

Level 2 Diploma in Health and Social Care (Adults) for England (4222-21)

501/1306/9

Care Certificate Mapping
Mandatory Units



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Care Certificate Mapping

This document has been designed to support Assessors of the Level 2 Diploma in Health & Social Care where they are working with a learner who has previously achieved the Care Certificate

Care Certificate - Assessor Guidance and Recognition of Prior Learning (RPL)

What is The Care Certificate?

Anyone who is new to working in the Health or Social Care sectors is expected to complete an induction with their employers, which includes learning about the skills and knowledge required for their employment/job role.

The Care Certificate offers a structure for induction for those working in adult social care or as healthcare assistants/support workers. The expectation is that it will be completed within the first 12 weeks of employment.

The Care Certificate replaces the Common Induction Standards and National Minimum Training Standards. It may be used in care and health settings in England from April 2015.

Care Certificate Standards

There are 15 standards in the Care Certificate:

- 1. Understand Your Role**
- 2. Your Personal Development**
- 3. Duty of Care**
- 4. Equality and Diversity**
- 5. Work in a Person Centred Way**
- 6. Communication**
- 7. Privacy and Dignity**
- 8. Fluids and Nutrition**
- 9. Awareness of Mental Health, Dementia and Learning Disability**
- 10. Safeguarding Adults**
- 11. Safeguarding Children**
- 12. Basic Life Support**
- 13. Health and Safety**
- 14. Handling Information**
- 15. Infection Prevention and Control**

Assessment and Quality Assurance

The Care Certificate is not accredited through Awarding Organisations and hence is not a qualification. However, when being delivered with employees, ensuring fair and accurate assessment against the Care Certificate Standards is the responsibility of the Registered or equivalent Manager for the employment setting. Whilst the Manager may delegate the teaching and assessment roles to others, it is ultimately their responsible to ensure that the work and practice evidence meets the Care Certificate Standards.

There is no requirement for an external quality assurance process for the Care Certificate, so Managers have the responsibility of issuing a national certificate to their staff on successful completion of all 15 standards.

Skills for Care, Skills for Health and Health Education England (the partners) have together produced an exemplar workbook which can be used by health and social care employees to record evidence and assessment decisions against the Care Certificate Standard. This can be maintained and recorded in either paper or electronic portfolio formats. The partners have also provided guidance on the assessment process to support unqualified assessors. All materials can be accessed via any of the partner websites. The national certificate to indicate completion of the care certificate is also available on the partner websites.

<http://www.skillsforcare.org.uk>

<http://www.skillsforhealth.org.uk>

<http://hee.nhs.uk>

Mapping the Care Certificate to the Framework Level 2 Diploma in Health and Social Care (Adults) for England 4222-21

City & Guilds has mapped the 15 Care Certificate standards/related outcomes against the Framework Level 2 Diploma mandatory units, showing where there is the potential for an exact or partial match.

It is important however to remember that the Care Certificate and any assessed evidence generated through its completion, may not in itself be of sufficient **depth** to show competence and understanding required to meet the unit evidence requirements for the Level 2 Diploma. Therefore and in preparation, Assessors of the Level 2 Diploma should ensure the following:

- They are fully aware of the City & Guilds Recognition of Prior Learning Assessment Policy and Guidance Document (2013) and related requirements :
<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/quality-assurance-documents>
- They are fully aware of the depth of evidence required to meet unit requirements in the Framework Level 2 Diploma.
- Particular care is taken when judging evidence which has been generated for the Care Certificate through group discussion, as generally the assessment criteria for the Level 2 Diploma units require the individual learner to prove their own knowledge and/or skills and not that which are generated by a group. This is part of proving authenticity of evidence.
- Reference is also made to the Ofqual Framework Level Descriptors (August 2008) which represents the complexity, autonomy and/or range of achievement expected in Framework units and related levels (see over)



Framework Level Descriptors for Level 2

Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
<p>Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address Straightforward problems.</p> <p>It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.</p>	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems</p> <p>Interpret relevant information and ideas</p> <p>Be aware of the types of information that are relevant to the area of study or work</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems</p> <p>Select and use relevant skills and procedures</p> <p>Identify, gather and use relevant information to inform actions</p> <p>Identify how effective actions have been</p>	<p>Take responsibility for completing tasks and procedures</p> <p>Exercise autonomy and judgement subject to overall direction or guidance</p>

Recognition of Prior Learning (RPL)

How to assess prior learning and achievement from the Care Certificate presented for consideration towards the Level 2 Health and Social Care Diploma (Adults)

RPL allows a learner to avoid unnecessary duplication of learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the Level 2 Diploma qualification learning outcome(s) and assessment criteria.

