio. The Quality Advisor will quality assure the qualification process which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers. They also make visits to ensure training providers continue to meet the approval criteria.

Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1. Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.
- 4.4 Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 Expert witness:
An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
 - be occupationally competent in their area of expertise
 - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

LEVEL 2 DIPLOMA IN HEALTH AND SOCIAL CARE (ADULTS) FOR ENGLAND

SAMPLE QUESTIONS

The following shows the instructions as they will appear to candidates on an actual paper.

You need:

- this test paper;
- an answer sheet;
- an HB pencil;
- an eraser.

You may NOT use a dictionary.

Do NOT open this paper until you are told to do so by the invigilator.

Try to answer ALL the questions.

Instructions

- Make sure your personal details are entered correctly on the candidate answer sheet.
- Read each question carefully and choose the correct answer – A, B, C or D.
- Enter your answers on the candidate answer sheet using an HB pencil.
- Make sure you only mark **one** answer for each question and that you completely fill the circle.
- If you make a mistake, make sure you erase it completely.
- Only complete as many answers as there are questions.
- At the end of the test hand the question paper, your answer sheet and all notes to the invigilator.

- 1 Stage one of the complaints system involves
 - A local resolution
 - B presenting findings
 - C the Complaints Manager
 - D responding to the complainant

- 2 The Act which empowers and protects people who may not be able to make some decisions for themselves is
 - A the Mental Ability Act 2008
 - B the Mental Capacity Act 2005
 - C the Mental Well-being Act 2009
 - D the Ability and Capacity Act 2002

- 3 Cerebral palsy is an example of a
 - A sensory loss
 - B physical disability
 - C progressive illness
 - D contagious disease

- 4 Dysphasia is caused by damage to the part of the left side of the brain which is responsible for
 - A learning movement
 - B autonomic functions
 - C controlling bodily functions
 - D language and communication

- 5 Repetitive body movements are
 - A auditory characteristics associated with autistic spectrum conditions
 - B physical characteristics associated with autistic spectrum conditions
 - C behavioural characteristics associated with autistic spectrum conditions
 - D psychological characteristics associated with autistic spectrum conditions

LEVEL 2 DIPLOMA IN HEALTH AND SOCIAL CARE (ADULTS) FOR ENGLAND

SAMPLE UNIT – MARK SCHEME

Question	Key
1	A
2	B
3	B
4	D
5	C

EDI Level 2 Diploma in Health and Social Care (Adults) for England

Aims

This qualification is to guide and assess the development of knowledge and skills relating to the health and social care workforce. This qualification confirms competence in these areas for roles such as:

- Care assistants/support workers/key workers in residential settings
- Healthcare assistants / support workers in community and primary care environments
- Healthcare assistants / support workers in acute health environments
- Care assistants/support workers/key workers in domiciliary services
- Care assistants/support workers/key workers in day services
- Support workers in supported living projects
- Community-based care assistants/ support workers/key workers, including those working in specialist areas, eg dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models

Credit

The Level 2 Diploma in Health and Social Care (Adults) for England has a credit value of 46.

Progression

It is anticipated that learners will progress on to the level 3 Diploma in Health and Social Care.

Previous learning requirements

There are no formal entry requirements; this qualification is open to all learners who are preparing to work, or who already work, in health and social care.

Guided learning hours

We recommend that 319 - 399 guided learning hours (GLHs) provide a suitable course length for an 'average' learner at this level.

Guided learning hours include direct contact hours, as well as other time when candidates are completing work that has been agreed with teachers or training providers. It is the responsibility of training centres to decide the appropriate course duration, based on their candidates' ability and level of existing knowledge. It is possible, therefore, that the number of GLHs can vary significantly from one training centre to another according to candidates' needs.

Learners with particular requirements

We recognise that some learners will have particular requirements. EDI's policy for candidates with particular requirements is stated in the *EDI Guide for Centres*, which is available via www.ediplc.com or by contacting the Enquiries team.

Centre Approval

You, the provider, must be approved to offer this qualification. To gain centre approval, please contact Enquiries on 08707 202909 between the hours of 0830 and 1700 Monday to Friday or by email on enquiries@ediplc.com.

Further information

Information about EDI qualifications, assessments or other issues can be found on the EDI website www.ediplc.com or by telephoning the EDI Enquiries team on 08707 202 909.

