

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 1 Award in Introduction to  
Health, Social Care and Children's and Young  
People's Settings**  
QN: 600/1211/0

**NCFE CACHE Level 1 Certificate in Introduction  
to Health, Social Care and Children's and Young  
People's Settings**  
QN: 600/1212/2

**NCFE CACHE Level 1 Diploma in Introduction to  
Health, Social Care and Children's and Young  
People's Settings**  
QN: 600/4797/5

## Contents

<b>Summary of changes</b>	<b>4</b>
<b>Section 1: General introduction</b>	<b>5</b>
How the qualifications work	5
Total Qualification Time/Guided Learning: Definitions	6
Recognition of Prior Learning (RPL)	6
Understanding learning outcomes	6
Making use of our websites	7
Our website	7
Support handbook	7
The Centre Secure Website	7
Plagiarism	7
Equal opportunities	8
Diversity, access and inclusion	9
<b>Section 2: About these qualifications</b>	<b>10</b>
Qualification summary	10
Qualifications introduction and purpose	17
Rules of combination	17
Progression	18
<b>Section 3: Units</b>	<b>19</b>
Unit achievement log - Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings	20
Unit achievement log - Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings	23
Unit achievement log - Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings	27
Explanation of terms used at Level 1	32
MU 1.1: Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	33
Intro MU 1.2: Understand the principles and values in health and social care (adults and children and young people), early years and childcare	37
Intro MU 1.4: Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	40
Intro MU 1.6: Introduction to communication in health and social care (adults and children and young people), early years and childcare	43
PWCS 03: Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	46
PWCS 04: Introductory awareness of health and safety in health, social care and children's and young people's settings	50
PWCS 05: Introductory awareness of person-centred support in health, social care and children's and young people's settings	54
PWCS 06: Introductory awareness of working with others in health, social care and children's and young people's settings	57
PWCS 07: Introductory awareness of the importance of healthy eating and drinking for adults	60
CFC 15: Human growth and development	63
CT 260: Introduction to disability awareness	66
Intro MU 1.7: Introduction to children and young people's development	73
Intro Op 1.1: Understand the importance of engagement in leisure and social activities in health and social care	76
Intro Op 1.11: Introduction to the physical care of babies and young children	80

Intro Op 1.12: Introduction to the development of children and young people through play	85
Intro Op 1.14: Encourage children and young people to eat healthily	88
Intro Op 1.2: Introduction to a healthy lifestyle	91
Intro Op 1.4: Introduction to Autism Spectrum Condition	96
Intro Op 1.5: Introduction to learning disability	100
Intro Op 1.6: Introduction to physical disability	103
Intro Op 1.7: Introduction to sensory loss	107
Intro Op 1.8: Introduction to mental health	110
Intro Op 1.9: Introduction to dementia	113
CFC 18: Investigating a vocational area	116
CFC 19: Self development	119
HSC CYP 1: Introductory awareness of bereavement in health, social care and children's and young people's settings	125
HSC CYP 2: Understanding risk within health, social care and children's and young people's settings	131
Unit 11: Job opportunities in health and social care	134
SHC 24: Introduction to duty of care in health, social care or children's and young people's settings	137
<b>Section 4: Assessment and quality assurance information</b>	<b>140</b>
Assessment strategies and principles relevant to these qualifications	141
Skills for Care and Development Assessment Principles	141
Staffing requirements	142
<b>Section 5: Documents</b>	<b>143</b>
Useful documents	143
Mandatory Documents	143
Resources	143
Learning resources	143
Resource requirements	144

## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v8.1	June 2019	Update to formatting on pages 89–95. No changes to content.
v8.2	September 2019	Added unit CT 260 to the Unit achievement log for Certificate and Diploma.
v8.3	February 2020	<u>Resources</u> section added.
v8.4	June 2022	Information regarding the <a href="#">support handbook</a> has been added to section 1.  Further information added to section 2 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.  Information added to the entry requirements section to advise that <a href="#">registration</a> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

## Section 1: General introduction

### How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be ‘banked’. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - shows how difficult it is
- a **credit value** - one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

#### **Guided Learning (GL)**

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### **Understanding learning outcomes**

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

#### **Competence/Skills-based learning outcomes:**

begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

#### **Knowledge-based learning outcomes:**

begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## **Making use of our websites**

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

## **Our website**

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other supporting materials.

