

Level 2 Award in Social Care Induction (Wales) (3623-12) Level 2 Award in Safeguarding Awareness (Wales) (3623-22)

August 2017 Version 1.1

Qualification at a glance

Subject area	Social Care Wales
City & Guilds number	3623
Age group approved	16+
Entry requirements	None
Assessment	Portfolio, centre devised assignments
Qualification Approval	Available
Support materials	Centre Handbook Units in Welsh Assessment Guidance
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Award in Social Care Induction - Adults (Wales)	63	70	3623-12/92	601/5879/7
City & Guilds Level 2 Award in Social Care Induction – Children and Young People (Wales)	63	70	3623-12/92	601/5879/7
Level 2 Award in Safeguarding Awareness (Wales)	9	10	3623-22	601/5878/5

Version and date	Change detail	Section
1.1 August 2017	Adding GLH and TQT details	Qualification at a glance and Introduction
	Removing QCF	Throughout



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1 Introduction

This document tells you what you need to do to deliver these qualifications:

Area	Description
Who are the qualifications for?	These qualifications were not developed for delivery outside of Wales. Whilst there may be similarities and common themes, regulatory bodies and employers in England, Northern Ireland and Scotland will expect learners to follow the induction programmes and qualifications that are relevant to each individual country. They are for learners who work or want to work within the Social Care sector in Wales.
What do the units cover?	The units that are included in these qualifications allow learners to develop knowledge and understanding about key aspects of social care practice, safe working and value base that are recognised as essential parts of the social care induction framework for Wales.
Are the qualifications part of a framework or initiative?	<p>These qualifications are designed specifically for delivery in Wales. The qualifications cover those aspects of transferable knowledge and understanding that form part of the wider Social Care Induction Framework for Wales. The Awards will therefore provide a 'passport' of learning for practitioners who are thinking about a career in Social Care in Wales, those who are currently working within the sector and those who have recently changed role.</p> <p>The Awards will be of particular interest to social care workers within Residential Childcare for whom completion of the full Social Care Induction Framework for Wales is a mandatory requirement in Wales.</p> <p>The units are linked to the National Occupational Standards for Health & Social Care and to the full Social Care Induction Framework for Wales. Their content complements the Level 2 and 3 Diplomas in Health and Social Care (Wales and Northern Ireland).</p>
Who did we develop the qualifications with?	These qualifications were developed in partnership with Care Council Wales and Agored Cymru.
What opportunities for progression are there?	They can support learner progression learners into employment or to the following City & Guilds qualifications:

- City & Guilds Level 2 Diploma in Health & Social Care (Wales and Northern Ireland) (4222-22)
- City & Guilds Level 3 Diploma in Health & Social Care (Wales and Northern Ireland) (4222-32)

Structure

To achieve the **City & Guilds Level 2 Award in Social Care Induction – Adults (Wales) 3623-12** learners must achieve at least **7** credits from Units, 201, 202, 203, 204, 205 and 302 listed in the table below.

Unit accreditation no. (UAN)	City & Guilds unit no.	Unit level	Unit title	Credit value	GLH
Mandatory					
D/507/0107	201	2	Induction to communication within a social care context in Wales	1	9
D/507/0110	202	2	Induction to health and safety at work in social care in Wales	1	9
J/507/0120	203	2	Induction to the role of the social care worker in Wales	1	9
Y/507/0106	204	2	Induction to continuing professional development in social care in Wales	1	9
T/507/0114	205	2	Induction to safeguarding in social care in Wales	1	9
L/507/0121	302	3	Induction to the principles and values of care when working with adults at risk in Wales	2	18

To achieve the **City & Guilds Level 2 Award in Social Care Induction – Children and Young People (Wales) 3623-12** learners must achieve at least **8** credits from Units, 201, 202, 203, 204, 205 and 302 listed in the table below.

Unit accreditation no. (UAN)	City & Guilds unit no.	Unit level	Unit title	Credit value	GLH
Mandatory					
D/507/0107	201	2	Induction to communication within a social care context in Wales	1	9
D/507/0110	202	2	Induction to health and safety at work in social care in Wales	1	9
J/507/0120	203	2	Induction to the role of the social care worker in Wales	1	9
Y/507/0106	204	2	Induction to continuing professional development in social care in Wales	1	9
T/507/0114	205	2	Induction to safeguarding in social care in Wales	1	9
F/507/0133	301	3	Induction to the principles and values of care when working with children and young people in Wales	3	27

To achieve the **City & Guilds Level 2 Award in Safeguarding Awareness (Wales) 3623-22** learners must achieve **1** credit from the mandatory unit in the table below.

