

# Level 3 Diploma in Healthcare Support (4345-31/91)



## Candidate logbook

September 2017  
Version 2.1

<b>Candidate name</b>	
<b>Candidate enrolment no</b>	
<b>Date of registration with City &amp; Guilds</b>	
<b>Date enrolled with centre</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Centre address</b>	
<b>Programme start date</b>	
<b>Centre contact</b>	
<b>IQA name</b>	
<b>EQA name</b>	

## **About City & Guilds**

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 Land Based Services (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).

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)844 543 0033**

**F +44 (0)20 7294 2413**

**[cityandguilds.com](http://cityandguilds.com)**

**[learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

# Level 3 Diploma in Healthcare Support (4345-31/91)



## Candidate logbook

Version and date	Change detail	Section
1.0 September 2017	Created content	Logbook
2.0 September 2017	Added the units 201-309 and created a new unit 300	Logbook
2.1 October 2017	Added unit 300 to contents page Updated page numbers	Contents

# Contents

<b>1</b>	<b>About your candidate logbook</b>	<b>3</b>
1.1	Introduction to the logbook	3
<b>2</b>	<b>About this qualification</b>	<b>4</b>
2.1	What are Diplomas?	4
<b>3</b>	<b>Using your logbook</b>	<b>5</b>
<b>Unit 4345-201</b>	<b>Safeguarding and protection in care settings</b>	<b>6</b>
<b>Unit 4345-202</b>	<b>Responsibilities of a care worker</b>	<b>9</b>
<b>Unit 4345-204</b>	<b>Causes and spread of infection</b>	<b>11</b>
<b>Unit 4345-208</b>	<b>Cleaning, decontamination and waste management</b>	<b>13</b>
<b>Unit 4345-282</b>	<b>The principles of infection prevention and control</b>	<b>15</b>
<b>Unit 4345-300</b>	<b>Study skills for senior healthcare support workers</b>	<b>18</b>
<b>Unit 4345-301</b>	<b>Promote personal development in care settings</b>	<b>20</b>
<b>Unit 4345-302</b>	<b>Promote health, safety and wellbeing in care settings</b>	<b>22</b>
<b>Unit 4345-303</b>	<b>Promote communication in care settings</b>	<b>26</b>
<b>Unit 4345-304</b>	<b>Promote effective handling of information in care settings</b>	<b>29</b>
<b>Unit 4345-305</b>	<b>Duty of care in care settings</b>	<b>31</b>
<b>Unit 4345-306</b>	<b>Promote equality and inclusion in care settings</b>	<b>33</b>
<b>Unit 4345-307</b>	<b>Promote person-centred approaches in care settings</b>	<b>35</b>
<b>Unit 4345-308</b>	<b>Understand mental well-being and mental health promotion</b>	<b>38</b>
<b>Unit 4345-309</b>	<b>Understand mental health problems</b>	<b>40</b>
<b>Appendix 1</b>	<b>Summary of City &amp; Guilds assessment policies</b>	<b>42</b>

# **1 About your candidate logbook**

## 1.1 Introduction to the logbook

This logbook will help you complete your Level 2 Diploma in Care. It contains forms you can use to record and organise your evidence.

There are many units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

### **About City & Guilds**

City & Guilds is your awarding body for this Diploma. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **[cityandguilds.com](http://cityandguilds.com)**.

## **2 About this qualification**

### **2.1 What are Diplomas?**

The Level 2 Diploma in Care is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

Diplomas are work based qualifications, so you should choose a qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for your assessment.

## **3 Using your logbook**

### **Recording forms**

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

### **Candidate recording forms**

City & Guilds has developed these recording forms for you and your assessor to use.

### **Candidate and centre contact details**

Record these details on the form at the beginning of the logbook.

### **Unit record form**

The unit record is used to record all of the work activities and tasks you do as you complete the unit. There is one unit record for each unit. There is also a diagram to explain how to use this form.

### **Unit assessment and verification declaration**

At the end of each unit, you and your assessor will sign this form to show that you both agree that your evidence meets the standards.

