

Level 1 Award in Preparing to Work in Adult Social Care (4333-10)

May 2011 Version 2.0 (April 2013)



Qualification at a glance

| | |
|---------------------------------------|--|
| Subject area | Health and Social Care |
| City & Guilds number | 4333 |
| Age group approved | 14+ Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments. |
| Entry requirements | None |
| Assessment | Assignments |
| Fast track | Available |
| Support materials | Centre handbook Assessment Pack |
| Registration and certification | See Walled Garden/online catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|---|---------------------------------|-----------------------------|
| Level 1 Award in Preparing to work in Adult Social Care | 4333-10 | 600/1299/7 |

| Version and date | Change detail | Section |
|-------------------------|----------------------|-------------------------------------|
| 2.0 April 2013 | RPL is allowed | Recognition of prior learning (RPL) |
| | | |



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1 Introduction

This document tells you what you need to do to deliver the qualification:

| Area | Description |
|---|--|
| Who is the qualification for? | For candidates who work or want to develop skills and knowledge required for working in the health and social care sector |
| What does the qualification cover? | It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the health and social care sector covering |
| Is the qualification part of a framework or initiative? | This qualification can be used as part of a Foundation Learning programme. |
| Who did we develop the qualification with? | This qualification was developed in association with the sector skills council |
| What opportunities for progression are there? | Candidates can progress into employment and/or to the following City & Guilds qualifications: <ul style="list-style-type: none"> 4222-21 Level 2 Diploma in Health and Social Care (Adults) for England |

Structure

To achieve the **Level 1 Award in Preparing to Work in Adult Social Care**, learners must achieve **6** credits from the mandatory units.

| Unit accreditation number | City & Guilds unit | Unit title | Credit value |
|---------------------------|--------------------|--|--------------|
| Mandatory | | | |
| F/502/9579 | 128 | Introduction to the adult social care sector | 1 |
| D/502/9590 | 129 | Introduction to the values and principles of adult social care | 1 |
| M/502/9660 | 130 | Awareness of the skills and attitudes needed to work in adult social care | 1 |
| A/502/9662 | 131 | Awareness of communication in adult social care | 2 |
| F/502/9727 | 132 | Awareness of the role and responsibilities of the adult social care worker | 1 |



2 Centre requirements

Approval

If your Centre is approved to offer the qualification 3248 Level 1 Certificate in Health and Social Care you can apply for the new Level 1 Award/Certificate in Introduction to Health, Social Care and Children's and Young People's settings approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff (tutors/assessors/internal verifiers) delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

- Have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. This knowledge must be at least to the same level as the training being delivered.
- Credible experience of providing training.
- Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Internal verifiers must:

- Be occupationally knowledgeable in the Health and Social Care sector

- Their knowledge must be at least to the same level as the qualification being verified
- They must have experience of using quality assurance systems as applied to qualifications
- Be organised and participate in standardisation activities.

All **new** teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher-Learning and Skills framework. Details are available on the QTLS pages of www.cityandguilds.com/qtls

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

These qualifications are not approved for use by candidates under the age of 14, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations

Candidates either working voluntarily or in placement in Care services may be legally required to undergo criminal record checks prior to employment or placement. Centres will need to liaise with one another to ensure that any safeguarding requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of requirements. These are usually the responsibility of the employer. The appropriate service regulatory body and the ISA (Independent Safeguarding Authority) for England should be able to provide the detail of the requirements, not the Awarding Body.

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification. Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

Protecting identity

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.



