

Level 2 IVQs in Health Care (8629)

**Level 2 IVQ Diploma in Health Care
(8629-01) (500/5796/0)**

**Level 2 IVQ Specialist Diploma in Health Care
(8629-02) (500/5814/9)**

Qualification handbook for centres



About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services and NPTC (National Proficiency Tests Council) which offers land-based qualifications. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement *Access to assessment and qualifications* is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2007 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the *Standard Copying Conditions* on the City & Guilds website.

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.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

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)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

Level 2 Level 2 IVQs in Health Care (8629)

**Level 2 IVQ Diploma in Health Care
(8629-01) (500/5796/0)**

**Level 2 IVQ Specialist Diploma in Health Care
(8629-02) (500/5814/9)**

Qualification handbook for centres

This page is intentionally blank

Contents

1	About this document	5
2	About the qualification	7
2.1	Aim of the qualification	7
2.2	The structure of the qualification	8
2.3	Sources of information	10
3	Candidate entry and progression	11
3.1	Candidate entry requirements	11
3.2	Age restrictions and legal considerations	12
3.3	Candidate workplace requirements	13
3.4	Progression	14
4	Centre requirements	15
4.1	Obtaining centre and qualification approval	15
4.2	Resource requirements	16
4.3	Registration and certification	17
4.4	Quality assurance	18
5	Course design and delivery	21
6	Assessment	24
6.1	Summary of assessment requirements	24
6.2	Grading and marking	26
6.3	Recording requirements	27
7	Units	28
Unit 001	Developing own knowledge and practice in a care setting	29
Unit 002	Rights, responsibilities and protection in care	34
Unit 003	Communicating with and completing records for individuals in a care setting	39
Unit 004	Understanding health and safety practice in a care setting	43
Unit 005	Supporting individuals to meet their personal daily living needs	47
Unit 006	Supporting the physical and emotional comfort of individuals	51
Unit 007	Supporting individuals with activities	54
Unit 008	Promoting, maintaining and understanding mobility	58
Unit 009	Working in collaboration with informal carers	62
8	Assignments	65
Unit 001	Developing own knowledge and practice in a care setting	66
Unit 002	Rights, responsibilities and protection in care	71
Unit 003	Communicating with and completing records for individuals in a care setting	75
Unit 004	Understanding health and safety practice in a care setting	79
Unit 005	Supporting individuals to meet their personal daily living needs	85
Unit 006	Supporting the physical and emotional comfort of individuals	91

Unit 007	Supporting individuals with activities	94
Unit 008	Promoting, maintaining and understanding mobility	95
Unit 009	Working in collaboration with informal carers	99
Appendix 1	Recording Forms	101
Form 1	Candidate and centre details	102
Form 2	Summary of achievement	103
Form 3	Candidate assessment record	104
Appendix 2	Pro forma-Initial Assessment	106

1 About this document

This document contains the information that centres need to offer the following International Vocational Qualifications (IVQs):

Qualification title	Level 2 IVQ Diploma in Health Care
City & Guilds qualification number	8629-01
Accreditation number	500/5796/0
Qualification title	Level 2 IVQ Specialist Diploma in Health Care
City & Guilds qualification number	8629-02
Accreditation number	500/5814/9

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- IVQ recording forms.

This document should be used in conjunction with the *Centre guide-Delivering International Qualifications*. This document contains other relevant pro formas required for the Level 2 IVQs in Health Care (8629).

The levels of City & Guilds qualifications

Progressive structure Achieving maximum potential

All City & Guilds qualifications are part of an integrated progressive structure of awards arranged over seven levels, allowing people to progress from foundation to the highest level of professional competence. Senior awards, at levels 4 to 7, recognise outstanding achievement in industry, commerce and the public services. They offer a progressive vocational, rather than academic, route to professional qualifications. An indication of the different levels and their significance is given below.

NQF level	City & Guilds qualifications/ programmes	Other qualifications*
8	Fellowship (FCGI)	Doctorate
7	Membership (MCGI) Master Professional Diploma Level 5 vocational awards NVQ/SVQ Level 5	Master's Degree Postgraduate Diploma Postgraduate Certificate
6	Graduateship (GCGI) Associateship (ACGI)**	Bachelor's Degree Graduate Certificate and Diploma
5	Level 5 IVQ Advanced Technician Diploma Full Technological Diploma	Higher National Diplomas Foundation Degree Diplomas of Higher and Further Education
4	Licentiatehip (LCGI) Higher Professional Diploma Level 4 vocational awards NVQ/SVQ Level 4	Certificate of Higher Education
3	Level 3 IVQ Advanced Diploma Level 3 IVQ Specialist Advanced Diploma*** Level 3 IVQ Technician Diploma Level 3 vocational awards NVQ/SVQ Level 3	A Level Scottish Higher Advanced National Certificate in Education BTEC National Certificate/Diploma
2	Level 2 IVQ Diploma Level 2 IVQ Specialist Diploma*** Level 2 IVQ Technician Certificate Level 2 vocational awards NVQ/SVQ Level 2	GCSE grades A*-C Scottish Intermediate 2/Credit 5 Grade BTEC First Certificate
1	Level 1 IVQ Certificate Level 1 vocational awards NVQ/SVQ Level 1	GCSE grades D-G Scottish Intermediate 1/General 5 Grade Scottish Access 1 and 2

* Broad comparability in level.

** Only graduates of the City & Guilds College, Imperial College of Science, Technology and Medicine, are awarded the Associateship (ACGI).

*** Part of a new qualification structure which is being introduced across the IVQ provision.

NVQ – National Vocational Qualifications.

IVQ – International Vocational Qualifications.

2 About the qualification

2.1 Aim of the qualification

The aims of the IVQs in Health Care are to:

- support the learning needs of individuals who work or aim to work as care workers in the health care sector
- give opportunities for gaining individual units which are relevant to their current role
- allow individuals to learn, develop and practice the skills required for employment and/or career progression in the health sector

These qualifications have been designed to provide a comprehensive core programme of learning and assessment for health and care workers in a range of settings.

The health and care needs of individuals and groups are now being met in a variety of settings and services that are continually being developed. These will cover a range from residential to hospital, day care services and home care. All of these services are striving to adopt the core principles of care in offering person-centred, respectful and dignified care in safe and independence enhancing environments.

The pace and extent of change and the development of health and social policy initiatives inevitably impact on the skills and knowledge expected of workers in the sector. Consequently national and local governments, education and training organisations and key sector interest groups will be keen to address care workers core training needs to ensure that quality services can be delivered in support of these developments.

These IVQs provide a framework for training and qualifications equipping care workers with the knowledge to deliver the highest standards of service as well as providing a structure for their further development.

Candidates will be required to gain a basic understanding of responsibilities and accountability within their care practice. It also offers the opportunity to challenge thinking and develop a non judgemental approach to providing care and protection of individuals.

2 About the qualification

2.2 The structure of the qualification

The Level 2 IVQ Diploma and IVQ Specialist Diploma together offer comprehensive coverage of the knowledge, skills and core values needed by workers to deliver effective and safe services. They provide a sound knowledge base which will enable candidates to approach their work and further development with increased confidence.

They are aimed at full or part-time staff and volunteers who may not have other qualifications. They might be working in one of many services including residential, day services, hospital, housing, domiciliary or community support. They may be supporting people with a wide range of needs.

The Level 2 IVQ Diploma in Health Care will be awarded to candidates who successfully complete units 001-004.

Units for the Level 2 IVQ Diploma

- 001 Developing own knowledge and practice in a care setting
- 002 Rights, responsibilities and protection in care
- 003 Communicating with and completing records for individuals in a care setting
- 004 Understanding health and safety practice in a care setting

The Level 2 IVQ Specialist Diploma in Health Care will be awarded to candidates who successfully complete all the units in the Diploma and **four** of units 005-009. A certificate of unit credit (CUC) will be awarded for successful completion of each individual unit.

Units for the Level 2 IVQ Specialist Diploma

- 005 Supporting individuals to meet their personal daily living needs
- 006 Supporting the physical and emotional comfort of individuals
- 007 Supporting individuals with activities
- 008 Promoting, maintaining and understanding mobility
- 009 Working in collaboration with informal carers

Guided learning hours

City & Guilds does not specify the exact amount of time required to complete the qualification, but recommends the following minimum guided learning hours for each unit.