## **Support handbook**

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## **The Centre Secure Website**

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

## **Plagiarism**

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

## **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## **Equal opportunities**

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.



## **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## Section 2: About these qualifications

### Qualification summary

<b>Title</b>	NCFE CACHE Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings		
<b>Qualification number</b>	600/1211/0		
<b>Aim</b>	<p>The Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings aims to develop learners' knowledge and awareness of health, social care and children's and young people's settings. It is aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.</p> <p>Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.</p> <p>Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms tend to change. The National Autistic Society provides a useful source for accurate terms and reference and can be found on their website.</p> <p>Note: Does not confer competence or licence to practice</p>		
<b>Total Qualification Time</b>	101		
<b>Guided learning hours</b>	86		
<b>Credit value</b>	10		
<b>Minimum age of learner</b>	14	<b>Minimum credits at / above Level</b>	10
<b>Age ranges covered by the qualification</b>	Children, young people and adults.		
<b>Real work environment (RWE) requirement/ recommendation</b>	Learners do not need to be working as this is a knowledge only qualification.		
<b>Rules of Combination</b>	<p>To gain this qualification, learners must achieve a minimum of 10 credits:</p> <ul style="list-style-type: none"> <li>• 6 credits from the mandatory units</li> <li>• a minimum of 4 credits from the optional units.</li> </ul>		

<b>Progression</b>	<p>This qualification provides pathways into the sector for school leavers or anyone considering a career in health and/or social care. It will not confirm competence in a job role but will provide an opportunity for learners to develop knowledge about the wider health and social care sector before they decide whether working in the sector is for them and gain information to make decisions about career progression.</p> <p>The Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings allows for progression to the Level 1 Certificate in Health, Social Care and Children's and Young People's Settings.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	<p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>Grading system</b>	<p>Achieved or Not Yet Achieved</p>
<b>How long will it take to complete?</b>	<p>The Award, Certificate and Diploma can usually be completed in one year or less.</p>
<b>Entry requirements/recommendations</b>	<p>There are no formal entry requirements for this qualification but learners must be at least 14 years of age.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<b>About this qualification</b>	<p>This is a regulated qualification. The regulated number for this qualification is 600/1211/0.</p>

### Qualification support

This qualification is supported by Skills for Care

## Qualification summary

<b>Title</b>	NCFE CACHE Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings		
<b>Qualification number</b>	600/1212/2		
<b>Aim</b>	<p>The Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings aims to develop learners' knowledge and awareness of health, social care and children's and young people's settings. It is aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.</p> <p>Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.</p> <p>Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms tend to change. The National Autistic Society provides a useful source for accurate terms and reference and can be found on their website</p> <p>Note: Does not confer competence or licence to practice</p>		
<b>Total Qualification Time (hours)</b>	250		
<b>Guided learning hours</b>	212		
<b>Credit value</b>	25	<b>Minimum credits at / above Level</b>	25
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Children, young people and adults.		
<b>Real work environment (RWE) requirement/ recommendation</b>	Learners do not need to be working as this is a knowledge only qualification.		
<b>Rules of Combination</b>	<p>To gain this qualification, learners must achieve a minimum of 25 credits:</p> <ul style="list-style-type: none"> <li>• 20 credits from the mandatory units</li> <li>• a minimum of 5 credits from the optional units.</li> </ul>		