3 Delivering the qualification

Initial assessment and induction

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

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

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



4 Assessment

Assessment of the qualification

The table below indicates how each unit of this qualification is to be assessed.

| Unit | Title | Assessment method | Where to obtain assessment materials |
|-------------|--|--------------------------|--|
| 128 | Introduction to the adult social care sector | Assignment | www.cityandguilds.com |
| 129 | Introduction to the values and principles of adult social care | Assignment | www.cityandguilds.com |
| 130 | Awareness of the skills and attitudes needed to work in adult social care | Assignment | www.cityandguilds.com |
| 131 | Awareness of communication in adult social care | Assignment | www.cityandguilds.com |
| 132 | Awareness of the role and responsibilities of the adult social care worker | Assignment | www.cityandguilds.com |

Assessment strategy

Assessment decisions for competence based learning outcomes (eg 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.

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

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.

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.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

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.

Internal Quality Assurance

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.

Definitions

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.

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.

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.

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.

Expert witness:

An expert witness must:

- have a working knowledge of the Framework 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.

Recognition of prior learning (RPL)

- The City & Guilds policy on RPL can be found at:
<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>.



Opportunities to cover Functional Skills within the PWCS L1 Mandatory Units (England)

The opportunities for covering the Functional Skills within the level 1 mandatory units taken from the following 3 qualifications were mapped to the Functional Skills Criteria 2009-11 published by Ofqual:

- Level 1 Award in Preparing to Work in Adult Social Care
- Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings
- Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

The mandatory units referred to include: PWCS 01 – 10, Intro MU 1.1, Intro MU 1.2, Intro MU 1.4 and Intro MU 1.6.

| Skill standards | Coverage and Range | Opportunities to cover in PWCS L1 Mandatory units (England) |
|--|---|--|
| Functional skill: English | | |
| Speaking, listening and communication | <ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input • Prepare for and contribute to the formal discussion of ideas and opinions • Make different kinds of contributions to discussions • Present information/points of view clearly and in appropriate language | |
| Reading | <ul style="list-style-type: none"> • Read and understand a range of straightforward texts • Identify the main points and ideas and how they are presented in a variety of texts • Read and understand texts in detail • Utilise information contained in texts • Identify suitable responses to texts <p>In more than one type of text</p> | <p>There are opportunities in each of the PWCS level 1 units to meet these skills standards for English through:</p> <ul style="list-style-type: none"> • formal and informal discussions • reading of texts • writing a range of texts to communicate information, ideas and opinions. |
| Writing | <ul style="list-style-type: none"> • Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience • Write clearly and coherently, including an appropriate level of detail • Present information in a logical sequence • Use language, format and structure suitable for purpose and audience • Use correct grammar, including correct and consistent use of tense • Ensure written work includes generally accurate punctuation and spelling and that meaning is clear <p>In more than one type of text</p> | |

| Skill standards | Coverage and Range | Opportunities to cover in PWCS L1 Mandatory units (England) |
|---|---|--|
| Functional Skill: Maths | | |
| <p>Representing</p> <ul style="list-style-type: none"> Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine Identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions | <ul style="list-style-type: none"> understand and use whole numbers and understand negative numbers in practical contexts add, subtract, multiply and divide whole numbers using a range of strategies understand and use equivalencies between common fractions, decimals and percentages add and subtract decimals up to two decimal places solve simple problems involving ratio, where one number is a multiple of the other use simple formulae expressed in words for one or two step operations solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature convert units of measure in the same system | <p>Unit 128 (PWCS 01) Whilst carrying out research to define user groups or range of jobs within the sector, maths can be used to consider percentages and fractions of different groups within the sector. Eg children's and adults services, employers, direct employers, statutory and independent services.</p> <p>Unit 124 (PWCS 04) Learners could carry out some research into statistics about causes of spread of infection and most likely ways of spreading.</p> <p>Unit 127 (PWCS 07) Learners could be encouraged to research dietary requirements in terms of recommended daily amounts. There are recommendations for fluid intake and learners could be asked to measure what that might look like and how it might be made up from different forms of fluid, eg water, juice, tea etc.</p> <p>Unit 131 (PWCS 09) Learners could be introduced to the importance of keeping clear records and following clear instructions in other people's records relating to numbers. Eg solutions, number of times someone has passed water, visitor numbers etc.</p> |
| <p>Analysing</p> <ul style="list-style-type: none"> Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes Use appropriate checking procedures at each stage | | <p>Unit 128 (PWCS 01) Learners could be encouraged to compare statistics from different parts of the sector. Learners could be encouraged to consider recruitment factors and the likelihood of vacancies in specific sector areas.</p> |
| <p>Interpreting</p> <ul style="list-style-type: none"> Interpret and communicate solutions to practical problems, drawing simple conclusions and giving | <ul style="list-style-type: none"> Work out areas and perimeters in practical situations Construct geometric diagrams, models and shapes Extract and interpret information from tables, diagrams, charts and graphs | <p>Unit 128 (PWCS 01) When learning about the range of jobs in the adult social care sector and different settings, learners could be encouraged to calculate fractions and percentages of different services within the sector.</p> <p>Unit 124 (PWCS 04) Some examples of risks in health and</p> |