City & Guilds unit no	QCA unit reference	Unit title	Recommended guided learning hours
001	M/502/2482	Developing own knowledge and practice in a care setting	30 hours
002	T/502/2483	Rights, responsibilities and protection in care	60 hours
003	A/502/2484	Communicating with, and completing records for individuals in a care setting	30 hours

City & Guilds unit no	QCA unit reference	Unit title	Recommended guided learning hours
004	F/502/2485	Understanding health and safety practice in a care setting	60 hours
005	J/502/2486	Supporting individuals to meet their personal daily living needs	60 hours
006	L/502/2487	Supporting the physical and emotional comfort of individuals	30 hours
007	R/502/2488	Supporting individuals with activities	30 hours
008	Y/502/2489	Promoting, maintaining and understanding mobility	30 hours
009	L/502/2490	Working in collaboration with informal carers	30 hours

2 About the qualification

2.3 Sources of information

City & Guilds provides the following documents specifically for this qualification:

Publication	Available from
Qualification handbook with assessment and recording forms	Qualification Handbook on the City & Guilds website
<i>Centre guide – Delivering International Qualifications</i> - This document contains detailed information about the processes which must be followed and requirements which must be met to achieve 'approved centre' status, or to offer a particular qualification. It also contains regulations for the conduct of examinations and pro formas.	International branch offices, City & Guilds website and our Customer Relations team in the London office

There are other City & Guilds documents which contain general information about City & Guilds qualifications:

- *International catalogue (CD-00-1112)*
- *Preparing projects and portfolios for international qualifications.* This document is a useful guide for centre staff and for candidates
- *Guide to the assessment of practical skills in international vocational qualifications.* This document offers advice for centre staff on planning and conducting practical assessments.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

3 Candidate entry and progression

3.1 Candidate entry requirements

It is the responsibility of the centre to ensure that candidates have the skills necessary to achieve the qualification. Whilst there are no formal prerequisites for entry to the qualification, centres must be aware that candidates will require some study and general communication skills and have a reasonable level of language and literacy skills in order to complete the assessment requirements. Some candidates may require further support in the development of these skills, but others may not yet be ready to enter onto a course of study leading to an IVQ qualification.

Accreditation on the National Qualifications Framework

The Level 2 IVQ Diploma and IVQ Specialist Diploma in Health Care are accredited at level 2 of the National Qualifications Framework of England, Wales and Northern Ireland (NQF).

The units within the qualification are broadly related to the UK's National Occupational Standards (NOS) as outlined in the table below.

Unit	Most relevant NOS
001	HSC23 Develop your own knowledge and practice
002	HSC24 Ensure your own actions support the care, protection and well-being of individuals
003	HSC21 Communicate with, and complete records for individuals
004	HSC22 Support the health and safety of yourself and individuals
005	HSC27 Support individuals in their daily living HSC29 Support individuals to meet their domestic and personal needs HSC 219 Support individuals to manage continence
006	HSC216 Help address the physical comfort needs of individuals
007	HSC210 Support individuals to access and participate in recreational activities
008	HSC215 Help individuals to maintain mobility
009	HSC227 Contribute to working in collaboration with carers in the caring role

3 Candidate entry and progression

3.2 Age restrictions and legal considerations

The expected **minimum** age limit attached to candidates undertaking the qualifications is 16, unless there is a requirement by local, regional or national law. Centres are responsible for ensuring compliance with all local, regional and national legislation which may affect delivery of the qualification.

3 Candidate entry and progression

3.3 Candidate workplace requirements

As part of the assessment for this qualification is based on experience in the workplace, candidates must have access to an appropriate setting. This can be on a part-time, full-time, paid or unpaid basis.

3 Candidate entry and progression

3.4 Progression

The qualifications provide a number of opportunities for progression both within the City & Guilds framework of qualifications and those available in the country that offers it.

Progression from the Level 2 IVQ Diploma to the IVQ Specialist Diploma allows the candidate to either achieve a qualification that meets his/her developing role within an organisation, or can be part of his/her Continuous Professional Development (CPD). It allows for a wider demonstration and acquisition of knowledge and skills.

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**. In order to offer these qualifications, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Centre guide - Delivering International Qualifications*, which is available from International branch offices, the City & Guilds website or the Customer Relations team in our London office.

International branch offices will support new centres through the approval process. They will appoint an external verifier. They will also provide details of fees applicable for approvals. The branch office will be the point of contact for all enquiries for these qualifications and will be responsible for monitoring the delivery and assessments through reports submitted by external verifiers.

Assessments must not be undertaken until qualification approval has been obtained and candidates have been registered.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Centre guide – Delivering International Qualifications*.

4 Centre requirements

4.2 Resource requirements

Physical resources

Centres wishing to use this qualification as the basis for a course of instruction must review this handbook and ensure that they have the staff and access to sufficient equipment in the centre or workplace so that candidates have the opportunity to cover all of the activities of the qualification

Centre staff

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Staff should be technically competent and experienced in the units for which they are delivering, teaching, training and assessing learning.

Tutor/assessor requirements

Tutor/assessors should be occupationally competent /experienced at a level above that which they will be delivering/assessing.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the units and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

Further details of centre staff roles are provided under Section 2 Key Roles in *Centre guide – Delivering International Qualifications* and also in section 4.4 of this document.

4 Centre requirements

4.3 Registration and certification

Full details of City & Guilds' administrative procedures for these qualifications are provided in the *International catalogue (CD-00-1112)* and are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- entry for examinations
- conduct of examinations
- claiming certification.

Centres should be aware of the time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds *International catalogue*. Centres should follow all guidance carefully, particularly noting that registration and certification end dates for the qualifications are subject to change. Candidates should be registered as near to the start date of the programme as possible.

Centres may obtain information about fees for these qualifications from their local International branch office.

4 Centre requirements

4.4 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Full information is provided in *Centre guide – Delivering International Qualifications*.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

International standards and rigorous quality assurance are maintained by the use of:

- City & Guilds activities, assessed by the centre according to externally set evidence requirements
- internal (centre) quality assurance
- City & Guilds external verification

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- assessment manager
- tutor/assessor
- internal verifier co-ordinator (for larger centres)
- internal verifier

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Centre guide – Delivering International Qualifications* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain original copies of candidates' assessment and internal verification records for **three** years after certification.

The following is a summary of the key roles involved in the successful implementation and assessment of the scheme. (Please refer to the *Centre guide – Delivering International Qualifications* for further information).

The role of the **Internal Verifier (IV)** is to ensure that:

- they liaise with City & Guilds personnel
- there are adequate resources, both staff and materials
- each candidate undergoes an initial assessment and induction, leading to an agreed Individual Learning Plan (ILP) / action plan
- the work of all personnel contributing to the delivery and assessment of the programme is sampled by a range of methods
- records of all sampling activities are monitored and maintained
- where several members of staff are involved in the delivery/assessment of the qualification, that there is a consistent interpretation of the requirements through standardisation activities and that these are documented

- all staff carrying out delivery and assessment are familiar with and understand the unit requirements
- an appropriate referral policy is in place
- candidate evidence is clearly organised and accessible to the internal and external verifier
- relevant records and pro formas are completed and maintained.

The role of the **tutor/assessor** is to:

- plan, manage, deliver and assess the qualification
- devise a suitable programme for delivery/assessment of the units
- ensure that each candidate is aware of the assessment requirements throughout their programme of learning
- provide guidance and support to candidates on the assessment and evidence requirements for each unit
- ensure that the assessment and evidence requirements have been met by the candidate
- observe delivered sessions or nominate a suitable observer, maintaining details of all observers
- complete relevant records and pro formas.

Internal verifiers and tutors/assessors are encouraged to take the Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning (1106-21). Please contact your branch office for further details.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is fair, valid, consistent and reliable, and that there is good assessment practice in centres so candidates can meet the requirements of the qualification.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verification knowledge and expertise for the qualifications for which they verify. City & Guilds external verifiers attend training and development sessions designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice. External verifiers are encouraged to take unit 112 in the Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning (1106-21). Please contact your branch office for further details.

External verifiers:

The role of the external verifier is to:

- make approval visits/recommendations (where necessary) to confirm that centres can satisfy the approval criteria
- help centres to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible and non-discriminatory
- ensure that internal verifiers are undertaking their duties satisfactorily
- monitor internal quality assurance systems and sampling, including direct observation, assessment activities, methods and records
- approve centre devised model answers to knowledge questions
- sample knowledge answers, reports and evidence requirements
- check claims for certification to ensure they are authentic, valid and supported by auditable records
- act as a source of advice and support to centres, including help with interpretation of standards
- promote best practice
- provide prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems
- confirm that centres have implemented any corrective actions required

- report back to City & Guilds' head office or the relevant branch office
- maintain records of centre visits and make these available for auditing purposes.