Unit accreditation no. (UAN)	City & Guilds unit no.	Unit level	Unit title	Credit value	GLH
Mandatory					
T/507/0114	205	2	Induction to Safeguarding in Social Care in Wales	1	9

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award in Social Care Induction - Adults (Wales)	63	70
City & Guilds Level 2 Award in Social Care Induction – Children and Young People (Wales)	63	70
Level 2 Award in Safeguarding Awareness (Wales)	9	10

2 Centre requirements

Approval

Centres currently approved to offer the Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-22), Level 3 Diploma in Health and Social Care for Wales and Northern Ireland (4222-32/ 4222-33), Level 5 Diploma in Leadership in Health and Social Care (3978-61/62/63/64/65/66) or SCIF units for Induction to Social Care for Wales (3623-02) will receive automatic approval to offer the Award in Social Care Induction (Wales) (3623-12) and Level 2 Award in Safeguarding Awareness (Wales) (3623-22).

Centres who are not approved to offer these qualifications will have to go through the standard Qualification Approval Process.

Resource requirements

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be 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
- fulfil all the requirements for occupational competence listed within the **Skills for Care and Development Assessment Principles**.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above.

Lecturers/trainers/tutors in Wales

For further guidance please refer to:

<http://gov.wales/docs/dcells/publications/240513-teaching-and-teachers-qualifications-en.pdf>

On 1 April 2015, the General Teaching Council for Wales (GTCW) will become a new body, the Education Workforce Council (EWC). From 1 April 2015, Further Education (FE) lecturers will need to be registered with the EWC. For Further guidance and information please refer to:

http://www.gtcw.org.uk/gtcw/images/stories/downloads/ewc/FE_briefing_note_13_Feb_2015_E.pdf

Continuing Professional Development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area and that delivery, mentoring, training, assessment and verification is in line with best practice and that it takes account of any national or legislative developments. Records of CPD will be audited during the External Quality Assurance process.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.

Legal restrictions apply to learners under the age of 18 working unsupervised with children and other vulnerable people. Centres and learners should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

3 Delivering the qualification

Initial assessment and induction

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

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

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

Units in Welsh	http://www.cgcymru.org.uk/qualifications-and-nos-finder/
Units in English	http://www.ccwales.org.uk/qualifications-and-nos-finder/
Assignment Guidance	www.cityandguilds.com

The Care Council for Wales has developed a number of free resources that could be used to support the assessment of this qualification. Available in Welsh and in English, these can be sourced in from:

Welsh	http://www.cgcymru.org.uk/fframweithiau-sefydlu/?force=2&bc=0:47
English	http://www.ccwales.org.uk/induction-frameworks/?force=1&bc=0:47

For further information to assist with the planning and development of the programme, please refer to the following:

- Useful material exploring the knowledge and understanding needed to work within Social Care is available on SmartScreen

- Three pocket book guides that explore key aspects of social care practice are available in the **City & Guilds bookshop**

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

4 Assessment

The qualifications will be assessed using a portfolio of evidence for each unit however centres can choose to develop assessments/assignments to include within the portfolio.

City & Guilds has written guidance for centres who wish to write their own assessments/assignments.

Level 2 Award in Social Care Induction (Wales)

Unit number	Unit Title	Assessment method
201	Induction to communication within a social care context in Wales (Level 2)	Portfolio
202	Induction to health and safety at work in social care in Wales (Level 2)	Portfolio
203	Induction to the role of the social care worker in Wales (Level 2)	Portfolio
204	Induction to continuing professional development in social care in Wales (Level 2)	Portfolio
205	Induction to safeguarding in social care in Wales (Level 2)	Portfolio
301	Induction to the principles and values of care when working with children and young people in Wales (Level 3)	Portfolio
302	Induction to the principles and values of care when working with adults at risk in Wales (Level 3)	Portfolio

Assessment strategy

The Social Care Induction units within these qualifications are knowledge only units. Learning for the units and their assessment can be carried out within the workplace, a college or other training environment. Achievement of the induction units will provide evidence **towards** the completion of the FULL Social Care Induction Framework.