| Skill standards | Coverage and Range | Opportunities to cover in PWCS L1 Mandatory units (England) |
|---|---|--|
| <p>explanations</p> | <ul style="list-style-type: none"> Collect and record discrete data and organise and represent information in different ways Find mean and range Use data to assess the likelihood of an outcome | <p>safety or of things that may go wrong for those who do not have number skills. Eg milk drinks or cleaning solutions made up to the wrong strengths</p> <p>Also some research into infection control and what are the most likely ways of spreading infection. These can then be made into percentages by using some analysis of the figures.</p> <p>Unit 127 (PWCS 07) Learners could be asked to compare their own daily intakes of fluid and nutrition and to establish percentage increases. They could also be given particular scenarios which give details of a person's intake and using maths to calculate the percentage against the recommended amounts and what might be needed to raise the daily amount of intake to that recommended levels.</p> |
| Functional skill: ICT | | |
| Using ICT | | |
| <ul style="list-style-type: none"> Identify the ICT requirements of a straightforward task Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context Manage information storage Follow and demonstrate understanding of the need for safety and security practices | <ul style="list-style-type: none"> Use ICT to plan and organise work Select and use software applications to meet needs and solve straightforward problems Select and use interface features effectively to meet needs Adjust system settings as appropriate to individual needs Work with files, folders and other media to access, organise, store, label and retrieve information Demonstrate how to create, use and maintain secure passwords Demonstrate how to minimise the risk of computer viruses | <p>Throughout the units learners could be encouraged to use ICT to plan and organise their work, and in doing so select and use software applications to meet needs and solve straightforward problems.</p> |
| Finding and selecting information | | |
| <ul style="list-style-type: none"> Use search techniques to locate | <ul style="list-style-type: none"> Search engines, queries | <p>Unit 128 (PWCS 01) When learning about the range of jobs and types of social care support available to adults, learners could be encouraged to carry out their own</p> |

| Skill standards | Coverage and Range | Opportunities to cover in PWCS L1 Mandatory units (England) |
|--|--|--|
| <p>and select relevant information</p> <ul style="list-style-type: none"> Select information from a variety of ICT sources for a straightforward task | <ul style="list-style-type: none"> Recognise and take account of currency, relevance, bias and copyright when selecting and using information | <p>research using ICT.</p> <p>Unit 124 (PWCS 04) Learners could be encouraged to carry out research using ICT when learning about employers' and workers' responsibilities regarding health and safety and also to find examples of health and safety training required in the workplace.</p> <p>Unit 126 (PWCS 06) When learning about who partnerships in health, social care and children's and young people's settings learners could be encouraged to research who partners might be using ICT.</p> <p>Unit 127 (PWCS 07) Learners could be encouraged to use ICT to carry out their own research into what is meant by a balanced diet and the recommended daily fluid intake to stay healthy.</p> <p>Unit 131 (PWCS 08) Learners could be encouraged to carry out research using ICT to find skills and attitudes essential to work in adult social care (see list provided below based on the Skills for Business Network Employability Guide).</p> <p>Unit 132 (PWCS 10) When learning about the responsibilities of the adult social care worker learners could be encouraged to carry out research using ICT. Also when learning about others that adult social care workers may work in partnership with, and when learning about daily tasks in a range of adult social care roles.</p> <p>Unit 101 (Intro MU 1.1) When learning about the range of service provision available and the range and scope of roles within health and social care (adults and children and young people), early years and childcare learners could be encouraged to carry out research using ICT.</p> <p>Unit 102 (Intro MU 1.2) Learners could be encouraged to carry out research when learning about the guidance and standards that underpin the principles and values.</p> |
| <p>Developing, presenting and communicating information</p> | | <p>Throughout the units learners could be encouraged to present their work using appropriate software to meet the</p> |