**Please photocopy these forms as required.**

# Unit 4345-201 Safeguarding and protection in care settings

Level: 2  
 Credit value: 3  
 UAN: Y/615/7756

## Unit aim

This unit is aimed at those working in a wide range of care settings. This unit covers 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:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding			
	1.2 Explain own role and responsibilities in safeguarding individuals			
	1.3 Define the following terms: a) Physical abuse <b>b) Domestic abuse</b> c) Sexual abuse d) Emotional/psychological abuse e) Financial/material abuse f) Modern slavery g) Discriminatory abuse h) Institutional/organisational abuse i) Self-neglect j) Neglect by others			
	1.4 Describe harm			
	1.5 Describe restrictive practices			
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: a) Physical abuse b) Domestic abuse c) Sexual abuse d) Emotional/psychological abuse e) Financial/material abuse f) Modern slavery g) Discriminatory abuse h) Institutional/organisational abuse i) Self-neglect j) Neglect by others			
	2.2 Describe <b>factors</b> that may contribute to an <b>individual</b>			



		being more vulnerable to abuse			
3. Know how to respond to suspected or alleged abuse	3.1	Explain the <b>actions to take</b> if there are suspicions that an individual is being abused			
	3.2	Explain the actions to take if an individual alleges that they are being abused			
	3.3	Identify ways to ensure that evidence of abuse is preserved			
4. Understand the national and local context of safeguarding and protection from abuse	4.1	Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse			
	4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse			
	4.3	Identify factors which have featured in reports into serious cases of abuse and neglect			
	4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle blowing</b>			
	4.5	Identify when to seek support in situations beyond your experience and expertise			
5. Understand ways to reduce the likelihood of abuse	5.1	Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>a) working with <b>person centred values</b></li> <li>b) encouraging <b>active participation</b></li> <li>c) promoting choice and rights</li> <li>d) supporting individuals with awareness of personal safety</li> </ul>			
	5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse			
	5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention			
6. Know how to recognise and report	6.1	Describe <b>unsafe practices</b> that may affect the <b>well-being</b> of individuals			

unsafe practices	6.2	Explain the actions to take if unsafe practices have been identified			
	6.3	Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response			
7. Understand principles for online safety	7.1	Describe the potential risks presented by: a) the use of electronic communication devices b) the use of the internet c) the use of social networking sites d) carrying out financial transactions online			
	7.2	Explain ways of reducing the risks presented by each of these types of activity			
	7.3	Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

## Unit 4345-202 Responsibilities of a care worker

Level: 2  
 Credit value: 2  
 UAN: J/615/7946

### 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:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand working relationships in care settings	1.1 Explain how a working relationship is different from a personal relationship			
	1.2 Describe different working relationships in <b>care settings</b>			
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			
	2.2 Access full and up-to-date details of <b>agreed ways of working</b>			
	2.3 Work in line with agreed ways of working			
	2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care			
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b>			
	3.2 Demonstrate ways of working that can help improve partnership working			
	3.3 Identify skills and approaches needed for resolving conflicts			
	3.4 Access support and advice about: a) partnership working b) resolving conflicts			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number ..... .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature ..... Date .....  
(only if sampled)

## Unit 4345-204 Causes and Spread of Infection

**Level:** 2  
**Credit value:** 2  
**UAN:** H/615/7923

### Unit aim

This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites			
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites			
	1.3 Describe what is meant by infection and colonisation			
	1.4 Explain what is meant by systemic infection and localised infection			
	1.5 Identify <b>poor practices</b> that may lead to the spread of infection			
	1.6 Identify how an understanding of poor practices, can be applied to own professional practice			
2. Understand the transmission of infection	2.1 Explain the conditions needed for the growth of micro-organisms			
	2.2 Explain the ways an infective agent might enter the body			
	2.3 Identify common sources of infection			
	2.4 Explain how infective agents can be transmitted to a person			

	2.5	Identify the key factors that will make it more likely that infection will occur			
	2.6	Discuss the role of a national public health body in communicable disease outbreaks			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number ..... .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

# Unit 4345-208 Cleaning, Decontamination and Waste Management

Level: 2  
 Credit value: 2  
 UAN: L/615/8158

Unit aim  
 N/A

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning			
	1.2 Explain the purpose of cleaning schedules			
	1.3 Describe how the correct management of the environment minimises the spread of infection			
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment			
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process			
	2.2 Describe how and when cleaning agents are used			
	2.3 Describe how and when disinfecting agents are used			
	2.4 Explain the role of personal protective equipment (PPE) during the decontamination process			
	2.5 Explain the concept of risk in dealing with specific types of contamination			

	2.6	Explain how the level of risk determines the type of agent that may be used to decontaminate			
	2.7	Describe how equipment should be cleaned and stored			
3. Understand the importance of good waste management practice	3.1	Identify the different categories of waste and the associated risks			
	3.2	Explain how to dispose of the different types of waste safely and without risk to others			
	3.3	Explain how waste should be stored prior to collection			
	3.4	Identify the legal responsibilities in relation to waste management			
	3.5	State how to reduce the risk of sharps injury			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)