Qualified assessors within a college or other training environment are responsible for the assessment of the knowledge and understanding expressed within the units.

Once they are in employment within the sector, learners will undertake the remaining, more practical aspects of the Social Care Induction Framework (Wales). These aspects are the employer's responsibility and fall outside the scope of this qualification. Completion of the FULL Social Care Induction Framework must be completed within 12 weeks of starting employment and is a statutory requirement.

Assessment methods or evidence sources

If the learner completing this qualification has elected to use a portfolio of evidence, Assessors should identify assessment methods from the list below. Assessors must ensure that all the assessment criteria are sufficiently evidenced to allow them to confirm the consistency of the learner's knowledge and understanding for each unit:

- **Work products** can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice. Confidential information and records must not be placed within the portfolio.
- **Professional discussion** should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the learner's ability to evaluate their knowledge and understanding across a number of units or aspects of practice.
- **Learner/ reflective accounts** describe learners' actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge
- **Questions** They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Projects/Assignments** Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used. Refer to the City & Guilds **Recognition of Prior Learning Assessment Policy and Guidance Document** for guidance on RPL.

- **Case studies** Theoretical or simulated exercises are admissible as evidence of knowledge and understanding however it is preferable that these are based on real work practice and experiences.

Recognition of Prior Learning (RPL)

Information regarding RPL can be found in the City & Guilds **Recognition of Prior Learning Assessment Policy and Guidance Document**.

5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS
- learning outcomes which are comprised of a number of assessment criteria
- information on assessment
- notes for guidance.

Unit 201

Induction to communication within a social care context in Wales

QAN	D/507/0107
Level:	2
Credit value:	1
GLH:	9
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none">• SCDHSC 0021 – Support effective communication• SCDHSC 0031 – Promote effective communication• Unit HSC 021- Introduction to communication in health, social care or children and young people's settings• Unit HSC 028 – Handle information in health and social care• Unit HSC 038 – Promote good practice in handling information in health and social care settings.
Aim:	<p>The purpose of this unit is to develop the knowledge and understanding of new social care workers of communication in a social care context.</p>

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. Understand what is meant by effective communication in a social care context.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 explain why effective communication is important for the well-being of individuals1.2 explain why effective communication with others is important within a social care setting1.3 outline features of effective communication1.4 identify barriers to effective communication1.5 give examples of how to address barriers to communication.

Learning outcome
<p>The learner will:</p> <p>2. Know how to handle information in a social care setting.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 identify what needs to be recorded and reported within a social care setting</p> <p>2.2 outline the principles of:</p> <ul style="list-style-type: none"> a. recording information b. reporting information c. sharing information d. storing information.

Unit 201 Induction to communication within a social care context in Wales

Supporting information

Individuals would include adults or children and young people.

Others would include:

- families and carers
- colleagues
- other professionals.

Guidance

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers, joining the social care sector, or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

The Social Care Induction Wales units extract the aspects of the SCIF that are considered transferrable from one organisation or job role to another within social care. Completion of these units can therefore be considered as the achievement of a 'passport' that reduces duplication of learning should a worker move into a new role. They can be completed by workers already in post or those who are about to move into a role within the care sector. Learning for the Social Care Induction Wales units and their assessment can be carried out within the workplace, a college or other training environment and achievement of the induction Social Care Induction Wales units will provide evidence **towards** the completion of the SCIF.

It is however, important to note that the content of the SCIF is broader than the learning outcomes and assessment criteria set out in the Social Care Induction Wales units as it also covers learning that is specific to the workplace. New workers will therefore need an additional element of workplace learning and assessment to cover the full content of the SCIF. Managers are responsible for signing off the evidence that the full SCIF has been completed to a satisfactory standard, the Social Care Induction Wales units can be used as evidence **towards** this.

UAN	D/507/0110
Level:	2
Credit value:	1
GLH:	9
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none"> • SCDHSC0022 – Support the health and safety of yourself and individuals • SCDHSC0032 – Promote health, safety and security in the work setting • Unit CYP M– Support children and young people’s health and safety • Unit HSC 027 – Contribute to health and safety in health and social care.
Aim:	The purpose of this unit is to develop the knowledge and understanding of new social care workers of health and safety in a social care setting.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Know the principles of health and safety in the workplace.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 outline the legislation that relates to health and safety in a social care setting 1.2 outline the health and safety responsibilities of employers within a social care context 1.3 describe what is meant by risk assessment in relation to health and safety.