Rules of Combination

To achieve the full Level 2 Diploma in Health and Social Care (Adults) for England, learners must achieve a minimum of 46 credits. To do this they must achieve:

- 24 credits from the mandatory units in Group A
- 22 credits from the optional units in Group B and/or Group C – a minimum of 2 credits and a maximum of 7 credits must be achieved from Group B, a minimum of 15 credits must be achieved from Group C
- Learners can claim an endorsed pathway (**Dementia**) if their achievement includes **CT238** plus **one** of the following units: **CU1667**, **CU1668**, **CU1682** or **CU1669**
- Learners can claim an endorsed pathway (**Adults with Learning Disabilities**) if their achievement includes **CT263** plus **one** of the following units: **CU1679** or **CU2654**.

Group A: Mandatory Units

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU1515	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	2	3	23	Portfolio
CU1517	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	2	20	Portfolio
CU1516	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	2	3	23	Portfolio
CT235	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	2	1	9	EDI set multiple choice test
CT298	Principles of Safeguarding and Protection in Health and Social Care	2	3	26	EDI set multiple choice test
CU2546	The Role of the Health and Social Care Worker	2	2	14	Portfolio
CU2623	Implement Person Centred Approaches in Health and Social Care	2	5	33	Portfolio
CU2547	Contribute to Health and Safety in Health and Social Care	2	4	33	Portfolio
CU2470	Handle Information in Health and Social Care Settings	2	1	10	Portfolio

Group B: Optional Units

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CT268	Principles of Supporting an Individual to Maintain Personal Hygiene	2	1	10	EDI set multiple choice test
CT249	Purpose and Principles of Independent Advocacy	3	4	25	EDI set multiple choice test
CT250	Understand Mental Well-Being and Mental Health Promotion	3	3	14	EDI set multiple choice test
CT261	Understand Mental Health Problems	3	3	14	EDI set multiple choice test
CT238	Dementia Awareness	2	2	17	EDI set multiple choice test
CT239	The Person Centred Approach to the Care and Support of Individuals with Dementia	2	2	17	EDI set multiple choice test
CT241	Understand Equality, Diversity and Inclusion in Dementia Care	2	2	20	EDI set multiple choice test
CT243	Understand the Administration of Medication to Individuals with Dementia Using a Person Centred Approach	3	2	15	EDI set multiple choice test
CT244	Understand the Role of Communication and Interactions with Individuals who have Dementia	3	3	26	EDI set multiple choice test
CT245	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3	23	EDI set multiple choice test
CT240	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	2	2	18	EDI set multiple choice test
CT262	Introduction to Personalisation in Social Care	3	3	22	EDI set multiple choice test
CU311	The Principles of Infection Prevention and Control	2	3	30	Portfolio
CU254	Causes and Spread of Infection	2	2	20	Portfolio
CU255	Cleaning, Decontamination and Waste Management	2	2	20	Portfolio
CT263	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35	EDI set multiple choice test
CT269	Principles of Supporting Individuals with a Learning Disability to Access Healthcare	2	3	23	EDI set multiple choice test

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CT264	Introductory Awareness of Autistic Spectrum Conditions	2	2	17	EDI set multiple choice test
CT270	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood	3	3	30	EDI set multiple choice test
CT271	Principles of Self-Directed Support	3	3	26	EDI set multiple choice test
CT272	Principles of Positive Risk Taking for Individuals with Disabilities	2	2	20	EDI set multiple choice test
CT273	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21	EDI set multiple choice test
CT265	Understand Physical Disability	2	2	19	EDI set multiple choice test
CT266	Understand the Impact of Acquired Brain Injury on Individuals	2	3	25	EDI set multiple choice test
CT267	Introductory Awareness of Sensory Loss	2	2	16	EDI set multiple choice test
CT251	Introductory Awareness of Models of Disability	2	2	15	EDI set multiple choice test