External quality assurance for the qualifications will be provided by the usual City & Guilds external verification process and reported on using relevant documentation to provide a risk analysis of individual centre assessment and verification practice.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Provided that the requirements for the qualifications are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications for example to address local, organisational or government needs. Provided the aims, outcomes and knowledge requirements are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate.

Guided learning hours

These figures are a guide to the amount of time during which a candidate will be expected to achieve the knowledge and evidence requirements involved for each unit. This does not have to be solely class contact time, but can combine class time, tutorials, self study, research and if available e-learning. Providing the aims, outcomes and knowledge requirements are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate.

Relationship to other qualifications

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Areas that centres should consider are:

- language skills
- literacy skills
- numeracy skills
- ICT skills
- professional values and practice
- relevant cultural, social, local, moral and spiritual issues.

Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Centres will need to abide by the legal requirements of the country that they operate in. Centres and staff will be expected to maintain the confidentiality required by the laws and policies of national governments and the centres that offer the qualifications.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates commence the programme.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme. Candidates should have a reasonable level of language and literacy skills.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. The results of initial assessment will assist centres and tutors with the design and delivery of the courses to meet the particular needs of their candidates for both the class based and practical aspects of the course. An example pro forma is supplied in the appendix 2.

Centres should provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information as part of the learning contract/individual learning plan.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre guide – Delivering International Qualifications*).

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre guide – Delivering International Qualifications*, in the *International catalogue* and is also available from the City & Guilds Customer Relations department.

Access to City & Guilds' qualifications is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website, and in *Centre guide – Delivering International Qualifications*.

Results and certification

All candidates for City & Guilds qualifications receive a Notification of Learners Results giving details of their performance.

All activities are marked on a **pass, refer or fail** basis. To achieve the IVQ Diploma in Health Care, candidates must pass the assignments for all four mandatory units. To achieve the IVQ Specialist Diploma in Health Care, candidates must pass the assignments for four of five optional units in addition to the four mandatory units. A Certificate of Unit Credit (CUC) is available for all individual units.

The administrative arrangements for registering and certifying candidates are clearly outlined in the *Centre guide – Delivering International Qualifications*.

The Notification of Learners Results, Certificates of Unit Credit and final certificate will be issued by City & Guilds to the centre for award to successful candidates. Any enquiries about results and certification must be conducted through the candidate's centre.

Further information about the issue of results and certification for centres is available online at **www.cityandguilds.com** or by contacting the City & Guilds Operations Support Service enquiries

team (contact details are available in the appendices of *Centre guide – Delivering International Qualifications*).

Appeals

Centres must have their own auditable appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Centre guide – Delivering International Qualifications*. There is also information on appeals for centres and candidates on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

Candidates are required to complete all assignment tasks for each unit. The assignment tasks include theoretical activities with a focus on real work situations.

Provision of assignments

The assignments for this qualification are provided in this document and on the City & Guilds website.

Assignment requirements

Candidates must successfully complete all parts of an assignment, to a satisfactory and appropriate standard, in order to gain a pass grade for each assignment. The assignments have been designed to assess the ability of candidates to cover a range of issues associated with each unit.

Consequently, it is not appropriate for any parts of an assignment to be omitted, submitted incomplete or of an unsatisfactory standard.

For all tasks undertaken in the written assignments, candidates must demonstrate the following:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others
- provide a candidate authenticity statement, signed and dated, for all hand written and/or word-processed responses to tasks.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that candidates meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to candidates about word length if they wish.

Trainers/assessors are reminded of their responsibility to provide written feedback to candidates regarding their assignments and not to encourage candidates to submit work for final assessment until it is complete and to the appropriate standard required.

Candidates normally have two opportunities to submit each individual assignment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Confidentiality

The importance of maintaining confidentiality is paramount. Candidates are reminded that the assignments must not contain any material from which an individual can be identified. Assignments containing such material will not be considered for the qualification.

6 Assessment

6.2 Grading and marking

Assignments are marked by the centre and are graded at pass/refer/fail only.

What the results mean:

Pass: is achieved when all assignment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Refer: normally candidates may resubmit their assignment work once if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their external verifier.

6 Assessment

6.3 Recording requirements

The following recording forms are provided for centre use and should be photocopied as required for these qualifications:

Form 1 Candidate and centre details

Form should be completed and placed at the front of the file/portfolio in which candidate assignments are kept

Form 2 Summary of achievement

Form used to record the candidate's on-going completion of units and progress towards final achievement. It also allows the internal verifier and external verifier to indicate which units have been sampled for verification purposes.

Form 3 Candidate assessment record, assignment feedback and results sheet

Form used to record the results of each assignment and feedback to the candidate. It should be used, where necessary, to record an action plan for and results of all allowable assignment resubmissions. Internal verifiers should also sign this form on completion of each unit.

Centres are reminded that forms IVQ 2 and 3 must be safeguarded by the centre throughout the candidate's period of assessment and then kept by the centre for a period of three years after completion of the qualification. Candidates should be given a photo/copy of these completed forms to keep in their file/portfolio.

These forms are in Appendix 1 and may be photocopied as required.

7 Units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- aim
- summary of learning outcomes
- guided learning hours
- assessment details
- learning outcomes

Unit 001

Developing own knowledge and practice in a care setting

Aim

This unit is about identifying own role in relation to employer requirements and developing own practice as a health/care worker.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- identify own role in relation to caring
- identify own learning and development goals
- agree a personal development plan
- review own progress towards learning and development goals

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with two tasks.

Unit 001 Developing own knowledge and practice in a health care setting

Outcome 1 Identify own role in relation to caring

The candidate will be able to:

- 1.1 state the requirements for being a care worker
- 1.2 describe own role and responsibilities in the workplace
- 1.3 explain how to ensure the rights of others are respected during training activities
- 1.4 explain why it is important for care workers to keep up-to-date with changes and continue learning.

Suggested topics for learning programmes:

- candidate's own job role
- qualification and continued professional development requirements to carry out job role effectively
- issues of individual's rights in relation to staff development

Unit 001 Developing own knowledge and practice in a health care setting

Outcome 2 Identify own learning and development goals

The candidate will be able to:

- 2.1 identify own training needs
- 2.2 identify own learning style
- 2.3 identify the people who support personal and professional development.

Suggested topics for learning programmes:

- identification of training and skills required in care
- candidate's arrangements for personal and professional development
- consideration of candidate's personal development needs
- use of a recognised tool to identify candidate's preferred learning style
- how to identify own training needs and what sources of information can be used to do this

Unit 001 Developing own knowledge and practice in a health care setting

Outcome 3 Agree a personal development plan

The candidate will be able to:

- 3.1 explain how to access relevant training
- 3.2 explain the different ways of developing own skills
- 3.3 identify people who can help them to develop their skills.

Suggested topics for learning programmes:

- how candidates can best access relevant training, including formal and informal training
- an identification of the relevant people who can assist with personal and professional development
- why it is important to have a personal / professional development plan

Unit 001 Developing own knowledge and practice in a health care setting

Outcome 4 Review own progress towards learning and development goals

The candidate will be able to:

- 4.1 explain the reasons for having support in the care setting
- 4.2 review own practice and development
- 4.3 describe how new knowledge and skills can be used in a care setting.

Suggested topics for learning programmes:

- the reasons for having support and supervision
- different ways to evaluate and reflect on own work practice
- the range of ways that new knowledge and skills can be applied effectively in the care setting
- differences between professional and personal development and how one can support the other
- the meaning and purpose of reflective practice

Aim

This unit is about understanding and applying the values that underpin all care practice. It deals with the core principles of supporting the care, protection and well-being of individuals.

Learning outcomes

There are **four** outcomes in this unit. The candidate will be able to:

- investigate values, rights and responsibilities
- describe the rights, needs and responsibilities of the individual
- identify ways of working which respect the diversity of individuals
- identify own responsibilities in protecting individuals from harm and abuse

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with four tasks.

The candidate will be able to:

- 1.1 list the rights of the individual from the Universal Declaration of Human Rights
- 1.2 describe the national and organisational policies in relation to promoting rights of individuals in own workplace
- 1.3 describe the values and principles of care
- 1.4 explain how care values affect the responsibilities of the care worker
- 1.5 describe how care values may differ from those held by other people
- 1.6 describe how conflicts and issues caused by differing values may be overcome
- 1.7 explain how to deal with comments and complaints.