Learning outcome
<p>The learner will:</p> <p>2. Understand own responsibility to work safely.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 outline own responsibility to maintain safety in a social care setting</p> <p>2.2 describe the limits of own role in relation to moving and positioning</p> <p>2.3 identify the principles and techniques of moving and handling</p> <p>2.4 outline own responsibilities for:</p> <ul style="list-style-type: none"> a. emergency first aid b. prompting of or administration of medication c. infection control d. food safety e. fire safety f. risks to own safety g. risks to the safety of others h. use, storage and disposal of hazardous substances i. security of the workplace.

Unit 202 Induction to health and safety at work in social care in Wales

Supporting information

Unit range

Responsibilities should include what the worker should and should not do at this stage of their training.

Guidance

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers that are joining the social care sector or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

The Social Care Induction Wales units extract the aspects of the SCIF that are considered transferrable from one organisation or job role to another within social care. Completion of these units can therefore be considered as the achievement of a 'passport' that reduces duplication of learning should a worker move into a new role. They can be completed by workers already in post or those who are about to move into a role within the care sector. Learning for the Social Care Induction Wales units and their assessment can be carried out within the workplace, a college or other training environment and achievement of the Social Care Induction Wales units will provide evidence **towards** the completion of the SCIF.

It is however, important to note that the content of the SCIF is broader than the learning outcomes and assessment criteria set out in the Social Care Induction Wales units as it also covers learning that is specific to the workplace. New workers will therefore need an additional element of workplace learning and assessment to cover the full content of the SCIF. Managers are responsible for signing off the evidence that the full SCIF has been completed to a satisfactory standard, the Social Care Induction Wales units can be used as evidence **towards** this.

Others would include:

- individuals
- families and carers
- colleagues
- visitors to the setting.

UAN	J/507/0120
Level:	2
Credit value:	1
GLH:	9
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none"> Unit HSC 025 – the role of the health and social care worker Unit SCMP 3 – Professional practice in children and young people’s social care.
Aim:	The purpose of this unit is to develop the knowledge and understanding of new social care workers of their role.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> Understand the role of the social care worker.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> <ol style="list-style-type: none"> identify how the Code of Practice for Social Care Workers informs practice describe the social care worker’s role to include: <ul style="list-style-type: none"> working in partnership with individuals, families, carers and advocates the responsibilities and boundaries of own relationship with individuals, families and carers following policies and procedures outline the legal framework within which social care workers practice.

Learning outcome
<p>The learner will:</p> <p>2. Know how to apply the principles of confidentiality in a social care setting.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 explain the term 'confidentiality'</p> <p>2.2 describe how to maintain confidentiality within own work role</p> <p>2.3 explain the circumstances when confidential information must be passed on</p> <p>2.4 identify to whom confidential information must be relayed.</p>

Supporting information

Individuals would include adults or children and young people accessing the service.

Guidance

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers that are joining the social care sector or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

The Social Care Induction Wales units extract the aspects of the SCIF that are considered transferrable from one organisation or job role to another within social care. Completion of these units can therefore be considered as the achievement of a 'passport' that reduces duplication of learning should a worker move into a new role. They can be completed by workers already in post or those who are about to move into a role within the care sector. Learning for the Social Care Induction Wales units and their assessment can be carried out within the workplace, a college or other training environment and achievement of the Social Care Induction Wales units will provide evidence **towards** the completion of the SCIF.

It is however, important to note that the content of the SCIF is broader than the learning outcomes and assessment criteria set out in the Social Care Induction Wales units as it also covers learning that is specific to the workplace. New workers will therefore need an additional element of workplace learning and assessment to cover the full content of the SCIF. Managers are responsible for signing off the evidence that the full SCIF has been completed to a satisfactory standard, the Social Care Induction Wales units can be used as evidence **towards** this.