Group C: Optional Units

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2624	Administer Medication to Individuals, and Monitor the Effects	3	5	30	Portfolio
CU1667	Understand and Implement a Person Centred Approach to the Care and Support of Individuals with Dementia	2	3	21	Portfolio
CU1668	Equality, Diversity and Inclusion in Dementia Care Practice	2	3	24	Portfolio
CU1669	Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks	2	3	25	Portfolio
CU1672	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26	Portfolio
CU1681	Enable Rights and Choices of Individuals with Dementia Whilst Minimising Risks	3	4	26	Portfolio
CU1682	Understand and Enable Interaction and Communication with Individuals who have Dementia	3	4	30	Portfolio
CU1683	Equality, Diversity and Inclusion in Dementia Care Practice	3	4	31	Portfolio
CU1670	Understand and Enable Interaction and Communication with Individuals with Dementia	2	3	19	Portfolio
CU2625	Provide Support for Mobility	2	2	14	Portfolio
CU2627	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	18	Portfolio
CU2628	Support Individuals to Carry Out their Own Health Care Procedures	2	2	15	Portfolio
CU2629	Support Participation in Learning and Development Activities	2	3	23	Portfolio
CU2630	Support Independence in the Tasks of Daily Living	2	5	33	Portfolio
CU2631	Provide Support for Journeys	2	2	17	Portfolio
CU2632	Provide Support for Leisure Activities	2	3	20	Portfolio
CU2633	Support Individuals to Access and Use Information about Services and Facilities	2	3	20	Portfolio

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2634	Support Individuals who are Distressed	2	3	21	Portfolio
CU2635	Support Care Plan Activities	2	2	13	Portfolio
CU2636	Support Individuals to Eat and Drink	2	2	15	Portfolio
CU2637	Support Individuals to Meet Personal Care Needs	2	2	16	Portfolio
CU2638	Support Individuals to Manage Continence	2	3	19	Portfolio
CU2639	Provide Agreed Support for Foot Care	2	3	23	Portfolio
CU2640	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14	Portfolio
CU1673	Contribute to the Care of a Deceased Person	2	3	24	Portfolio
CU1674	Contribute to Supporting Group Care Activities	2	3	23	Portfolio
CU2641	Undertake Agreed Pressure Area Care	2	4	30	Portfolio
CU2642	Support Individuals Undergoing Healthcare Activities	2	3	22	Portfolio
CU2643	Obtain and Test Capillary Blood Samples	3	4	30	Portfolio
CU2644	Obtain and Test Specimens from Individuals	2	2	12	Portfolio
CU2645	Move and Position Individuals in Accordance with their Plan of Care	2	4	26	Portfolio
CU2646	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2	15	Portfolio
CU2647	Provide Support for Sleep	2	2	13	Portfolio
CU1675	Contribute to Support of Positive Risk-Taking for Individuals	2	3	27	Portfolio
CU2648	Support Individuals in their Relationships	3	4	27	Portfolio
CU1676	Facilitate Person Centred Assessment, Planning, Implementation and Review	3	6	45	Portfolio
CU2649	Support Individuals to Live at Home	3	4	25	Portfolio

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2650	Support Individuals with Specific Communication Needs	3	5	35	Portfolio
CU1686	Support Individuals who are Bereaved	3	4	30	Portfolio
CU2651	Work in Partnership with Families to Support Individuals	3	4	27	Portfolio
CU1571	Promote Positive Behaviour	3	6	44	Portfolio
CU1572	Support Use of Medication in Social Care Settings	3	5	40	Portfolio
CU1677	Support Individuals at the End of Life	3	7	53	Portfolio
CU2652	Prepare Environments and Resources for Use during Healthcare Activities	2	3	20	Portfolio
CU1678	Provide Support for Therapy Sessions	2	2	14	Portfolio
CU2626	Provide Support to Manage Pain and Discomfort	2	2	15	Portfolio
CU2653	Prepare For and Carry Out Extended Feeding Techniques	3	4	27	Portfolio
CU1088/ CT1088	Emergency First Aid Skills	2	1	10	Portfolio/ EDI set multiple choice test
CU1679	Support Person-Centred Thinking and Planning	2	5	34	Portfolio
CU2655	Support Individuals to Maintain Personal Hygiene	2	2	17	Portfolio
CU2656	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	2	3	27	Portfolio
CU2663	Support Young People with a Disability to Make the Transition into Adulthood	3	5	40	Portfolio
CU2664	Support Parents with Disabilities	3	6	43	
CU2654	Provide Active Support	2	3	27	Portfolio
CU2665	Support Individuals with Self-Directed Support	3	5	35	Portfolio
CU2657	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	2	3	21	Portfolio