<b>Progression</b>	<p>This qualification provides pathways into the sector for school leavers or anyone considering a career in health and/or social care. It will not confirm competence in a job role but will provide an opportunity for learners to develop knowledge about the wider health and social care sector before they decide whether working in the sector is for them and gain information to make decisions about career progression.</p> <p>The Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings allows for progression to the Level 2 Certificate in Preparing to Work in Adult Social Care, Level 2 Certificate for the Children and Young People's Workforce, Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings and the Level 2 Diploma in Care*. The knowledge gained will provide valuable learning should a learner choose to progress onto an Apprenticeship in a related area.</p> <p>*Learners should be at least 16 years of age for the Level 1 Diploma in Introduction to Health, Social Care and Children and Young People's Settings and the Level 2 Diploma in Care.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	<p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>Grading system</b>	<p>Achieved/Not Yet Achieved</p>
<b>How long will it take to complete?</b>	<p>The Award, Certificate and Diploma can usually be completed in one year or less.</p>
<b>Entry requirements/recommendations</b>	<p>There are no formal entry requirements for this qualification but learners must be at least 14 years of age.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<b>About this qualification</b>	<p>This is a regulated qualification. The regulated number for this qualification is 600/1212/2.</p>

NCFE CACHE Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (600/1211/0), NCFE CACHE Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (600/1212/2), NCFE CACHE Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings (600/4797/5) 14

### **Qualification support**

This qualification is supported by Skills for Care

## Qualification summary

<b>Title</b>	NCFE CACHE Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings		
<b>Qualification number</b>	600/4797/5		
<b>Aim</b>	<p>The Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings aims to develop learners' knowledge and awareness of health, social care and children's and young people's settings. It is aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.</p> <p>Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.</p> <p>Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms tend to change. The National Autistic Society provides a useful source for accurate terms and reference and can be found on their website</p> <p>Note: Does not confer competence or licence to practice</p>		
<b>Total Qualification Time (Hours)</b>	370		
<b>Guided learning hours</b>	307		
<b>Credit value</b>	37	<b>Minimum credits at/above Level</b>	37
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Children, young people and adults.		
<b>Real work environment (RWE) requirement/ recommendation</b>	Learners do not need to be working as this is a knowledge only qualification.		
<b>Rules of Combination</b>	<p>To gain this qualification, learners must achieve a minimum of 37 credits:</p> <ul style="list-style-type: none"> <li>• 20 credits from the mandatory units</li> <li>• a minimum of 17 credits from the optional units.</li> </ul>		

<b>Progression</b>	<p>This qualification provides pathways into the sector for school leavers or anyone considering a career in health and/or social care. It will not confirm competence in a job role but will provide an opportunity for learners to develop knowledge about the wider health and social care sector before they decide whether working in the sector is for them and gain information to make decisions about career progression.</p> <p>The Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings incorporates unit SHC 024 which creates a stepping stone to the Level 2 Certificate in Preparing to Work in Adult Social Care, Level 2 Diploma in Care and Level 2 Certificate for the Children and Young People's Workforce.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	<p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>Grading system</b>	<p>Achieved/Not Yet Achieved.</p>
<b>How long will it take to complete?</b>	<p>The Award, Certificate and Diploma can usually be completed in one year or less.</p>
<b>Entry requirements/recommendations</b>	<p>There are no formal entry requirements for this qualification but learners must be at least 14 years of age.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<b>About this qualification</b>	<p>This is a regulated qualification. The regulated number for this qualification is 600/4797/5.</p>

### Qualification support

This qualification is supported by Skills for Care



## Qualifications introduction and purpose

The Level 1 Award, Certificate and Diploma in Introduction to Health, Social Care and Children's and Young People's Settings aim to develop learners' knowledge and awareness of health, social care and children's and young people's settings. They are aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.

These qualifications provide pathways into the sector for anyone considering a career in health and/or social care. They will not confirm competence in a job role but will provide an opportunity for learners to develop knowledge about the wider health and social care sector before they decide whether working in the sector is for them and gain information to make decisions about career progression.

## Rules of combination

<b>Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings</b>	<b>Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings</b>	<b>Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings</b>
<p>To gain this qualification, learners must achieve a minimum of 10 credits:</p> <ul style="list-style-type: none"> <li>• 6 credits from the mandatory units</li> <li>• a minimum of 4 credits from the optional units.</li> </ul>	<p>To gain this qualification, learners must achieve a minimum of 25 credits:</p> <ul style="list-style-type: none"> <li>• 20 credits from the mandatory units</li> <li>• a minimum of 5 credits from the optional units.</li> </ul>	<p>To gain this qualification, learners must achieve a minimum of 37 credits:</p> <ul style="list-style-type: none"> <li>• 20 credits from the mandatory units</li> <li>• a minimum of 17 credits from the optional units.</li> </ul>

## **Progression**

The Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings allows for progression to the Level 1 Certificate in Health, Social Care and Children's and Young People's Settings.

The Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings allows for progression to the Level 2 Certificate in Preparing to Work in Adult Social Care, \* the Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings, Level 2 Diploma for the Children and Young People's Workforce and the Level 2 Diploma in Care. The knowledge gained will provide valuable learning should a learner choose to progress onto an Apprenticeship in a related area.

The Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings allows for progression to the Level 2 Certificate in Preparing to Work in Adult Social Care, Level 2 Diploma for the Children and Young People's Workforce\* and the Level 2 Diploma in Care\*. The knowledge gained will provide valuable learning should a learner choose to progress onto an Apprenticeship in a related area.

\*Learners should be at least 16 years of age for entry onto these qualifications

The Diploma contains unit SHC 24 (Introduction to duty of care in health, social care or children's and young people's settings) which also appears in the Level 2 Certificate in Preparing to Work in Adult Social Care, Level 2 Diploma in Care and Level 2 Certificate for Children and Young People's Workforce and can be taken to aid progression to these qualifications.

### **Section 3: Units**

This section includes assessment tasks for tutors' convenience. They are not mandatory.

**Unit achievement log - Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings**

**Mandatory units**

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
☆ A/602/6187	Intro MU 1.1	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	
☆ J/602/6189	Intro MU 1.2	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	

\* This table shows the estimated total hours for each unit.

**Optional units**

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
★	R/602/6194	Intro MU 1.4	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	24	
★	T/602/6205	Intro MU 1.6	Introduction to communication in health and social care (adults and children and young people), early years and childcare	Knowledge	1	2	19	
★	R/502/9716	PWCS 03	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	Knowledge	1	3	25	
★	Y/502/9717	PWCS 04	Introductory awareness of health and safety in health, social care and children's and young people's settings	Knowledge	1	4	36	
★	D/502/9718	PWCS 05	Introductory awareness of person-centred support in health, social care and children's and young people's settings	Knowledge	1	2	18	
★	H/502/9719	PWCS 06	Introductory awareness of working with others in health, social care and children's	Knowledge	1	2	16	



Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
Y/502/9720	PWCS 07	Introductory awareness of the importance of healthy eating and drinking for adults	Knowledge	1	3	24	

\* This table shows the estimated total hours for each unit.

**Unit achievement log - Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings**

**Mandatory units**

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
★	A/602/6187	Intro MU 1.1	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	
★	J/602/6189	Intro MU 1.2	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	
★	R/602/6194	Intro MU 1.4	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	24	
★	T/602/6205	Intro MU 1.6	Introduction to communication in health and social care (adults and children and young people), early years and childcare	Knowledge	1	2	19	
★	R/502/9716	PWCS 03	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	Knowledge	1	3	25	

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
☆ Y/502/9717	PWCS 04	Introductory awareness of health and safety in health, social care and children's and young people's settings	Knowledge	1	4	36	
☆ D/502/9718	PWCS 05	Introductory awareness of person-centred support in health, social care and children's and young people's settings	Knowledge	1	2	18	

\* This table shows the estimated total hours for each unit



**Optional units**

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
☆	H/502/9719	PWCS 06	Introductory awareness of working with others in health, social care and	Knowledge	1	2	16	57	
☆	Y/502/9720	PWCS 07	Introductory awareness of the importance of healthy eating and drinking	Knowledge	1	3	24	60	
☆	A/601/3407	CFC 15	Human growth and development	Knowledge	1	2	18	63	
☆	M/602/5022	CT 260**	Introduction to disability awareness	Knowledge	1	1	8	81	
☆	F/602/6207	Intro MU 1.7	Introduction to children and young people's development	Knowledge	1	3	26	68	
☆	K/602/6301	Intro OP 1.1	Understand the importance of engagement in leisure and social	Knowledge	1	3	29	76	
☆	H/602/6314	Intro OP 1.11	Introduction to the physical care of babies and young children	Knowledge	1	3	30	80	
☆	K/602/6315	Intro OP 1.12	Introduction to the development of children and young people through play	Knowledge	1	2	15	85	
☆	H/602/6328	Intro OP 1.14	Encourage children and young people to eat healthily	Knowledge	1	2	16	88	