# Unit 4345-282 The Principles of Infection Prevention and Control

Level: 2  
 Credit value: 3  
 UAN: T/615/7974

## Unit aim

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand own and others roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection			
	1.2 Explain employers' responsibilities in relation to the prevention and control infection			
2. Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection			
	2.2 Identify local and organisational policies relevant to the prevention and control of infection			
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection			
	3.2 Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation			
4. Understand the importance of risk assessment in relation to	4.1 Define the term risk			
	4.2 Outline potential risks of infection within the workplace			

the prevention and control of infections	4.3	Describe the process of carrying out a risk assessment			
	4.4	Explain the importance of carrying out a risk assessment			
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1	Demonstrate correct use of PPE			
	5.2	Identify different types of PPE			
	5.3	Explain the reasons for use of PPE			
	5.4	State current relevant regulations and legislation relating to PPE			
	5.5	Describe employees' responsibilities regarding the use of PPE			
	5.6	Describe employers' responsibilities regarding the use of PPE			
	5.7	Describe the correct practice in the application and removal of PPE			
	5.8	Describe the correct procedure for disposal of used PPE			
6. Understand the importance of good personal hygiene in the prevention and control of infections	6.1	Describe the key principles of good personal hygiene			
	6.2	Demonstrate good hand washing technique			
	6.3	Identify the correct sequence for hand washing			
	6.4	Explain when and why hand washing should be carried out			
	6.5	Describe the types of products that should be used for hand washing			
	6.6	Describe correct procedures that relate to skincare			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number ..... .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

# Unit 4345-300 Study Skills for Senior Healthcare Support Workers

Level: 3  
 Credit value: 4  
 UAN: K/615/3755

## Unit aim

This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker	1.1 Give examples of the different types of study skills that may be utilised when undertaking an extended piece of work			
	1.2 Explain the benefits of applying study skills within context of own role			
2. Understand how to use investigatory techniques	2.1 Explain the difference between: a) Primary research b) Secondary research			
	2.2 Explain the use of the following within the health sector: a) Primary research b) Secondary research			
	2.3 Explain the impact of <b>factors</b> on research			
	2.4 Describe the <b>strategies</b> for gathering information critically and effectively to inform research			
3. Be able to <b>plan</b> an extended piece of work	3.1 Create a plan			
	3.2 Monitor own progress against the plan			
4. Be able to carry out research to inform an extended piece of work	4.1 Conduct primary and/or secondary research to inform an extended piece of work			

5. Be able to present an extended piece of work	5.1 Create an extended piece of work that includes: a) Use of standard English b) Consideration of audience c) Appropriate citation/referencing d) Appropriate presentation format for chosen medium			
	5.2 Explain the importance of including: a) Methodology b) Analysis c) Findings d) Conclusions e) Recommendations			
6. Be able to review an extended piece of own work	6.1 Explain the importance of seeking feedback on an extended piece of work			
	6.2 Seek feedback on an extended piece of work			
	6.3 Evaluate the methodology and the outcomes to inform future approach			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

## Unit 4345-301 Promote personal development in care settings

Level: 3

Credit value: 3

UAN: F/615/7749

### Unit aim

This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
7. Understand what is required for competence in own work role	7.1 Describe the duties and responsibilities of own work role			
	7.2 Explain expectations about own work role as expressed in relevant <b>standards</b>			
	7.3 Describe how to work effectively with <b>others</b>			
8. Be able to reflect on practice	8.1 Explain the importance of reflective practice in Continuously improving the quality of service provided			
	8.2 Reflect on practice to improve the quality of the service provided			
	8.3 Describe how own values, belief systems and experiences may affect working practice			
9. Be able to evaluate own performance	9.1 Evaluate own knowledge, performance and understanding against relevant standards			
	9.2 Use feedback to evaluate own performance and inform development			
10. Be able to agree a <b>personal</b>	10.1 Identify <b>sources of support</b> for planning and reviewing own development			

<b>development plan</b>	10.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities			
	10.3 Work with others to agree own <b>personal development plan</b>			
11. Be able to use learning opportunities and reflective practice to contribute to personal development	11.1 Evaluate how learning activities have affected practice			
	11.2 Explain how reflective practice has led to improved ways of working			
	11.3 Explain why <b>continuing professional development is important</b>			
	11.4 Record progress in relation to personal development			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

# Unit 4345-302 Promote health, safety and wellbeing in care settings

Level: 3  
 Credit value: 6  
 UAN: L/615/7883

## 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 promote and implement health, safety and wellbeing in their work setting.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a <b>care setting</b>			
	1.2 Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer			
	1.3 Analyse the main health and safety responsibilities of: a) self b) the employer or manager c) <b>others</b> in the <b>work setting</b>			
	1.4 Identify specific <b>tasks</b> in the work setting that should not be carried out without special training			
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety			
	2.2 Support others' understanding of health and safety and follow agreed safe practices			
	2.3 Monitor potential health and safety risks			
	2.4 Use risk assessment in relation to health and safety			