Unit 204

Induction to continuing professional development in social care in Wales

UAN	Y/507/0106
Level:	2
Credit value:	1
GLH:	9
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none">• SCDHSC0023 – Develop your own knowledge and practice• SCDHSC0033 – Develop your practice through reflection and learning• Unit SHC 22 – Introduction to personal development in health, social care or children and young people's settings.• Unit SHC 32 – Engage in personal development in health, social care or children and young people's settings.
Aim:	<p>The purpose of this unit is to develop the knowledge and understanding of the new social care worker of the purpose and importance of continuing professional development in social care.</p>

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. Understand continuing professional development in a social care role.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 define continuing professional development1.2 explain why continuing professional development is important for social care workers1.3 outline how continuing professional development contributes to the well-being of individuals1.4 outline how continuing professional development contributes to the quality of service provision1.5 outline the responsibility of social care workers and employers for continuing professional development1.6 identify methods to support own continuing professional development.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 2. Know the purpose of supervision and appraisal in a social care context.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 2.1 outline the responsibilities of social care workers and employers in relation to supervision and appraisal 2.2 outline how supervision and appraisal are used to support continuing professional development 2.3 describe the use of reflective practice within supervision and appraisal 2.4 outline how supervision and appraisal contributes to the well-being of individuals.

Unit 204 Induction to continuing professional development in social care in Wales

Supporting information

Unit range

Individuals would include adults or children and young people accessing the service.

Responsibilities would include:

- preparation
- frequency
- recording
- suitable environment
- confidentiality
- entitlement of all social care workers to supervision.

Guidance

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers that are joining the social care sector or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

The Social Care Induction Wales units extract the aspects of the SCIF that are considered transferrable from one organisation or job role to another within social care. Completion of these units can therefore be considered as the achievement of a 'passport' that reduces duplication of learning should a worker move into a new role. They can be completed by workers already in post or those who are about to move into a role within the care sector. Learning for the Social Care Induction Wales units and their assessment can be carried out within the workplace, a college or other training environment and achievement of Social Care Induction Wales units will provide evidence **towards** the completion of the SCIF.

It is however, important to note that the content of the SCIF is broader than the learning outcomes and assessment criteria set out in the Social Care Induction Wales units as it also covers learning that is specific to the workplace. New workers will therefore need an additional element of workplace learning and assessment to cover the full content of the SCIF. Managers are responsible for signing off the evidence that the full SCIF has

been completed to a satisfactory standard, the Social Care Induction Wales units can be used as evidence **towards** this.

UAN	T/507/0114
Level:	2
Credit value:	1
GLH:	9
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none"> • SCDHSC0024 – Support the safeguarding of individuals • SCDHSC0034 – Promote the safeguarding of children and young people • SCDHSC0035 – Promote the safeguarding of individuals • Unit CYP M– Understand how to safeguard the well being of children and young people • Unit HSC 024 – Principles of safeguarding and protection in health and social care.
Aim:	The purpose of this unit is to develop the knowledge and understanding of social care workers of safeguarding in social care.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Know own role in relation to safeguarding adults and children and young people from harm, abuse and neglect.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 outline legislation, national and local policies that apply to safeguarding 1.2 describe own responsibilities in relation to safeguarding 1.3 explain why it is important to report any concerns about possible harm, abuse or neglect immediately 1.4 outline actions that must be taken where there are on-going concerns about harm, abuse or neglect 1.5 explain the boundaries of confidentiality in relation to safeguarding.

Learning outcome
The learner will:
2. Understand how individuals are protected from harm, abuse and neglect.
Assessment criteria
The learner can:
2.1 describe how legislative frameworks underpin the rights of individuals to be protected from harm, abuse and neglect
2.2 describe ways of working that protect individuals from harm, abuse and neglect.

Learning outcome
The learner will:
3. Know how to recognise different types of harm, abuse and neglect.
Assessment criteria
The learner can:
3.1 identify the categories of harm and abuse
3.2 describe the signs and symptoms associated with harm, abuse and neglect.

Unit 205 Induction to safeguarding in social care in Wales

Supporting information

Individuals would include adults or children and young people accessing the service.

Guidance

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers that are joining the social care sector or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

The Social Care Induction Wales units extract the aspects of the SCIF that are considered transferrable from one organisation or job role to another within social care. Completion of these units can therefore be considered as the achievement of a 'passport' that reduces duplication of learning should a worker move into a new role. They can be completed by workers already in post or those who are about to move into a role within the care sector. Learning for the Social Care Induction Wales units and their assessment can be carried out within the workplace, a college or other training environment and achievement of the Social Care Induction Wales units will provide evidence **towards** the completion of the SCIF.