Using the City & Guilds mapping document and in discussion with the Level 2 Diploma learner, Assessors need to see what original evidence has been produced through the completion of the Care Certificate above and beyond just having sight of a learner's issued Care Certificate.

Based on the evidence the learner presents, it remains the role of Assessor and internal quality assurance staff to ensure that learning outcomes in the Level 2 Diploma are only deemed to have been met where evidence from the Care Certificate is:

- **Valid**
- **Authentic**
- **Reliable**
- **Current**
- **Sufficient**

Assessors will also need to confirm that any evidence presented for assessment in respect of knowledge and competency is also at the appropriate **depth** to meet the Level 2 Diploma qualification unit requirements (see the Framework Level descriptors) even when there is an exact match of the wording in the Care Certificate standard and the Assessment Criteria within the qualification. The evidence also needs to meet the assessment strategy for the unit.

The methods of assessment to be used by the Assessor when a learner presents evidence from their previously completed Care Certificate are determined by the assessment strategy for the Level 2 Diploma. These may include:

- observation of practise to confirm competency
- examination of documents, written evidence, work products
- expert/witness testimonies
- reflective accounts by the learner confirming their knowledge/practise
- evidence of professional discussion to confirm knowledge/practise

Furthermore, the RPL assessment should be carried out as an entire process. This means that the Assessor should:

- Plan it with the learner.
- Make a formal assessment decision.
- Feedback assessment decisions to the learner, confirming their decision and giving guidance on the available options (particularly in situations where the decision has been not to award credit).
- Maintain appropriate records.
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair.

The Assessor must ensure that all learning outcomes and assessment criteria in the Level 2 Diploma being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method in the Level 2 Diploma.

The role of Internal Quality Assurance (IQA)

Methods of internal quality assurance for prior learning

IQAs could:

- sample assessment methods used by the Assessor for presented Care Certificate evidence
- sample portfolio records for RPL evidence.
- have discussions with Assessors about the RPL process for the Care Certificate and any assessment decisions made by them based on this process and related evidence provided by the learner.
- have discussions with learners.
- sample RPL evidence /products presented by learners in the Level 2 Diploma
- have discussions with witnesses where used as evidence eg Registered Managers/Managers.

Recording and Risk Management

1. IQA recording forms used would be the same as those which centres currently use.
2. IQAs would increase their sample of RPL Care Certificate evidence as part of their centre/qualification 'risk management' sampling plan.

Further Support

For further support, please contact your centre external quality assurer or your Portfolio Adviser:

Geraldine Donworth – North East and North West: 07748703803
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Care Certificate Map .
Mandatory Units ping



Unit 4222-201 Introduction to communication in health, social care or children's and young people's settings

Level: 2

Credit value: 3

UAN: F/501/5465

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. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping (CC)	Match	Comments
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate	Standard 6 6.1a	Partial	
	1.2 Explain how effective communication affects all aspects of own work	Standard 6 6.1b	Partial	
	1.3 Explain why it is important to observe an individual's reactions when communicating with them	Standard 6 6.1c	Partial	CC requires a description rather than explanation,
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences	Standard 6 6.2a	Partial	Evidence of performance required
	2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences	Standard 6 6.5a	Partial	Evidence of communication methods used must meet the needs of individuals
	2.3 Show how and when to seek advice about communication		No match	Evidence required

3. Be able to reduce barriers to communication	3.1 Identify barriers to communication	Standard 6 6.3a	Match	
	3.2 Demonstrate how to reduce barriers to communication in different ways	Standard 6 6.3b	Partial as CC requires knowledge only	Performance evidence required
	3.3 Demonstrate ways to check that communication has been understood	Standard 6 6.3c	Partial as CC required knowledge only	Performance evidence required
	3.4 Identify sources of information and support or services to enable more effective communication	Standard 6 6.3d	Match	
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'	Standard 6 6.4a	Match	
	4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working		Partial as CC required knowledge only	Performance evidence required
	4.3 Describe situations where information normally considered to be confidential might need to be passed on	Standard 6 6.4c	Exact match	
	4.4 Explain how and when to seek advice about confidentiality	Standard 6 6.4d	Partial	Additional evidence needed to explain when and how to seek advice