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2658	Support Families of Individuals with Acquired Brain Injury	2	3	24	Portfolio
CU2659	Support Effective Communication with Individuals with a Sensory Loss	2	3	23	Portfolio
CU2660	Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	2	3	25	Portfolio
CU1680	Contribute to Supporting Individuals in the Use of Assistive Technology	2	3	19	Portfolio
CU2661	Support Individuals to Negotiate Environments	2	4	32	Portfolio

All units for this qualification can be downloaded from the EDI website. This enables centres to download the appropriate units for each learner. A disk can also be obtained on registration which also contains all of the Level 2/3 units.

This Support Pack includes the four units which are mandatory units in the suite of Level 2 Health and Social Care qualifications. Tutors will find additional information for the units on the website which provides scope and range for some of the assessment criteria. The highlighted words in the units will be expanded/explained in the tutor guidance.

Assessment methods

Units CT235, CT238, CT239, CT240, CT241, CT243, CT244, CT245, CT249, CT250, CT251, CT261, CT262, CT263, CT264, CT265, CT266, CT267, CT268, CT269, CT270, CT271, CT272, CT273 and CT298 are assessed through EDI set and marked multiple choice tests.

'Emergency First Aid Skills' is assessed through an EDI set and marked multiple choice test, and through a portfolio of evidence.

The remaining units are assessed through a portfolio of evidence.

Barred Combinations

The following barred combinations apply:

CU2624 with CU1572

CT241 with CU1683, CT245 and CU1668

CT239 with CU1667

CT240 with CU1670, CU1682 and CT244

CU1681 with CU1669

CU1675 with CT272

CU1515 Introduction to Communication in Health, Social Care or Children's and Young People's Settings

Aims

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. The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand why communication is important in the work setting</p>	<p>1.1 Identify different reasons why people communicate</p> <p>1.2 Explain how effective communication affects all aspects of own work</p> <p>1.3 Explain why it is important to observe an individual's reactions when communicating with them</p>
<p>2 Be able to meet the communication and language needs, wishes and preferences of individuals</p>	<p>2.1 Find out an individual's communication and language needs, wishes and preferences</p> <p>2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences</p> <p>2.3 Show how and when to seek advice about communication</p>
<p>3 Be able to reduce barriers to communication</p>	<p>3.1 Identify barriers to communication</p> <p>3.2 Demonstrate how to reduce barriers to communication in different ways</p> <p>3.3 Demonstrate ways to check that communication has been understood</p> <p>3.4 Identify sources of information and support or services to enable more effective communication</p>

<p>4 Be able to apply principles and practices relating to confidentiality at work</p>	<p>4.1 Explain the term 'confidentiality'</p> <p>4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working</p> <p>4.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>4.4 Explain how and when to seek advice about confidentiality</p>
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Additional Assessment Requirements

Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3, and 4.2 must be assessed in real work situations.

Additional Information

Communications methods include:

Non-verbal communication

- Eye contact
- touch
- physical gestures
- body language
- behaviour

Verbal Communication

- vocabulary
- linguistic tone
- pitch

Services may include:

- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

CU1517 Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Aims

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. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Credit value 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> ▪ Diversity ▪ Equality ▪ Inclusion ▪ Discrimination 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2 Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences 2.3 Describe how to challenge discrimination in a way that encourages change
3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion 3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2.2 and 3.2 must be assessed in a real work environment.

CU1516 Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

Aims

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. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify standards that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2 Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3 Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development 3.2 Describe the process for agreeing a personal development plan and who should be involved 3.3 Contribute to drawing up own personal development plan

<p>4 Be able to develop own knowledge, skills and understanding</p>	<p>4.1 Show how a learning activity has improved own knowledge, skills and understanding</p> <p>4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding</p> <p>4.3 Show how feedback from others has developed own knowledge, skills and understanding</p> <p>4.4 Show how to record progress in relation to personal development</p>
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Additional Assessment Requirements

Learning Outcomes 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, and 4.4 must be assessed in real work situations.

Additional Information

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc,

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Who should be involved may include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

CT235 Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Aims

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Credit value 1

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role
2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3 Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints

Assessment requirements

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

EDI

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