	2.5	Minimise potential risks and hazards			
	2.6	Access additional support or information relating to health and safety			
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			
	3.2	Explain procedures to be followed if an accident or sudden illness should occur			
4. Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection			
	4.2	Describe the causes and spread of infection			
	4.3	Demonstrate the <b>use of Personal Protective Equipment (PPE)</b>			
	4.4	Wash hands using the recommended method			
	4.5	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work			
5. Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relate to moving and handling			
	5.2	Explain the principles for safe moving and handling			
	5.3	Move and handle equipment and other objects safely			
6. Be able to handle hazardous	6.1	Describe types of hazardous substances that may be found in the work setting			

substances and materials	6.2 Use safe practices when: a) Storing hazardous substances b) Using hazardous substances c) Disposing of hazardous substances and materials			
7. Be able to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: a) starting a) spreading			
	7.2 Demonstrate measures that prevent fires from starting			
	7.3 Explain emergency procedures to be followed in the event of a fire in the work setting			
	7.4 Ensure clear evacuation routes are maintained at all times			
8. Be able to implement security measures in the work setting	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: a) Premises b) Information			
	8.2 Use measures to protect own security and the security of others in the work setting			
	8.3 Explain the importance of ensuring that others are aware of own whereabouts			
9. Know how to manage <b>stress</b>	9.1 Describe common signs and indicators of <b>stress</b> in self and others			
	9.2 Analyse factors that can trigger stress			
	9.3 Compare strategies for managing stress in self and others			
	9.4 Explain how to access <b>sources of support</b>			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number ..... .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

## Unit 4345-303 Promote communication in care settings

Level: 3  
 Credit value: 3  
 UAN: M/615/7939

### Unit aim

This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate			
	1.2 Explain how communication affects relationships in the <b>work setting</b>			
	1.3 Explain ways to manage challenging situations			
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and <b>preferences</b> of <b>individuals</b> in order to maximise the quality of the interaction			
	2.2 Describe the factors to consider when promoting effective communication			
	2.3 Demonstrate a range of <b>communication methods</b> and styles to meet individual needs			
	2.4 Demonstrate how to respond to an individual's reactions when communicating			
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways			

	3.2	Identify barriers to effective communication			
	3.3	Demonstrate ways to overcome barriers to communication			
	3.4	Demonstrate how to use strategies that can be used to clarify misunderstandings			
	3.5	Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours			
	3.6	Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively			
	3.7	Explain the purposes and principles of independent advocacy			
	3.8	Explain when to involve an advocate and how to access advocacy services			
	4. Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality		
4.2		Demonstrate ways to maintain and promote confidentiality in day-to-day communication			
4.3		Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)



## Unit 4345-304 Promote effective handling of information in care settings

Level: 3  
 Credit value: 2  
 UAN: Y/615/7949

### Unit aim

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in <b>care settings</b>			
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings			
2. Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security			
	2.2 Demonstrate practices that ensure security when storing and accessing information			
	2.3 Maintain records that are up to date, complete, accurate and legible			
	2.4 Support audit processes in line with own role and responsibilities			
3. Be able to support others to handle information	3.1 Support <b>others</b> to understand the need for secure handling of information			
	3.2 Support others to understand and contribute to records			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number ..... .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)



# Unit 4345-305 Duty of care in care settings

Level: 3  
 Credit value: 1  
 UAN: Y/615/8163

## Unit aim

This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role			
	1.2 Explain how duty of care relates to duty of candour			
	1.3 Explain how duty of care contributes to the safeguarding or protection of <b>individuals</b>			
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights			
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care			
	2.3 Explain where to get additional support and advice about conflicts and dilemmas			
3. Know how to respond to complaints	3.1 Describe how to respond to complaints			
	3.2 Explain <b>policies and procedures</b> relating to the handling of complaints			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....  
(only if sampled)

# Unit 4345-306 Promote equality and inclusion in care settings

Level: 3  
 Credit value: 2  
 UAN: A/615/8205

## Unit aim

This unit is aimed at those who work in a wide range of care settings. The unit covers 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:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: a) diversity b) equality c) inclusion d) discrimination			
	1.2 Describe the <b>effects</b> of discrimination			
	1.3 Explain how inclusive practice promotes equality and supports diversity			
2. Be able to work in an inclusive way	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role			
	2.2 Work with <b>individuals</b> in a way that respects their beliefs, culture, values and <b>preferences</b>			
3. Be able to promote diversity, equality and inclusion	3.1 Model inclusive practice			
	3.2 Support <b>others</b> to promote equality and rights			
	3.3 Describe how to challenge discrimination in a way that promotes change			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....  
(only if sampled)