Suggested topics for learning programmes:

- defining values
- defining beliefs and attitudes
- how life experiences and heritage can affect values, beliefs and attitudes
- rights legislation – international and country specific
- equality legislation – international and country specific
- diversity and equality
- workplace policies and procedures, where appropriate
- differences between moral and legal rights
- principles of care eg choice, dignity, confidentiality
- different methods of dealing with comments and complaints; recording, reporting and addressing, differences between care settings

Unit 002
Outcome 2

Rights, responsibilities and protection in care
Describe the rights, needs and responsibilities of the individual

The candidate will be able to:

- 2.1 describe ways of finding out about an individual's needs, rights and preferences
- 2.2 describe ways to encourage people to take as much control over their lives as possible
- 2.3 state why it is important to check for changes in an individual's condition and circumstances
- 2.4 describe how the use of risk assessments may protect people whilst respecting their views and choices
- 2.5 describe ways of supporting people to understand their needs, rights and responsibilities.

Suggested topics for learning programmes:

- ways of finding out about the individual eg formal assessment of individuals requiring care, observation, listening, questioning
- describe risk assessment and risk management
- balancing an individual's wish to take risks with supporting care practices
- recognising ways of supporting individuals eg making and accepting decisions and choices
- recognising any limitations placed on individuals eg by laws and safe practice
- how to recognise changes in individuals' conditions and circumstances eg health, behaviour, stress, life events
- actions to take when changes are identified

Unit 002
Outcome 3

Rights, responsibilities and protection in care
Identify ways of working which respect the diversity of individuals

The candidate will be able to:

- 3.1 outline the local and national requirements relating to individual rights and equality
- 3.2 describe ways in which local and national requirements are put into practice to promote equality and diversity in the care setting
- 3.3 explain what is meant by person centred practice
- 3.4 describe ways of promoting equality and diversity in the care setting
- 3.5 describe how events and experiences throughout a person's life can affect them.

Suggested topics for learning programmes:

- rights and equality legislation
- equality, policies and guidelines
- definition of discrimination
- definition of stereotyping
- practices in promoting equality eg meeting individual needs, recognising individual differences
- how life experiences can affect people
- investigating what diversity means
- balancing an individual's wish to take risks with supporting care practices
- problems arising from making assumptions about individuals. Discrimination against people may occur for a wide range of reasons such as: differing abilities, age, class, caste, creed, culture, gender, health status, relationship status, mental health, background, place of origin, political beliefs, race, responsibility for dependants, religion and sexuality.
- promoting individuality
- holistic care
- individual's participation in their care

Unit 002
Outcome 4

Rights, responsibilities and protection in care
Identify own responsibilities in protecting individuals from harm and abuse

The candidate will be able to:

- 4.1 describe different types of harm and abuse
- 4.2 identify factors that may lead to danger, harm and abuse
- 4.3 identify signs and symptoms of harm and abuse
- 4.4 identify how to get advice, support and information about protection and improving practice in dealing with abuse
- 4.5 describe the correct actions to be taken if abuse is suspected or disclosed.

Suggested topics for learning programmes:

- definitions and types of abuse eg financial, sexual, verbal, institutional, emotional, physical, self harm, neglect
- signs and symptoms of harm and abuse
- being vulnerable and who may be at particular risk of abuse eg individuals with mental illness, learning disabilities, physical disabilities
- factors that may lead to danger, harm and abuse eg personal circumstances, history, organisational procedures
- local and national policies and procedures relating to protection
- ways of protecting self and others
- sources of advice, support and information about protection and improving practice in dealing with abuse

Unit 003

Communicating with and completing records for individuals in a care setting

Aim

This unit is about communicating effectively and sharing information with and about individuals in a health care setting.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- identify the skills needed to communicate effectively
- describe own role in supporting individuals to communicate effectively
- identify reasons for and ways of sharing

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with four tasks.

Unit 003

Communicating with and completing records for individuals in a care setting

Outcome 1

Identify the skills needed to communicate effectively

The candidate will be able to:

- 1.1 identify the different ways that people communicate
- 1.2 describe ways of finding out how an individual likes to communicate
- 1.3 identify the skills needed for effective communication with different individuals.

Suggested topics for learning programmes:

- ways of communicating effectively including active listening, use of space, positioning, body language and eye contact
- the range of different methods of communication that can support individuals' needs, preferences, diversity and equality
- sources of information about communication needs, such as organisational records, the individual, relevant professionals and outside agencies.
- the specific communication needs of the individuals within the care setting

Unit 003 Communicating with and completing records for individuals in a care setting

Outcome 2 Describe own role in supporting individuals to communicate effectively

The candidate will be able to:

- 2.1 identify the reasons why people may find it difficult to communicate
- 2.2 describe ways of supporting individuals to communicate effectively
- 2.3 describe what should be done when communication is not effective.

Suggested topics for learning programmes:

- the factors that may affect an individual's communication skills and abilities eg language, age, development, culture
- the range of methods and equipment used to support communication in the care worker's workplace
- the care worker's role in actively supporting individuals to communicate by providing sufficient time and an appropriate environment
- effective interactions, including ways of adapting communication, checking understanding
- sources of information about communication methods, needs and preferences; for example professionals, interpreters and outside agencies
- the changes that may occur relating to an individual's communication, for example, speech, hearing and listening
- how to recognise when communication is ineffective and the action to be taken by the care worker
- relevant codes of practice

Unit 003

Communicating with and completing records for individuals in a care setting

Outcome 3

Agree a personal development plan

The candidate will be able to:

- 3.1 explain why information might need to be shared with others
- 3.2 describe the different ways that information is shared in the care environment
- 3.3 explain what is meant by confidentiality in health care
- 3.4 identify the reasons for keeping, storing and sharing records
- 3.5 explain how to complete records accurately.

Suggested topics for learning programmes:

- any legal and organisational policies relating to recording, reporting and sharing information with and about individuals
- the importance and purposes of confidentiality within a health care setting.
- the role and accountability of the care worker in maintaining security of records: accurate recording, reporting and sharing information
- ways of keeping all information confidential in relation to the different methods of communication used eg in person, telephone, fax, email
- codes of practice and conduct relevant to the care worker and others which relate to recording, reporting and sharing information
- principles of completing records in a way that ensures that the information is accurate, legible, relevant, complete, up-to-date and differentiates between facts and opinions

Aim

This unit is about legal and workplace requirements, awareness of hazards and risks in the workplace and good health and safety practice.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- identify relevant laws and care setting requirements in relation to health and safety at work
- identify hazards and risks in a care setting
- describe good health and safety practice in a care setting

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with six tasks.

Unit 004

Understanding health and safety practice in a care setting

Outcome 1

Identify relevant laws and care setting requirements in relation to health and safety at work

The candidate will be able to:

- 1.1 identify the relevant laws and legal regulations relating to health and safety in a care setting
- 1.2 identify procedures relating to health and safety practice in a care setting
- 1.3 explain the procedures for recording and reporting accidents and emergencies
- 1.4 describe the requirements for ensuring that the rights of the individual are respected when dealing with health and safety matters.

Suggested topics for learning programmes:

Legal and organisational requirements relating to aspects such as

- infection control
- moving and handling
- duty to protect self and others
- data protection
- assessing risk
- reporting risk
- reporting accidents and emergencies
- incorporating care and health values into all aspects of work
- codes of practice
- fire procedures

Unit 004 Understanding health and safety practice in a care setting

Outcome 2 Identify hazards and risks in a care setting

The candidate will be able to:

- 2.1 describe how to reduce the spread of infection in the care setting
- 2.2 explain how own health and hygiene may affect the safety of others in the care setting
- 2.3 describe the types of personal protective equipment that should be used during hazardous activities
- 2.4 explain why personal protective equipment should be used in a care setting
- 2.5 identify hazards that might cause accidents or injuries in a care setting
- 2.6 explain why some individuals may be more at risk of accidents or injury than others
- 2.7 describe own responsibility in identifying hazards and risks in the care setting
- 2.8 identify different kinds of emergency which may occur in the care setting.

Suggested topics for learning programmes:

- current best practice for infection prevention and control
- current best practice for use of personal protective equipment
- awareness of assessing risks
- awareness of dealing effectively with hazards
- awareness of risks that some people may face
- balance between health and safety and upholding rights eg choice, confidentiality, dignity
- candidate's role/responsibilities and limitations
- awareness of emergency situations which could occur in care settings

Unit 004

Understanding health and safety practice in a care setting

Outcome 3

Describe good health and safety practice in a care setting

The candidate will be able to:

- 3.1 explain how to work safely with hazardous and non-hazardous materials and equipment
- 3.2 describe how to move and handle people safely and with dignity
- 3.3 describe how to move objects safely
- 3.4 describe the correct use of health and safety records
- 3.5 explain the correct actions to take when the candidate sees key changes in an individual's condition.