| Skill standards | Coverage and Range | Opportunities to cover in PWCS L1 Mandatory units (England) |
|--|---|---|
| <ul style="list-style-type: none"> • Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks • Use appropriate software to meet requirements of a straightforward data-handling task • Use communications software to meet requirements of a straightforward task • Combine information within a publication for a familiar audience and purpose • Evaluate own use of ICT tools | <ul style="list-style-type: none"> • Apply editing, formatting and layout techniques to meet needs, including text tables, graphics, records, numbers, charts, graphs or other digital content • Process numerical data • Display numerical data in a graphical format • Use field names and data types to organise information • Enter, search, sort and edit records • Read, send, and receive electronic messages with attachments • Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication • For print and for viewing on screen • Check for accuracy and meaning • At each stage of a task and at the task's completion | <p>requirements of the task. This would enable them to apply editing, formatting and layout techniques, including text, tables, graphics, records, numbers, charts graphs etc as appropriate.</p> |

Skills and attitudes essential to work in adult social care – unit 130 (PWCS 08)

The following list of skills and attributes has been taken from the Skills for Business Network Employability Guide, Skills Toolkit for Employers. This guide was produced by Asset Skills as part of the employability project and cuts across all sectors. Skills for Care have identified the skills highlighted which are particularly appropriate for the adult social care sector:

Skills and attitudes essential to work in adult social care include:

- Write and speak so that others listen and understand
- Read and understand information shown in a variety of ways including, written and spoken English
- Listen and ask questions to understand other people's points of view
- Understand the need to be reliable and dependable
- Give examples of a care worker acting responsibly and being accountable in a care work setting
- Understand the purpose of policies and procedures in a social care workplace
- Demonstrate an ability to assess situations and identify problems and suggest solutions in a social care workplace scenario
- Know how to help 'customers' and deal with their questions and problems
- Demonstrate willingness to work in a team
- Demonstrate an ability to work well with others
- Be open and respond well to simple changes
- Show interest, initiative and effort
- Understand the need to gain skills and knowledge to support and develop your work
- Be willing to learn from mistakes and accept feedback and offer feedback to others in a positive way
- Be willing to reflect on practice and improve
- Be willing to share skills and to provide feedback to others in a positive way
- Be able to use every day technology such as mobile phones, email applications and basic word processing
- Be able to make estimates and check calculations for accuracy
- Understand how to add, subtract, multiply and divide numbers and give examples of when each should be used in day to day social care work
- Observe and record data accurately and legibly

The full guide can be found at:

<http://www.assetskills.org/CrossSectorSkills/EmployabilityKeyDocuments.aspx>



5 Units

Availability of units

As well as in this handbook, the units can also be obtained from the Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Below is a list of the learning outcomes for all the units.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 128