It is however, important to note that the content of the SCIF is broader than the learning outcomes and assessment criteria set out in the Social Care Induction Wales units as it also covers learning that is specific to the workplace. New workers will therefore need an additional element of workplace learning and assessment to cover the full content of the SCIF. Managers are responsible for signing off the evidence that the full SCIF has been completed to a satisfactory standard, the Social Care Induction Wales units can be used as evidence **towards** this.

Unit 301

Induction to the principles and values of care when working with children and young people in Wales

UAN	F/507/0133
Level:	3
Credit value:	3
GLH:	27
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none">• SCDHSCo234 – Uphold the rights of individuals• SCDCCLD0303 – Promote the development of children and young people.• SCDCCLD0325 - Support children and young people through major transitions in their lives.• SCDHSC3111 – Promote the rights and diversity of individuals.• Unit CYP M– Understand child and young person development.• Unit CYP M– Understand how to support positive outcomes for children and young people.• Unit SCMP 3 – Professional practice in children and young people’s social care.• Unit SHC 33 – Promote equality and inclusion in health and social care or children and young people’s settings.
Aim:	<p>The purpose of this unit is to develop the knowledge and understanding of new social care workers of the principles and values of care when working with children and young people.</p>

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. Understand child-centred approaches.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 outline legislation and codes of practice that promote the rights and well-being of children and young people1.2 explain what is meant by child-centred approaches

- | | |
|-----|---|
| 1.3 | give examples of how to use child-centred approaches when working with children and young people. |
|-----|---|

Learning outcome

The learner will:

- | | |
|----|---|
| 2. | Understand how child development impacts on child centred approaches. |
|----|---|

Assessment criteria

The learner can:

- | | |
|-----|--|
| 2.1 | outline the expected pattern of child development from birth to 19 years |
| 2.2 | describe factors that may have an impact on children and young people's development |
| 2.3 | outline how the development stage of a child or young person will impact on their: <ul style="list-style-type: none"> a. communication skills b. behaviour c. relationships d. views about risk and safety |
| 2.4 | describe how child centred approaches support the development of children and young people. |

Learning outcome

The learner will:

- | | |
|----|---|
| 3. | Know how to promote equality diversity and inclusion when working with children and young people. |
|----|---|

Assessment criteria

The learner can:

- | | |
|-----|--|
| 3.1 | explain what is meant by: <ul style="list-style-type: none"> a. equality b. diversity c. inclusion d. discrimination |
| 3.2 | explain how child-centred approaches promote equality, diversity and inclusion |
| 3.3 | explain how children and young people have the right to make choices and take risks |
| 3.4 | give examples of how own beliefs, values and life experiences could affect behaviour towards children and young people |
| 3.5 | give examples of how cultural, religious and linguistic backgrounds of children and young people can be valued |
| 3.6 | give examples of how to support Welsh language and culture when working in a social care setting |
| 3.7 | describe ways of challenging discrimination. |

Learning outcome
The learner will: 4. Know how to work in partnership with children and young people, their families and others to achieve positive outcomes.
Assessment criteria
The learner can: 4.1 explain why working in partnership with children and young people, their families and others supports the achievement of positive outcomes 4.2 give examples of how to work in partnership with children and young people, their families and others to achieve positive outcomes 4.3 describe how to act as a positive role model to children and young people and their families 4.4 explain why and how to maintain professional boundaries with children and young people and their families.

Learning outcome
The learner will: 5. Understand the effects of transitions on children and young people.
Assessment criteria
The learner can: 5.1 identify major transitions in the lives of children and young people 5.2 outline the impact of transitions on children and young people 5.3 give examples of how to support children and young people through transitions.

Unit 301 Induction to the principles and values of care when working with children and young people in Wales

Supporting information

Others would include anyone significant to the child or young person.

Factors would include:

- physical health
- disability
- emotional and mental well-being
- attachment
- environmental.

Major transitions refer to NOS SCDCCLD0325 – Support children and young people through major transitions in their lives.