Suggested topics for learning programmes:

- current best practice on moving and handling
- current best practice on use, storage and disposal of hazardous and non-hazardous materials and waste
- current best practice on obtaining, completing, storing and sharing health and safety records
- awareness of security procedures in the care setting
- understanding of own role and responsibility for reporting changes in an individual

Unit 005

Supporting individuals to meet their personal daily living needs

Aim

This unit is about understanding the support to meet the needs to live (called personal care and/or activities of daily living) and the support required to live as independently as possible in the community. It covers hygiene and appearance, eating and drinking, sleeping, continence and mobilisation (moving and exercise) and foot care.

Learning outcomes

There are **three** outcomes in this unit. The candidate will be able to:

- describe the support required to meet the dietary needs of an individual.
- state the support required to promote and maintain an individual's continence
- describe the support required to meet the personal hygiene, grooming and dressing needs of an individual

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with six tasks.

Unit 005 Supporting individuals to meet their personal daily living needs

Outcome 1 Describe how to support and meet the dietary needs of an individual

The candidate will be able to:

- 1.1 list the nutritional requirements to maintain health and well-being for an individual
- 1.2 describe how to meet the dietary requirements of an individual in a way that respects, their choices and preferences
- 1.3 describe how to prepare and serve food and drink in a safe and attractive way.
- 1.4 describe the various methods to support eating and drinking
- 1.5 state the importance of maintaining an adequate intake of fluids
- 1.6 explain the importance of maintaining mouth hygiene.

Learning programmes

- the importance of a healthy diet
- the constituents of a healthy diet
- the importance of fluids and the risks of dehydration
- helping and encouraging individuals to eat and drink safely
- particular dietary requirements eg medical needs, preference, cultures and beliefs
- aids for eating and drinking
- preparation and serving for a variety of cultures and beliefs
- importance of mouth hygiene

Unit 005 Supporting individuals to meet their personal daily living needs

Outcome 2 Describe how to support individuals with their bowel and bladder function

The candidate will be able to:

- 2.1 describe the bodily process of bowel and bladder function
- 2.2 identify ways to support individuals with their bowel and bladder function
- 2.3 explain the importance of respecting an individual's choice and personal preference in relation to their bowel and bladder function.

Suggested topics for learning programmes

- understanding bowel and bladder function including irregular patterns of elimination factors affecting bowel and bladder function eg medicines, mobility and mental state
- aids, adaptations and equipment that maintains and promotes bowel and bladder management, where appropriate.
- disposal of body waste safely and effectively
- individual choice and personal preference relating to bowel and bladder function eg privacy and dignity

Unit 005 Supporting individuals to meet their personal daily living needs

Outcome 3 Describe how to support an individual to maintain their personal hygiene and dressing needs

The candidate will be able to:

- 3.1 describe ways of caring for different parts of the body
- 3.2 identify different ways that individuals might want to maintain their hygiene and appearance
- 3.3 explain the importance of respecting the individual's personal preference and choice in maintaining their hygiene and appearance.

Suggested topics for learning programmes

- care and maintenance of different parts of the body eg skin, mouth, feet, eyes, hair, nails, genital area
- identify equipment and aids to support hygiene and dressing, where appropriate
- different practices in maintaining hygiene and personal care
- importance of personal preference and choice relating to maintaining hygiene and appearance eg choice of clothing, choice of skin preparations, hygiene routines

Aim

This unit is about the different factors that may lead to pain, discomfort and distress and how individuals express these feelings. It also considers how to help individuals deal with pain, discomfort and distress. In addition, it covers ways to promote rest and sleep.

Learning outcomes

There are **two** outcomes in this unit. The candidate will be able to:

- help to minimise an individual's pain, discomfort and distress
- help to provide conditions to meet individuals' need to rest

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with three tasks.

Unit 006

Supporting the physical and emotional comfort and of individuals

Outcome 1

Help to reduce an individual's pain discomfort and distress

The candidate will be able to:

- 1.1 identify signs of pain, discomfort and distress
- 1.2 identify ways to reduce pain and discomfort
- 1.3 identify aspects of individuals' lives that may cause them to be distressed
- 1.4 describe ways of supporting individuals who are distressed
- 1.5 identify different ways that individuals might want to express pain and distress.

Suggested topics for learning programmes

- different signs of pain, discomfort and distress
- types and causes of pain and discomfort
- causes of distress eg life changes, loss, environment
- equipment used to reduce pain and discomfort eg adjustments to bedding, specialised beds and mattress; pressure reducing aids and adaptations
- methods of minimising individual discomfort and pain: heating, lighting, ventilation or noise; repositioning; massage, yoga, meditation and medication
- recognition that individuals respond to pain, discomfort and distress in different ways
- ways to support individuals who are distressed eg privacy to express distress, active listening, practical help as required, support to access services eg counselling, religious etc.

Unit 006

Supporting the physical and emotional comfort of individuals

Outcome 2

Help provide conditions to meet individuals' need to rest

The candidate will be able to:

- 2.1 explain the importance of rest and sleep
- 2.2 identify conditions that promote rest and sleep.

Suggested topics for learning programmes

- benefits of physical and emotional needs of sleep and rest
- what can disturb rest eg environmental, stress,
- how lack of rest and sleep affects the body and its healing processes
- the effects of lack of sleep and rest on the human mind.
- recognising an individual's choice and how they need to rest
- recognising different sleep routines
- providing the conditions to help rest and sleep eg positioning to maximise comfort; self and relaxation techniques; medication to relieve pain

Aim

This unit is about the different activities that may be undertaken. It considers ways of supporting individuals to take part and benefit from them.

Learning outcomes

There are 3 learning outcomes for this unit. The candidate will be able to:

- identify different types of activities.
- describe possible benefits of a range of activities
- identify how activities could be incorporated into individual lifestyles

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with one task.

Unit 007

Supporting individuals with activities

Outcome 1

Identify different types of activities for individuals

The candidate will be able to:

- 1.1 identify different types of activities
- 1.2 identify a range of activities
- 1.3 describe the importance of the individual selecting and participating in activities.

Suggested topics for learning programmes

- different types of activities eg leisure, therapeutic, developmental, regaining skills, spiritual
- range of activities to meet a variety of needs eg
 - walking, with/without help, organised exercise – class, to music, while sitting/standing, positioning, limb circling, physiotherapy, tai chi
 - massage - hand, body, head, breathing exercises, alternative therapies, acupuncture, aromatherapy, homeopathy
 - games, card games, board games, group games, memory games, reminiscence therapy,
 - social interactions, household activities, washing up, cooking, preparing / helping to prepare meals etc. other activities of daily living eg showering, bathing, deep breathing
- the importance of making the activity person centre

Unit 007

Supporting individuals with activities

Outcome 2

Describe possible benefits of a range of activities

The candidate will be able to:

- 2.1 describe how a range of activities can be of physical benefit to the individual
- 2.2 explain the social benefits of activities for individuals
- 2.3 identify how a range of activities can benefit an individual's sense of well-being.

Suggested topics for learning programmes

- benefits to physical body systems eg improved mobility, flexibility, circulation, pressure areas, bowel and bladder function
- benefits of intellectual, emotional and spiritual activities eg improved motivation, decision making skills, sense of identity, contentment
- social benefits of activities eg more social contacts, maintaining social skills, benefits to others, friendship, help with tasks, topics for discussion, respite for individual and care worker
- regaining lost skills, developing new skills

Unit 007

Outcome 3

Supporting individuals with activities

Identify how activities could be incorporated into lifestyles

The candidate will be able to:

- 3.1 explain how a range of activities can be incorporated into the lifestyle of individuals
- 3.2 identify a range of people who may be involved in the promotion of activities
- 3.3 identify physical resources needed to promote a range of activities.

Suggested topics for learning programmes

- other people who may be involved in the promotion of therapeutic activities, eg health professionals, spiritual advisor, family members
- suitable environment for activities eg consider health and safety, space, comfort
- equipment and physical resources required eg providing games, paper, music facility
- ways of incorporating activities into daily living eg meals, mobility, social interactions
- encourage participation in household activities, eg washing up, setting tables, cooking, choosing menus

Aim

This unit is about how the body moves and how promote and maintain an individual's mobility. It looks at the effects of mobility on health and well-being.

Learning outcomes

There are **three** learning outcomes in this unit. The candidate will be able to:

- describe how the body moves
- identify how mobility can affect health and well-being
- identify ways of promoting mobility for individuals

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with four tasks.

Unit 008

Promoting, maintaining and understanding mobility

Outcome 1

Describe how the body moves

The candidate will be able to:

- 1.1 identify the function of bones in body movement
- 1.2 identify the function of joints in body movement
- 1.3 identify the function of connective tissue in body movement.