Introduction to the adult social care sector

| | |
|-----------------------------|---|
| UAN: | F/502/9579 |
| Level: | Level 1 |
| Credit value: | 1 |
| GLH: | 11 |
| Relationship to NOS: | This unit is linked to PWCS 01 This unit is endorsed by Skills for Care and Development. |
| Aim: | The aim of this unit is to develop learner's awareness of the adult social care sector. |

| Learning outcome | The learner will: |
|---|---|
| 1. | Know about types of social care support available to adults |
| Assessment criteria | |
| The learner can: | |
| 1.1 Define adult social care | |
| 1.2 Outline the different types of adult social care support and their purpose | |
| 1.3 Give examples of who would access different types of adult social care support | |
| 1.4 Outline how informal care contributes to adult social care | |

| Learning outcome | The learner will: |
|--|---|
| 2. | Know the range of jobs available in adult social care |
| Assessment criteria | |
| The learner can: | |
| 2.1 Identify a range of jobs available in adult social care | |
| 2.2 Outline settings where adult social care support is provided | |
| 2.3 Outline a range of ways to develop a role or career in adult social care | |

Unit 128 Introduction to the adult social care sector

Supporting information

Unit range

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Types of **adult social care support** may include

- day services
- residential support including respite
- domiciliary support
- community based support
- support purchased using personal budgets such as personal assistants.

Each of the above may be for older people, or people with mental health illness, dementia, physical disabilities, learning disabilities etc.

Informal care could include support provided by friends, family, neighbours, community groups etc.

Range of jobs should include ancillary roles, managers, trainers in addition to front line staff.

Unit 129

Introduction to the values and principles of adult social care

| | |
|-----------------------------|---|
| UAN: | D/502/9590 |
| Level: | Level 1 |
| Credit value: | 1 |
| GLH: | 12 |
| Relationship to NOS: | This unit is linked to PWCS 02 This unit is endorsed by Skills for Care and Development. |
| Aim: | The aim of this unit is to develop learner's awareness of the values and principles of adult social care. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Know the values and principles of adult social care |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Identify key values and principles of adult social care |
| 1.2 | Outline why adult social care workers need to promote these values at all times |
| 1.3 | Identify areas where own values and principles may conflict with those of adult social care |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Know the importance of diversity within adult social care |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Outline why it is important to support and respect diversity and different cultures and values |
| 2.2 | Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes |

Unit 129 **Introduction to the values and principles of adult social care**

Supporting information

Unit range

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Key values and principles of adult social care include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership
- confidentiality

This list is not exhaustive.

Unit 130

Awareness of the skills and attitudes needed to work in adult social care

| | |
|-----------------------------|--|
| UAN: | M/502/9660 |
| Level: | Level 1 |
| Credit value: | 1 |
| GLH: | 9 |
| Relationship to NOS: | This unit is linked to PWCS 08 This unit is endorsed by Skills for Care and Development. |
| Aim: | The aim of this unit is to develop learner's awareness of skills and attitudes needed for working in adult social care |

| Learning outcome | The learner will: |
|---|--------------------------|
| 1. Know the range of skills and attitudes essential to work in adult social care | |
| Assessment criteria | |
| The learner can: 1.1 List skills and attitudes essential to work in adult social care 1.2 Identify own skills and attitudes essential to work in adult social care 1.3 Identify own skills and attitudes that require further development | |

Unit 130 Awareness of the skills and attitudes needed to work in adult social care

Supporting information

Unit range

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Skills and attitudes essential to work in adult social care include:

- Write and speak so that others listen and understand
- Read and understand information shown in a variety of ways including, written and spoken English
- Listen and ask questions to understand other people's points of view
- Understand the need to be reliable and dependable
- Give examples of a care worker acting responsibly and being accountable in a care work setting
- Understand the purpose of policies and procedures in a social care workplace
- Demonstrate an ability to assess situations and identify problems and suggest solutions in a social care workplace scenario
- Know how to help 'customers' and deal with their questions and problems
- Demonstrate willingness to work in a team
- Demonstrate an ability to work well with others
- Be open and respond well to simple changes
- Show interest, initiative and effort
- Understand the need to gain skills and knowledge to support and develop your work
- Be willing to learn from mistakes and accept feedback and offer feedback to others in a positive way
- Be willing to reflect on practice and improve
- Be willing to share skills and to provide feedback to others in a positive way
- Be able to use every day technology such as mobile phones, email applications and basic word processing
- Be able to make estimates and check calculations for accuracy
- Understand how to add, subtract, multiply and divide numbers and give examples of when each should be used in day to day social care work
- Observe and record data accurately and legibly