Guidance

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers that are joining the social care sector or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

The Social Care Induction Wales units extract the aspects of the SCIF that are considered transferrable from one organisation or job role to another within social care. Completion of these units can therefore be considered as the achievement of a 'passport' that reduces duplication of learning should a worker move into a new role. They can be completed by workers already in post or those who are about to move into a role within the care sector. Learning for the Social Care Induction Wales units and their assessment can be carried out within the workplace, a college or other training environment and achievement of the Social Care Induction Wales units will provide evidence **towards** the completion of the SCIF.

It is however, important to note that the content of the SCIF is broader than the learning outcomes and assessment criteria set out in the Social Care Induction Wales units as it also covers learning that is specific to the workplace. New workers will therefore need an additional element of workplace learning and assessment to cover the full content of the SCIF. Managers are responsible for signing off the evidence that the full SCIF has

been completed to a satisfactory standard, the Social Care Induction Wales units can be used as evidence **towards** this.

Unit 302

Induction to the principles and values of care when working with adults at risk in Wales

UAN	L/507/0121
Level:	3
Credit value:	2
GLH:	18
Relationship to NOS:	<p>This unit is linked to:</p> <ul style="list-style-type: none">• SCDHSC0024 – Support the safeguarding of individuals.• SCDHSC0234 – Uphold the rights of individuals.• SCDHSC0035 – Promote the safeguarding of individuals.• SCDHSC3111 – Promote the rights and diversity of individuals.• Unit HSC026 – Implement person centred approaches in health and social care.• Unit HSC 036 – Promote person centred approaches in health and social care.• Unit SHC 23 – Introduction to equality and inclusion in health, social care or children and young people's settings.• Unit SHC 33 – Promote equality and inclusion in health, social care or children and young people's settings.
Aim:	<p>The purpose of this unit is to develop the knowledge and understanding of the new social care worker of the principles and values of care when working with adults at risk.</p>

Learning outcome
The learner will:
1. Understand person-centred approaches.
Assessment criteria
The learner can:
1.1 explain what is meant by 'person-centred approaches'
1.2 outline the:
a. legislation
b. national and local policies
c. codes of practice
d. that underpin person-centred approaches
1.3 explain how balancing rights, risk and responsibilities contributes to person-centred approaches
1.4 outline the principles of dignity in care.

Learning outcome
The learner will:
2. Know how to use person-centred approaches with individuals.
Assessment criteria
The learner can:
2.1 describe how to work with individuals to establish their history, preference and wishes
2.2 give examples of ways of working with individuals which support person-centred approaches
2.3 give examples of how person-centred approaches are used to support the active participation and inclusion of an individual
2.4 explain why and how to maintain professional boundaries with individuals, their families and carers.

Learning outcome
<p>The learner will:</p> <p>3. Know how to promote equality diversity and inclusion when working with adults at risk.</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 explain what is meant by:</p> <ul style="list-style-type: none"> a. equality b. diversity c. inclusion d. discrimination <p>3.2 explain how person-centred approaches promote:</p> <ul style="list-style-type: none"> a. equality b. diversity c. inclusion <p>3.3 explain how individuals have the right to make choices and take risks</p> <p>3.4 give examples of how the cultural, religious and linguistic backgrounds of individuals are valued</p> <p>3.5 describe how own beliefs, values and life experiences can affect behaviour towards individuals</p> <p>3.6 give examples of how to support Welsh language and culture in a social care setting</p> <p>3.7 describe ways of challenging discrimination.</p>

Learning outcome
<p>The learner will:</p> <p>4. Know how to support the well being of individuals with health and social care needs.</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 describe factors that affect the well-being of individuals</p> <p>4.2 describe own role and that of others in supporting an individual with health and social care needs</p> <p>4.3 give examples of ways of working that support the well being of individuals.</p>

Unit 302 Induction to the principles and values of care when working with adults at risk in Wales

Supporting information

Unit range

Others would include:

- families and carers
- colleagues
- other professionals.

Individuals would include adults or children and young people accessing the service.

Factors could include:

- emotional well being
- mental health
- social
- isolation
- environmental
- physical health
- disability.

Guidance

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.

Additional guidance – the Social Care Induction Framework for Wales (SCIF) supports a common understanding to induction in social care in Wales. It sets out learning outcomes that new workers that are joining the social care sector or workers moving to a new organisation need to meet in their first 12 weeks of employment. Completion of the SCIF is a mandatory registration requirement for residential child care workers who do not hold one of the qualifications named on the 'Qualification Framework for the Social Care Workforce in Wales'.

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Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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