Suggested topics for learning programmes

- location and function of bones eg spine, long bones (femur, humerus)
- location and function of joints eg ball and socket, hinge, pivotal, fixed
- location and function of connective tissue eg ligaments, tendons, muscles, cartilage

Unit 008 Promoting, maintaining and understanding mobility

Outcome 2 Identify how mobility can affect health and well-being

The candidate will be able to:

- 2.1 identify physical benefits of mobility
- 2.2 identify social and emotional benefits of mobility
- 2.3 identify problems associated with reduced mobility.

Suggested topics for learning programmes

- range of physical benefits of mobility eg improved cardiovascular function, improved bowel and bladder function, reduced susceptibility to accident or injury, improved skin integrity, improved muscle tone
- range of social and emotional benefits of mobility eg increased confidence, maintain or develop independence, enabling individuals to retain skills, stimulation
- problems associated with limited mobility
 - bone problems, eg brittle bones, osteoporosis, fractures
 - muscle problems, eg atrophy, reduced tone, capacity,
 - lack of confidence, motivation and stimulation
 - lifestyle limitations
 - deep vein thrombosis
 - breakdown of pressure areas
 - weight change
 - changes in bowel and bladder function eg constipation, urinary infections

Unit 008

Promoting, maintaining and understanding mobility

Outcome 3

Identify ways of promoting mobility for individuals

The candidate will be able to

- 4.1 identify possible causes of reduced mobility
- 4.2 describe ways of promoting mobility
- 4.3 recognise the importance of respecting the individual's wishes in relation to their mobility.

Suggested topics for learning programmes

- possible causes eg degenerative conditions, disability, lack of confidence, illness
- possible aids to mobility eg walking sticks/frames
- changes to environment which support/encourage mobility eg physical adaptation to homes, cars
- role of care worker -discussions re use of aids
 - instructions for use/maintenance of aids
 - providing encouragement
 - "standing back"
 - promoting decision making
 - promoting independence
- importance of assessing risk to self and individual
- importance of monitoring the individual's use of the mobility aid/appliance
- person centred care in promoting mobility

Aim

This unit is about working with informal carers such as family members, friends or neighbours to deliver suitable care for an individual. It looks at ensuring the individual's needs are met, recognising practice that should be challenged and helping informal carers to develop their skills.

Learning outcomes

There are **two** learning outcomes in this unit. The candidate will be able to:

- describe the role of informal carers
- describe how to work effectively with informal carers

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by an assignment with two tasks.

Unit 009

Working in collaboration with informal carers

Outcome 1

Describe the role of informal carers

The candidate will be able to

- 1.1 describe the difference between formal and informal carers
- 1.2 identify a range of people who may act as informal carers
- 1.3 describe the type of activities an informal carer may undertake
- 1.4 describe how caring for an individual might affect the carer.

Suggested learning topics

- definition of formal and informal care
- who acts as an informal carer eg family member, friend
- caring activities undertaken by informal carers
- how caring for an individual might affect the carer eg socially, psychologically, physically, positive and negative effects

Unit 009
Outcome 2

Working in collaboration with informal carers
Describe how to work effectively with informal carers

The candidate will be able to:

- 1.1 outline the codes of practice which relate to working with informal carers
- 1.2 explain the importance of being person-centred when working with informal carers
- 1.3 outline the benefits and limitations of working with informal carers
- 1.4 identify practice that should be challenged
- 1.5 describe ways of developing the practice of informal carers.

Suggested topics for learning

- relevant codes of practice
- benefits of working with informal carers eg their knowledge and expertise
- limitations of working with informal carers eg not becoming emotionally involved.

8 Assignments

This assignment comprises two tasks. Both tasks must be successfully completed to pass this unit.

Task A

This task takes place over a period of time.

At the **beginning** of the programme:

- 1 Identify your own learning style.
- 2 Produce a personal development plan for your own learning (you may use the table provided on the following page). This should include:
 - what your learning goals are
 - what skills or knowledge you want to develop
 - how you can do this (referring to your own learning style)
 - who will help you?
 - how you can put these skills into practice in a way that does not have a negative effect on the rights of individuals?

At the beginning of the programme:

Personal Development Plan

What skills do you want to develop?

How can you do this?

Who will help?

How can you practise these skills sensitively?

At the **mid point** of the programme:

3 Revise your personal development plan

This should include:

- have you achieved your goals
- how helpful was any training or guidance you received?
- how have you been able to use new skills or knowledge?
- what are your new or updated goals?
- how can you do this (referring to your own learning style)?
- who will help you?
- how can you put these skills into practice in a way that does not have a negative effect on the rights of individuals?

At the **end** of the programme:

4 Revise your personal development plan again.

This should include:

Have you achieved your goals?

- how helpful was any training or guidance you received?
- how have you been able to use your new skills or knowledge?
- what are your new goals?
- how can you do this (referring to your own learning style)?
- who will help you?
- how you put these skills into practice in a way that does not have a negative effect on the rights of individuals?

At the mid point and end point:

Personal Development Plan

Have you achieved your goals?

How helpful was the training/guidance you had?

How have you been able to use the skills/knowledge?

Task B

Imagine you have a friend who wants to apply for a job in care.

Write a letter to your friend:

- a describe your work setting.
- b identify the responsibilities of a care worker in your workplace.
- c give a short description of the skills and training required to work in care.
- d explain the reasons why supervision and support are an important part of care work.
- e identify the arrangements in for training and developing a care worker's skills.

Unit 002

Rights, responsibilities and protection in care

This task comprises four tasks. All tasks must be successfully completed to pass this unit.

Task A

- 1 Find out about the Universal Declaration of Human Rights. Write a short explanation of individual rights which are protected by this document.

- 2 Identify national and local guidelines relating to rights, equality and diversity. Record your answers in the table provided.

National	Local

Task B

Design and produce an information pack to advertise service provided by your workplace or you as an individual care worker. The information pack must contain reference to the following:

- how care which enables individuals to make choices is provided
- how an individual's dignity is maintained
- how respect for individuals is demonstrated
- how individual needs are met
- how the individual who is being cared for can give feedback on what they are happy or unhappy about
- how confidentiality is maintained
- how risk is assessed and managed

Task C

Interview an individual you care for and complete a personal history of them. This should include the following points:

- identify events which have influenced the individual's attitude to life
- how do their attitudes differ from other people (this can include yourself)
- three other ways of finding out about the individual's needs
- ideas for the best way of meeting individual's needs
- how could you best deal with differences in opinion
- explain why you should review your practice with the individual as the situation changes

Task D

- 1 Identify four factors which may lead people to abuse.
- 2 Identify four reasons why some individuals may be more likely to be abused.
- 3 Imagine you are helping a new carer to understand their responsibility for protecting individuals. Design and produce a booklet which covers the following guidance:
 - six different types of abuse (the table below can be used to answer this question)
 - signs which would lead you to suspect that an individual is being abused (the table below can be used to answer this question)
 - where the new carer could get information or advice about protecting individuals.

Types of abuse	Signs of abuse

- 4 Draw a flow chart or write a series of actions outlining what to do in the case of suspected or confirmed abuse.

This assignment comprises four tasks. All tasks must be successfully completed to pass this unit.

Task A

Observe an effective communication between two people. This could be a television interview, simulation or an example from your own practice. Identify how the people involved used the following skills:

- positioning and proximity
- use of eye contact
- facial expressions
- gestures
- touch (if applicable)
- use of language
- tone of voice

Task B

- 1 Identify the information you would need before you communicate with an individual
- 2 Explain how and where you would find this information
- 3 Describe other ways to find out about the way an individual likes to communicate

Task C

Choose two individuals you work with who have specific communication needs, such as speaking different languages or who have physical impairments. Making sure that you respect confidentiality, complete the following:

- 1 Describe each individual's specific communication needs including:
 - the way they prefer to communicate
 - factors that affect the way that they communicate

- 2 Explain how you support both individuals to communicate in the following ways:
 - a using your verbal and non-verbal skills
 - b arranging the environment
 - c using any equipment or aids

- 3 Describe how the following people can support individuals to communicate and give an example of when each would be needed:
 - a advocate
 - b interpreter

Task D

- 1 In each of the following situations, identify the records you should use to find out or pass on the information needed:
 - a an individual had a fall but was not hurt.
 - b an individual has a medical appointment
 - c how you find out about what an individual's needs are
 - d while supporting an individual you notice a skin rash

- 2 Describe two different ways information could be shared in your work place. For each of these explain how confidentiality is protected. Use the table below to record your answers.