Unit 131

Awareness of communication in adult social care

| | |
|-----------------------------|---|
| UAN: | A/502/9662 |
| Level: | Level 1 |
| Credit value: | 2 |
| GLH: | 16 |
| Relationship to NOS: | This unit is linked to PWCS 09 This unit is endorsed by Skills for Care and Development. |
| Aim: | The aim of this unit is to develop learner's awareness of communication in adult social care. |

| Learning outcome | The learner will: |
|---|---|
| 1. | Know the communication skills needed in adult social care |
| Assessment criteria | |
| The learner can: 1.1 Identify the range of communication skills needed in adult social care | |

| Learning outcome | The learner will: |
|---|---|
| 2. | Know how adult social care workers can meet the communication and language needs of individuals |
| Assessment criteria | |
| The learner can: 2.1 Identify barriers to effective communication 2.2 List ways of overcoming barriers to effective communication | |

| Learning outcome | The learner will: |
|---|---|
| 3. | Know the importance of record keeping in adult social care settings |
| Assessment criteria | |
| The learner can: 3.1 List the different purposes for which record keeping might be used 3.2 Give examples of different types of record keeping used in adult social care settings 3.3 Outline the skills needed to maintain clear, accurate and up to date records | |

Unit 131 Awareness of communication in adult social care

Supporting information

Unit range

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

Communication skills may include:

- Formal
- Informal
- Visual
- Reading
- Writing
- Speaking – verbal / non-verbal
- Listening
- Body language

Unit 132

Awareness of the role and responsibilities of the adult social care worker

| | |
|-----------------------------|--|
| UAN: | F/502/9727 |
| Level: | Level 1 |
| Credit value: | 1 |
| GLH: | 11 |
| Relationship to NOS: | This unit is linked to PWCS 10 This unit is endorsed by Skills for Care and Development. |
| Aim: | The unit aims to develop learners' awareness of the role and responsibilities of the adult social care worker. |

| Learning outcome | The learner will: |
|--|---|
| 1. | Know about the responsibilities of the adult social care worker |
| Assessment criteria | |
| The learner can: | |
| 1.1 Identify main responsibilities of an adult social care worker | |
| 1.2 Outline the responsibilities and limits of the relationship between care workers and the individual | |
| 1.3 Identify others that adult social care workers may work in partnership with | |
| 1.4 Outline the need to report any suspicions about abuse or neglect | |

| Learning outcome | The learner will: |
|--|---|
| 2. | Know about the role of the adult social care worker |
| Assessment criteria | |
| The learner can: | |
| 2.1 Identify daily tasks in a range of adult social care roles | |
| 2.2 Outline how duty of care might apply to the adult social care worker's daily role | |
| 2.3 Give examples of how to provide person-centred support when supporting individuals in day-to-day activities | |

Unit 132 Awareness of the role and responsibilities of the adult social care worker

Supporting information

Unit range

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

An **Individual** is someone requiring care or support

Others may include:

- family
- friends
- informal carers
- advocates
- health professionals such as doctors, dentists, nurses and physiotherapists.
- social workers, housing officers, care assistants
- organisations providing home services such as cleaning, laundry or meals on wheels
- community groups and other organisations that the individual has links with

Duty of Care is a legal obligation to:

- Always act in the best interests of individuals and others
- Not act or fail to act in a way that could cause harm
- Act within your competence and do not take on something you do not believe you can safely do

Person-centred support ensures that the needs, wishes and preferences of individuals inform their daily care.



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.

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 such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework:** general guidance about the Framework and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOLA/e-volve 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, GOLLA, 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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