Unit 4222-202 Introduction to personal development in health, social care or children's and young people's settings

Level: 2

Credit value: 3

UAN: L/601/5470

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate mapping (CC)	Match	Comments
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role	Standard 1 1.1a	Match	
	1.2 Identify standards that influence the way the role is carried out	Standard 1 1.1b	Match	
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work	Standard 1 1.1d Standard 7 7.4c	Match against the two CC standards	
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	Standard 2 2.2d	Partial	Requires more explicit evidence
	2.2 Assess how well own knowledge, skills and understanding meet standards	Standard 2 2.2f	Match	
	2.3 Demonstrate the ability to reflect on work activities	Standard 7 7.6b Standard 2 2.2c 2.d	Partial	Evidence of reflection required rather than just knowledge

3. Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development	Standard 2 2.1a	Exact match	
	3.2 Describe the process for agreeing a personal development plan and who should be involved	Standard 2 2.1b	Exact match	
	3.3 Contribute to drawing up own personal development plan	Standard 2 2.1d	Exact match	
4. Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding	Standard 2 2.2c	Partial	Performance evidence required
	4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding	Standard 2 2.2d	Partial	Performance evidence required
	4.3 Show how feedback from others has developed own knowledge, skills and understanding	Standard 2 2.1c 2.2e	Partial	Performance evidence required
	4.4 Show how to record progress in relation to personal development	Standard 2 2.2h	Match	

Unit 4222-203 Introduction to equality and inclusion in health, social care or children's and young people's settings

Level: 2

Credit value: 2

UAN: R/601/5471

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate mapping (CC)	Match	Comments
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 	Standard 4 4.1a	Exact match	
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting	Standard 4 4.1b	Exact match	
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination	Standard 4 4.1c	Exact match	
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	Standard 4 4.2a	Exact match	
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences	Standard 4 4.2b	Match.	
	2.3 Describe how to challenge discrimination in a way that encourages change	Standard 4 4.2c	Exact match	

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	Standard 4 4.3a	Exact match	
	3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion	Standard 4 4.3b	Exact match	



Unit 4222-204 Introduction to duty of care in health, social care or children's and young people's settings

Level: 2

Credit value: 1

UAN: H/601/5474

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 introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping (CC)	Match	Comments
1. Understand the implications of duty of care	1.1 Define the term 'duty of care'	Standard 3 3.1a	Exact match	
	1.2 Describe how the duty of care affects own work role	Standard 3 3.1b	Exact match	
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 and an individual's rights	Standard 3 3.2a	Exact match	
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas	Standard 3 3.2c	Exact match	
3. Know how to respond to complaints	3.1 Describe how to respond to complaints	Standard 3 3.3a	Partial	Requires an explanation to back up the actions taken to meet the CC criteria
	3.2 Identify the main points of agreed procedures for handling complaints	Standard 3 3.3b 3.4b	Partial	Dependent on setting procedures

Unit 4222-205 Principles of safeguarding and protection in health and social care

Level: 2

Credit value: 3

UAN: A/601/8574

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 The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping (CC)	Match	Comments
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 	Standard 10 10.1c 10.1d	Partial	Evidence of defining types of abuse required
	1.2 Identify the signs and/or symptoms associated with each type of abuse	Standard 10 10.1g	Partial	Evidence of signs and symptoms of all types of abuse required.
	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse	Standard 10 10.1e	Partial	Ensure evidence describes the factors
2. 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	Standard 10 10.1b 10.3a	Match against both these CC standards together	

	2.2 Explain the actions to take if an individual alleges that they are being abused	Standard 10 10.3a	Partial	Additional evidence on dealing with the individual who discloses the alleged abuse
	2.3 Identify ways to ensure that evidence of abuse is preserved		No match	Requires specific evidence to meet AC

3. 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	Standard 10 10.2d 10.4a	Matched against both of these CC standards together	
	3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse	Standard 10 10.2d	Not explicitly covered by CC Dependent on evidence generated	Requires evidence to meet this AC
	3.3 Identify reports into serious failures to protect individuals from abuse	Standard 10 10.1i	Partial	Focus on Serious Case Reviews required to ensure full coverage
	3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse	Standard 10 10.1k	Match	
4. 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"> working with person centred values encouraging active participation promoting choice and rights 	Standard 10 10.1j 10.2b 10.2c 10.2e	Partial	