Information is shared by

Confidentiality is respected by

1

2

- 3 Produce a list of guidelines about sharing, storing and recording information in a care setting. Include:
 - why confidentiality is important in health care
 - how to complete accurate records.
 - individuals' rights to access information written about them

Unit 004

Understanding health and safety practice in a care setting

This assignment comprises six tasks. All tasks must be successfully completed to pass this unit.

Task A

Select three laws or regulations relevant to health and safety in a care setting eg in the event of fire and accidents. Identify your responsibilities in relation to each of these.

Laws/regulations in a care setting	Responsibilities
1	
2	
3	

Task B

- 1 An individual you are caring for burns themselves while they are preparing a meal.
 - a Describe the actions you would take.
 - b Produce your own form to record the essential details of the accident.

Task C

- 1 Make a diagram of a home environment. For each room or area:
 - a identify two possible health and safety hazards in each of the areas.
 - b make one suggestion for working safely to reduce the risk for each of the hazards.

Task D

Produce a list of guidelines relating to infection control to be displayed in the care setting. You should include:

- how infection may affect people in the care setting
- good hygiene practice
- responsibilities of care staff in relation to their own health and hygiene
- how personal protective equipment is used to reduce the spread of infection
- disposal of waste

Task E

- 1 Choose one individual you work with. Either use the existing risk assessment for their care or devise one that covers the following areas:
 - a identify the risks that relate to this individual
 - b explain why the individual is vulnerable to those risks
 - c a description of how best to work with them to reduce the risks.

This could be done as a written piece of work or as a discussion with a colleague.

- 2 Identify three records that could be completed in relation to health and safety (eg administration of medicines, accident forms)
- 3 List six different emergencies that could occur in a care setting.

Task F

- 1a Explain the risks involved in moving and handling people.
- b Describe ways to reduce these risks.

- 2 Identify two pieces of equipment to support individuals to move or change position.

- 3 Describe how to protect the individual's comfort and dignity during moving and repositioning.

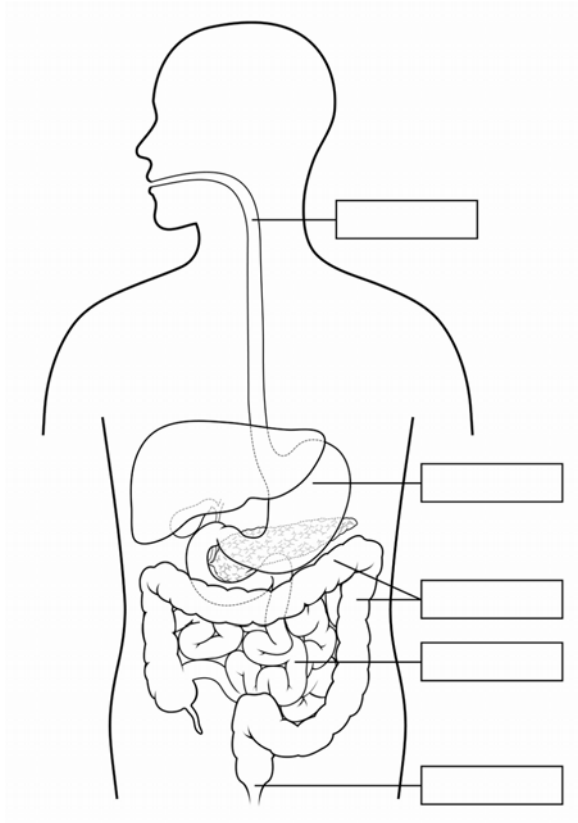
- 4 Suggest four points to remember when moving objects.

This assignment comprises six tasks. All tasks must be successfully completed to pass this unit.

Task A

- 1 Think of someone you care for. Plan a weekly menu for them. Explain:
 - a how their nutritional needs could be met
 - b how their cultural and personal preferences could be met
 - c your role in supporting the individual to eat and drink
 - d how the diet could ensure a healthy bowel and bladder function.

Task B

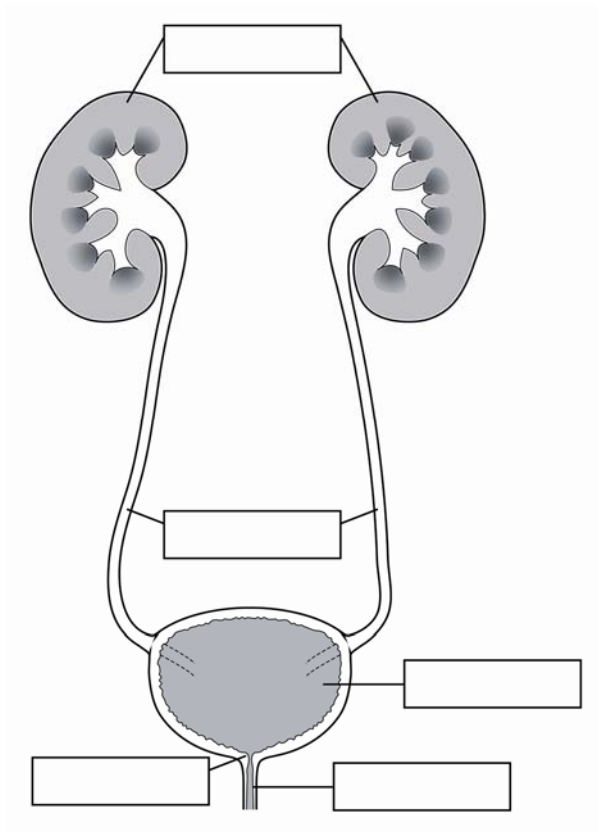


1 Match the parts of the digestive system (lettered a-e) to those indicated in the diagram above.

- a anus
- b oesophagus
- c large bowel
- d small bowel
- e stomach

2 Describe the function of each of the parts of the digestive system.

Task C



1 Match the parts of the body (lettered a-e) to those indicated in the diagram above.

- a bladder
- b ureters
- c sphincter
- d kidney
- e urethra

2 Describe the function of each of the body parts.

Task D

Investigate the aids, adaptations and equipment available to help individuals with bowel and bladder function. Explain what is available and give an example of when each item is used to best effect.

Task E

Produce a poster or display which outlines the basic principles of caring for the mouth, skin, hair, feet, eyes and nails. Include any products and equipment available to help individuals to care for these parts of the body.

Task F

- 1 Research different ways individuals like to deal with or manage:
 - a personal hygiene
 - b bowel and bladder function
 - c personal appearance eg clothing, make-up, shaving

You could do this either in groups at college/work or with family members.

- 2 Give three reasons why it is important to respect individuals' preferences in relation to hygiene and appearance.

Unit 006

Supporting the physical and emotional comfort of individuals

This assignment comprises three tasks. All tasks must be successfully completed to pass this unit.

Task A

- 1 In the form of a spider diagram, identify how and individual might show they are in pain and discomfort.
- 2 In the form of a spider diagram, show a variety of ways of reducing pain and discomfort.

Task B

- 1 Talk to two individuals. For each individual identify an occasion when they have felt distressed.
- 2 Explain what could have caused them to feel distressed.
- 3 Describe how they showed their feelings of distress.
- 4 Identify different ways that could have helped them to cope with their distress.

Task C

- 1 Identify three ways in which rest and sleep benefits individuals.
- 2 Ask five different *people what helps them to rest and sleep. Present your findings either as a written piece of work or a table.

* eg someone of your own age, someone younger, someone older, someone requiring support.

This assignment comprises one task. This task must be successfully completed to pass this unit.

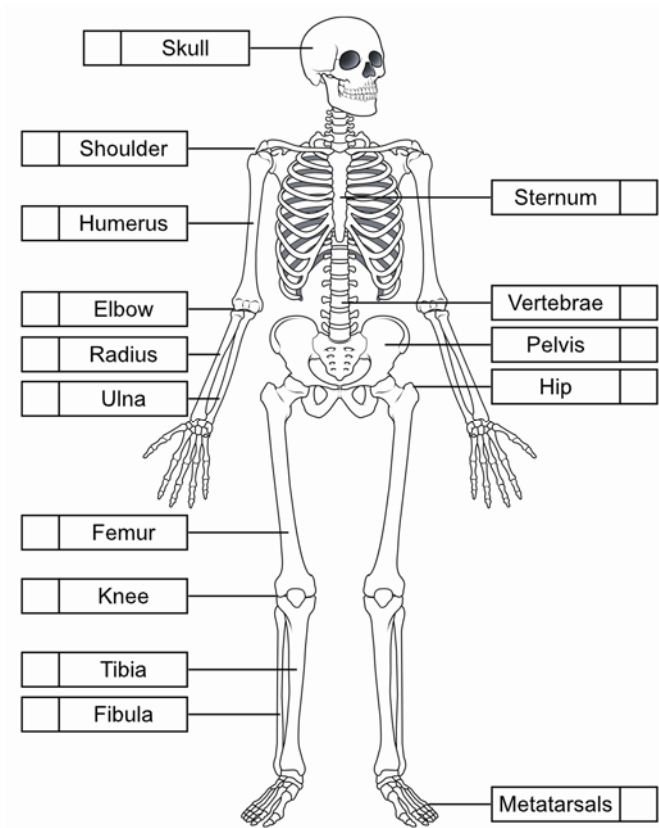
Task A

Identify one individual. This may be the same person you interviewed for Unit 2 (Task C).