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
☆	T/602/6303	Intro OP 1.2	Introduction to a healthy lifestyle	Knowledge	1	3	26	91	
☆	Y/602/6309	Intro OP 1.4	Introduction to Autistic Spectrum Condition	Knowledge	1	3	30	96	
☆	L/602/6310	Intro OP 1.5	Introduction to learning disability	Knowledge	1	3	30	100	
☆	R/602/6311	Intro OP 1.6	Introduction to physical disability	Knowledge	1	3	30	103	
☆	L/602/6372	Intro OP 1.7	Introduction to sensory loss	Knowledge	1	3	30	107	
☆	Y/602/6374	Intro OP 1.8	Introduction to mental health	Knowledge	1	3	30	110	
☆	D/602/6375	Intro OP 1.9	Introduction to dementia	Knowledge	1	3	30	113	

\* This table shows the estimated total hours for each unit.

\*\* This unit also appears in the Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings and can be taken to aid progression to this qualification

**Unit achievement log - Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings**

**Mandatory units**

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
★	A/602/6187	Intro MU 1.1	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	
★	J/602/6189	Intro MU 1.2	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	
★	R/602/6194	Intro MU 1.4	Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	24	
★	T/602/6205	Intro MU 1.6	Introduction to communication in health and social care (adults and children and young people), early years and childcare	Knowledge	1	2	19	
★	R/502/9716	PWCS 03	Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	Knowledge	1	3	25	






	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
☆	Y/502/9717	PWCS 04	Introductory awareness of health and safety in health, social care and children's and young people's settings	Knowledge	1	4	36	
☆	D/502/9718	PWCS 05	Introductory awareness of person-centred support in health, social care and children's and young people's settings	Knowledge	1	2	18	

\* This table shows the estimated total hours for each unit

**Optional units**

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
☆	H/502/9719	PWCS 06	Introductory awareness of working with others in health, social care and children's and young people's settings	Knowledge	1	2	16	
☆	Y/502/9720	PWCS 07	Introductory awareness of the importance of healthy eating and drinking for adults	Knowledge	1	3	24	
☆	A/601/3407	CFC 15	Human growth and development	Knowledge	1	2	18	
☆	M/602/5022	CT 260***	Introduction to disability awareness	Knowledge	1	1	8	
☆	F/602/6207	Intro MU 1.7	Introduction to children and young people's development	Knowledge	1	3	26	
☆	K/602/6301	Intro OP 1.1	Understand the importance of engagement in leisure and social activities in health and social care	Knowledge	1	3	29	
☆	H/602/6314	Intro OP 1.11	Introduction to the physical care of babies and young children	Knowledge	1	3	30	
☆	K/602/6315	Intro OP 1.12	Introduction to the development of children and young people through play	Knowledge	1	2	15	

	Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
★	H/602/6328	Intro OP 1.14	Encourage children and young people to eat healthily	Knowledge	1	2	16	
★	T/602/6303	Intro OP 1.2	Introduction to a healthy lifestyle	Knowledge	1	3	26	
★	Y/602/6309	Intro OP 1.4	Introduction to Autistic Spectrum Condition	Knowledge	1	3	30	
★	L/602/6310	Intro OP 1.5	Introduction to learning disability	Knowledge	1	3	30	
★	R/602/6311	Intro OP 1.6	Introduction to physical disability	Knowledge	1	3	30	
★	L/602/6372	Intro OP 1.7	Introduction to sensory loss	Knowledge	1	3	30	
★	Y/602/6374	Intro OP 1.8	Introduction to mental health	Knowledge	1	3	30	
★	D/602/6375	Intro OP 1.9	Introduction to dementia	Knowledge	1	3	30	
★	T/600/3250	CFC 18	Investigating a vocational area	Knowledge	2	2	16	