	4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse	Standard 10 10.2f	Partial	Evidence should stress the importance of having an accessible complaints procedure in reducing the likelihood of abuse
5. Know how to recognise and report unsafe practices	5.1	Describe unsafe practices that may affect the well-being of individuals	Standard 10 10.1f Standard 5 5.3a 5.5b 5.5c 5.5d Standard 7 7.1c Implicit in other units	Partial.	Evidence required to cover unsafe practice
	5.2	Explain the actions to take if unsafe practices have been identified	Standard 1 1.2e Standard 10 10.3a	Partial	Evidence needs to refer to actions regarding unsafe practice
	5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	Standard 1 1.2e Standard 10 10.3a 10.4c	Partial	Evidence must describe how to escalate concern including whistleblowing

Unit 4222-206 The role of the health and social care worker

Level: 2

Credit value: 2

UAN: J/601/8576

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping (CC)	Match	Comments
1. Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship	Standard 1 1.3b	Exact match	
	1.2 Describe different working relationships in health and social care settings	Standard 1 1.3c	Exact match	
2. Be able to work 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	Standard 1 1.2c	Match	
	2.2 Access full and up-to-date details of agreed ways of working	Standard 1 1.2d	Match	
	2.3 Implement agreed ways of working	Standard 1 1.1c	Match	
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others	Standard 1 1.4a,b	Match	
	3.2 Demonstrate ways of working that can help improve partnership working	Standard 1 1.4c	Match	
	3.3 Identify skills and approaches needed for resolving conflicts	Standard 3 3.5b,c,e	Partial	

	<p>3.4 Demonstrate how and when to access support and advice about:</p> <ul style="list-style-type: none">• partnership working• resolving conflicts	<p>Standard 1 1.4d</p>	<p>Exact match</p>
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Unit 4222-207 Implement person centred approaches in health and social care

Level: 2

Credit value: 5

UAN: A/601/8140

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement person centred approaches.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping (CC)	Comments on match	Additional Work Required?
1. Understand person centred approaches for care and support	1.1 Define person-centred values		No match	Evidence required
	1.2 Explain why it is important to work in a way that embeds person centred values	Standard 5 5.1b	Partial	Evidence needs emphasis on embed rather than promote
	1.3 Explain why risk-taking can be part of a person centred approach	Standard 7 7.3b	Partial	Additional evidence required to extend to the whole person-centred approach
	1.4 Explain how using an individual's care plan contributes to working in a person centred way	Standards 5 and 7	Partial	Evidence required to make the link to Assessment Criteria clear
2. Be able to work in a person-centred way	2.1 Find out the history, preferences, wishes and needs of the individual	Standard 5 5.2a	Partial	Requires performance evidence
	2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual	Standard 5 5.7a Standard 7 7.2a,b 7.4a	Match	

3. Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support	Standard 7 7.3a Standard 10 10.1b 10.1j	Partial	Evidence required to make the link to Assessment Criteria clear
	3.2 Establish consent for an activity or action		No match	Evidence required
	3.3 Explain what steps to take if consent cannot be readily established		No match	Evidence required

4. Be able to encourage active participation	4.1 Describe how active participation benefits an individual		No match	Evidence required
	4.2 Identify possible barriers to active participation		No match	Evidence required
	4.3 Demonstrate ways to reduce the barriers and encourage active participation	Standard 7 7.6a, b 7.5a,c,d	Partial	Evidence regarding reducing barriers required
5. Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices	Standard 7 7.4a 7.6a, b 7.5a,c,d	Match	
	5.2 Use agreed risk assessment processes to support the right to make choices	Standard 7 7.4b	Partial	Performance evidence in using risk assessment required
	5.3 Explain why a worker's personal views should not influence an individual's choices	Standard 7 7.3c 7.4c	Match	
	5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others	Standard 7 7.3d	Partial	Evidence of describe how to support an individual required
6. Be able to promote individuals' well-being	6.1 Explain how individual identity and self esteem are linked with well-being	Standard 5 5.6a	Match	

	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being	Standard 5 5.6b	Partial	Needs evidence of understanding
	6.3 Support an individual in a way that promotes a sense of identity and self esteem	Standard 5 5.6b,c 5.7a	Partial	
	6.4 Demonstrate ways to contribute to an environment that promotes well-being	Standard 5 5.1c 5.3a,b 5.4 a,b,c 5.5a,b,cd 5.6b 5.7a Standard 7 7.2a,b	Match	Performance evidence required