- 1 Find out about:
 - a activities they like to do eg
 - physical activities
 - eating
 - resting
 - praying
 - b any activities they would like to do
- 2 Investigate who could help promote these activities and which resources may help to promote them.
- 3 Identify three new activities which the individual may want to get involved in.
- 4 Suggest how each of the activities identified could benefit the individual.
- 5 Think of all of activities identified (including your suggested three) and explain the benefits to the individual.
- 6 Describe why it is important that individuals are involved in choosing their activities.

This assignment comprises four tasks. All tasks must be successfully completed to pass this unit.

Task A

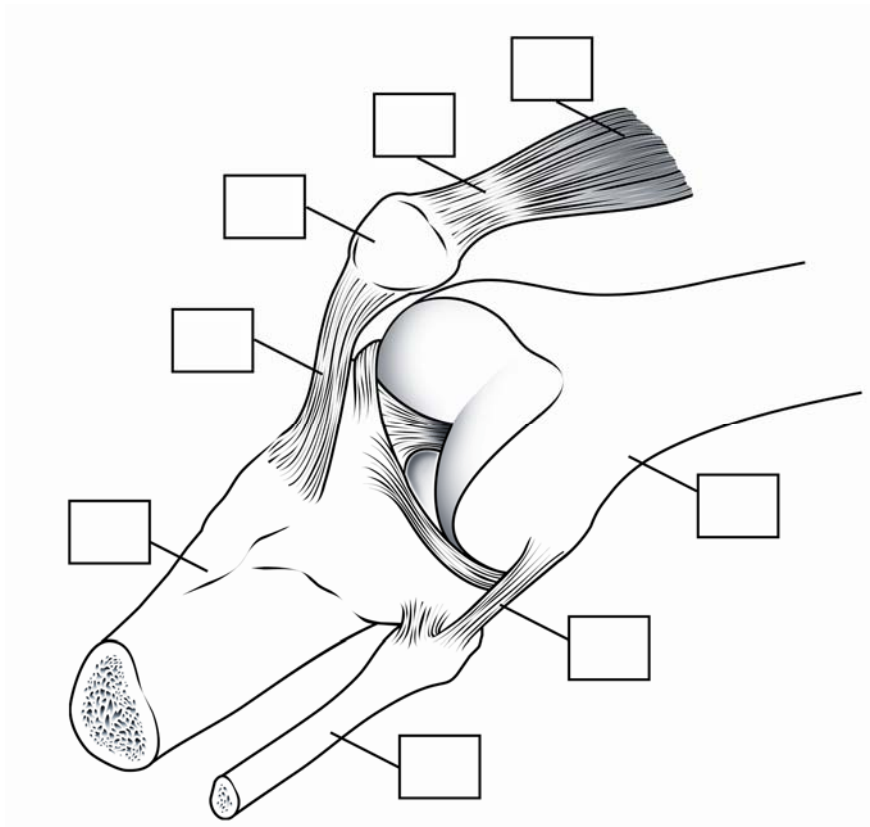


1 Match the parts of the skeleton (lettered a-f) to those indicated in the diagram above.

- a long bones
- b short bones
- c hinge joint
- d ball and socket joint
- e fixed joint
- f spine

2 Describe the function of each of these parts of the skeleton.

Task B



1 Match each part of the joint (lettered a-d) to those indicated in the diagram above.

- a tendons
- b ligaments
- c muscle
- d bone

2 Describe the function of each of the parts of these joints.

Task C

Identify six ways in which movement benefits individuals. Record your answers in the table below.

Physical benefits	Social/emotional benefits

Task D

Imagine caring for an individual who has increasing difficulty in moving eg raising arms, raising legs, walking.

- 1 Describe the person you are thinking about and their reduced mobility.
- 2 Suggest possible reasons why their mobility may be reduced.
- 3 Identify five potential problems they may have as a result of reduced mobility.
- 4 Suggest ways in which you can involve them in assessing their needs and planning how to meet these needs.
- 5 Identify any equipment that might help them with their movement.
- 6 Suggest three ways of helping them to be as mobile as possible.

This assignment comprises two tasks. Both tasks must be successfully completed to pass this unit.

Task A

- 1 Interview an informal carer. Make a record of:
 - a the relationship of the carer to the individual
 - b the type of activities they undertake that help to care for the individual

- 2 Contrast this with your own role as a formal care worker.
 - a What are the differences?
 - b What is similar?

Task B

1 Either prepare a presentation or prepare a written piece of work describing a situation where an informal carer is not offering good care to an individual. This could be based on a real life or imaginary example. Explain:

- a why the practice is not acceptable
- b what could be done to help the informal carer realise that their practice is not acceptable
- c how to help the informal carer develop their practice
- d action to be taken if the practice does not improve.

In your work consider:

- the rights of the individual
- the limitations of your role and responsibility
- any legal requirements

Appendix 1 Recording Forms

Form 1

Candidate and centre details

IVQ title

IVQ in Health Care

8629

City & Guilds number

Candidate contact details

City & Guilds enrolment number

Date enrolled with centre

Date registered with City & Guilds

Centre name

Centre number

Centre address

Centre telephone number

Centre fax number

Centre contact/quality assurance co-ordinator (QAC) name

Centre contact/quality assurance co-ordinator (QAC) contact details

Centre contact/quality assurance co-ordinator (QAC) e-mail address

Form 2

Summary of achievement

Candidate name _____ City & Guilds ENR No. _____

Centre name _____ Centre number _____

Unit	Assignments	Date Completed	Pass/ Fail	IV signature if sampled	EV signature if sampled
Unit 001	Developing own knowledge and practice in a care setting	_____	_____	_____	_____
Unit 002	Rights, responsibilities and protection in care	_____	_____	_____	_____
Unit 003	Communicating with, and completing records for individuals in a care setting	_____	_____	_____	_____
Unit 004	Understanding health and safety practice in a care setting	_____	_____	_____	_____
Unit 005	Supporting individuals to meet their personal daily living needs	_____	_____	_____	_____
Unit 006	Supporting the Physical and Emotional Comfort of individuals	_____	_____	_____	_____
Unit 007	Supporting individuals with activities	_____	_____	_____	_____
Unit 008	Promoting, maintaining and understanding mobility	_____	_____	_____	_____
Unit 009	Working in collaboration with informal carers	_____	_____	_____	_____

All the assignments above have been completed to the required standard and meet the requirements for validity, currency, authenticity and sufficiency

Assessor's name _____

Assessor signature _____

Date _____

Candidate signature _____

Date _____

Internal verifier signature _____

Date _____

Form 3

Candidate assessment record

Unit number and title _____

Candidate assessment record - assignment feedback and result sheet

Candidate name _____

City & Guilds enrolment
number _____

Assessor's name _____

Centre number _____

Date assignment submitted

1st _____

2nd _____

Assignment	1st submission outcome Pass/Refer	2nd submission outcome Pass/Fail
A		
B		
C		
D		
E		
F		

Assessors/tutor's comments to candidates

Target date and action plan for resubmission (if applicable)

Outcome of second submission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's signature

Date

I confirm that the assignment work to which this result relates is all my own work

Candidate signature

Date

Internal verifier signature

Date

Appendix 2 Pro forma-Initial Assessment

Tutor

Candidate

Do you have any experience in a health care environment? If yes, please explain. If no, explain why you would like to work in a health care environment?

What is the specialist subject you will be delivering?

What are your strengths?

What are your areas for development?

Do you have a good command of written/spoken English?

Do you have access to and are confident at using IT?

Do you have any particular requirements the centre should be aware of?

Results from learning styles' tests

Results from other relevant diagnostic tests

Candidate's signature

Date

Tutor's signature

Date

Note: A learning plan should now be completed with the candidate

This page is intentionally blank

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2468
F +44 (0)20 7294 2400
www.cityandguilds.com

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

TS-01-8629