# Unit 4345-307 Promote person-centred approaches in care settings

Level: 3  
 Credit value: 6  
 UAN: J/615/8210

## 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 and promote person-centred approaches.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how to promote the application of person-centred approaches in care settings	1.1 Explain how and why <b>person-centred values</b> must influence all aspects of health and adult care work			
	1.2 Evaluate the use of <b>care plans</b> in applying person-centred values			
	1.3 Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities			
2. Be able to work in a person-centred way	2.1 Work with an <b>individual</b> and <b>others</b> to find out the individual's history, <b>preferences</b> , wishes and needs			
	2.2 Demonstrate ways to put person centred values into practice in a <b>complex or sensitive</b> situation			
	2.3 Adapt actions and approaches in response to an individual's changing needs or preferences			
3. Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express <b>consent</b>			
	3.2 Establish consent for an activity or action			

	3.3	Explain what steps to take if consent cannot be readily established			
4. Be able to implement and promote active participation	4.1	Describe different ways of applying active participation to meet individual needs			
	4.2	Work with an individual and others to agree how active participation will be implemented			
	4.3	Demonstrate how <b>active participation</b> can address the holistic needs of an individual			
	4.4	Demonstrate ways to promote understanding and use of active participation			
5. Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices			
	5.2	Use own role and authority to support the individual's right to make choices			
	5.3	Manage risk in a way that maintains the individual's right to make choices			
	5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6. Be able to promote individuals' well-being	6.1	Explain the links between identity, self-image and self-esteem			
	6.2	Analyse factors that contribute to the <b>well-being</b> of individuals			
	6.3	Support an individual in a way that promotes their sense of identity, self-image and self-esteem			
	6.4	Demonstrate ways to contribute to an environment that promotes well-being			
7. Understand the role of risk-assessment in	7.1	Compare different uses of risk-assessment in care settings			

enabling a person-centred approach	7.2	Explain how risk-taking and risk-assessment relate to rights and responsibilities			
	7.3	Explain why risk-assessments need to be regularly revised			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

## Unit 4345-308 Understand mental well-being and mental health promotion

Level: 3  
 Credit value: 3  
 UAN: H/615/7890

### Unit aim

This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental well-being and mental health			
	1.2 Explain the range of factors that may influence mental well-being and mental health problems across the <b>life span</b> , including: a) biological factors b) social factors c) psychological factors d) emotional factors			
	1.3 Explain how <b>risk factors</b> and <b>protective factors</b> influence levels of resilience in <b>individuals</b> and groups in relation to mental well-being and mental health			
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health			
	2.2 Explain how to support an individual in promoting their mental well-being and mental health			



	2.3	Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health			
	2.4	Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community			
	2.5	Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

## Unit 4345-309 Understand mental health problems

Level: 3  
 Credit value: 3  
 UAN: M/615/8282

### Unit aim

This unit aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the types of mental ill health	1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: a) mood disorders, b) personality disorders, c) anxiety disorders, d) psychotic disorders, e) substance-related disorders, f) eating disorders, g) cognitive disorders			
	1.2 Explain the key strengths and limitations of the psychiatric classification system			
	1.3 Explain alternative frameworks for understanding mental distress			
	1.4 Explain indicators of mental ill health			
2. Understand the impact of mental ill health on individuals and others in	2.1 Explain how <b>individuals</b> experience discrimination			
	2.2 Explain the <b>effects</b> mental ill health may have on an individual			

their social network	2.3	Explain the effects mental ill health may have on those in the individual's familial, social or work network			
	2.4	Explain how to intervene to promote an individual's mental health and well-being			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....  
(only if sampled)

## **Appendix 1                      Summary of City and Guilds assessment policies**

### **Health and Safety**

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

### **Equal Opportunities**

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

### **Access to assessment**

City & Guilds Level 2 Diploma in Care are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the Diploma allows for this. This must be agreed before you start your Diploma.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

### **Complaints and appeals**

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
<b>Centres</b> 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
<b>Single subject qualifications</b> 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
<b>International awards</b> 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
<b>Walled Garden</b> 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
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

**If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

**Published by City & Guilds**  
**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)844 543 0033**  
**F +44 (0)207294 2413**  
**[cityandguilds.com](http://cityandguilds.com)**

**City & Guilds is a registered charity**  
**established to promote education and training**