Unit 4222-208 Contribute to health and safety in health and social care

Level: 2

Credit value: 4

UAN: R/601/8922

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping (CC)	Match	Comments
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a health or social care work setting	Standard 13 13.1a	Exact match	
	1.2 Describe the main points of the health and safety policies and procedures agreed with the employer	Standard 13 13.1b	Exact match	
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting 	Standard 13 13.1c	Exact match	
	1.4 Identify tasks relating to health and safety that should not be carried out without special training	Standard 13 13.1d	Match	
	1.5 Explain how to access additional support and information relating to health and safety	Standard 13 13.1e	Exact match	
2. Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities	Standard 13 13.2a	Partial	CC asks for risks rather than hazards Evidence regarding hazards required

	2.2	Explain how and when to report potential health and safety risks that have been identified	Standard 13 13.2b	Match	
	2.3	Explain how risk assessment can help address dilemmas between rights and health and safety concerns		No match	Evidence required
3. Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting	Standard 13 13.1f 13.4a	Exact match	
	3.2	Outline the procedures to be followed if an accident or sudden illness should occur	Standard 13 13.4b	Match	
4. Be able to reduce the spread of infection	4.1	Demonstrate the recommended method for hand washing	Standard 15 15.1b	Match	
	4.2	Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work	Standard 15 15.1c	Partial	Performance evidence required
5. Be able to move and handle equipment and other objects safely	5.1	Identify legislation that relates to moving and handling	Standard 13 13.3a	Exact match	
	5.2	Explain principles for moving and handling equipment and other objects safely		No match	Evidence required
	5.3	Move and handle equipment or other objects safely	Standard 13 13.3c	Match	
6. Know how to handle hazardous substances and materials	6.1	Identify hazardous substances and materials that may be found in the work setting	Standard 13 13.6a	Match	

	<p>6.2 Describe safe practices for:</p> <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials 	<p>Standard 13 13.6b</p>	<p>Partial</p>	<p>Knowledge evidence required as CC asks for performance evidence</p>
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<p>7. Understand how to promote fire safety in the work setting</p>	<p>7.1 Describe practices that prevent fires from:</p> <ul style="list-style-type: none"> • starting • spreading 	<p>Standard 13 13.7a</p>	<p>Match</p>	
	<p>7.2 Outline emergency procedures to be followed in the event of a fire in the work setting</p>	<p>Standard 13 13.7b</p>	<p>Match</p>	
	<p>7.3 Explain the importance of maintaining clear evacuation routes at all times</p>		<p>No match</p>	<p>Evidence required</p>
<p>8. Be able to implement security measures in the work setting</p>	<p>8.1 Use agreed ways of working for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> • Premises • Information 	<p>Standard 13 13.8 Standard 14 14.1a 14.1b</p>	<p>Partial</p>	<p>Performance evidence required as CC asks for explanation</p>
	<p>8.2 Implement measures to protect own security and the security of others in the work setting</p>	<p>Standard 13 13.8a</p>	<p>Partial</p>	<p>Performance evidence required CC requires a description of the measure</p>
	<p>8.3 Explain the importance of ensuring that others are aware of own whereabouts</p>	<p>Standard 13 13.8a</p>	<p>No match</p>	<p>Evidence required</p>
<p>9. Know how to manage own stress</p>	<p>9.1 Identify common signs and indicators of stress</p>	<p>Standard 13 13.9a</p>	<p>Match</p>	
	<p>9.2 Identify circumstances that tend to trigger own stress</p>	<p>Standard 13 13.9b</p>	<p>Exact match</p>	

	9.3 Describe ways to manage own stress	Standard 13 13.Qc	Partial	Evidence of how people manage their own stress required
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Unit 4222-209 Handle information in health and social care settings

Level: 2

Credit value: 1

UAN: J/601/8142

Unit aim

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Care Certificate Mapping	Comments on match	Additional Work Required?
1. Understand the need for secure handling of information in health and social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care	Standard 14 14.1	Match	
	1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting	Standard 14 14.1b	Exact match	
2. Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information		No match	Requires evidence to meet Assessment Criteria
	2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information	Standard 14 14.1d	Match	
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible	Standard 14 14.1c	Match	
	3.2 Follow agreed ways of working for: <ul style="list-style-type: none"> • recording information • storing information • sharing information 	Standard 14 14.1a 14.1d	Partial	Requires performance evidence

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