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours*	Notes
 A/600/3735	CFC 19	Self development	Knowledge	2	3	24	
 R/503/3149	HSC CYP 1	Introductory awareness of bereavement in health, social care and children's and young people's settings	Knowledge	2	3	25	
 M/503/3868	HSC CYP 2	Understanding risk within health, social care and children's and young people's settings	Knowledge	2	1	10	
 D/501/7228	Unit 11	Job opportunities in health and social care	Knowledge	1	4	30	
 H/601/5474	SHC 024 **	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9	

\* This table shows the estimated total hours for each unit.

\*\*This unit also appears in the Level 2 Certificate in Preparing to Work in Adult Social Care, and Level 2 Certificate for Children and Young People's Workforce and can be taken to aid progression to these qualifications.

\*\*\* This unit also appears in the Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

### Explanation of terms used at Level 1

(not all verbs are used in this qualification)

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>List</b>	Make a list of words, sentences or comments.
<b>Locate</b>	Find or identify.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.



**MU 1.1: Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare**

<b>Unit reference</b>	A/602/6187	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	26
<b>Unit aim</b>	The aim of this unit is to develop the learner's knowledge of the range of services and roles within health and social care (adults and children and young people), early years and childcare.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare.	1.1. Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area.		
	1.2. Outline the purpose of provision offered by <b>different types of service</b> .		
	1.3. Give examples of who would access different types of service provision.		
	1.4. Outline the difference between statutory, and <b>independent</b> service provision.		
	1.5. Outline how <b>informal care</b> contributes to service provision.		
2. Know the range and scope of job roles within the health and	2.1. Identify the range of job roles within different types of service.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
social care (adults and children and young people), early years and childcare.	2.2. Identify the knowledge and skills required to work in a job role in the sector.		
	2.3. Outline a range of progression routes for a worker within the sector.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Different types of service</b> could include:</p> <ul style="list-style-type: none"> <li>• community based services for adults</li> <li>• community based services for children and young people</li> <li>• domiciliary services for adults</li> <li>• domiciliary services for children and young people</li> <li>• day services for adults</li> <li>• residential services for adults</li> <li>• residential services for children and young people</li> <li>• early years</li> <li>• children's care learning and development</li> <li>• tele care</li> <li>• extra care</li> <li>• supported housing</li> <li>• supported employment</li> <li>• self-directed support</li> <li>• acute hospital services</li> <li>• community hospitals</li> <li>• general practitioner services</li> <li>• pharmacy in hospitals and community</li> <li>• substance misuse services</li> <li>• complementary healthcare.</li> </ul> <p><b>Independent</b> means:</p> <ul style="list-style-type: none"> <li>• voluntary, not for profit or third sector</li> <li>• private provision.</li> </ul> <p><b>Informal care</b> could include care provided by:</p> <ul style="list-style-type: none"> <li>• friends</li> <li>• family</li> <li>• neighbours</li> <li>• community groups.</li> </ul>
<p>Unit assessment guidance – provided by the sector</p>	<p>This unit must be assessed in accordance with the Skills for Care and Development assessment principles.</p>

### **Assessment task – Intro MU 1.1 Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

#### **Introduction**

There are a range of services available to support adults, children and young people.

Carry out an investigation to show what services are available to support individuals of all ages in your local area. Provide the following information:

#### **Task 1 - Range of services**

- identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area
- outline the purpose of provision offered by different types of service
- give examples of who would access different types of service provision
- outline the difference between statutory, and **independent** service provision.
- outline how **informal care** contributes to service provision.

#### **Task 2 – Job roles**

- identify the range of job roles within **different types of service**
- identify the knowledge and skills required to work in a job role in the sector
- outline a range of progression routes for a worker within the sector.

**Intro MU 1.2: Understand the principles and values in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	J/602/6189	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	26
<b>Unit aim</b>	The aim of this unit is to develop the learner's knowledge of the principles and values which underpin health and social care (adults and children and young people), early years and childcare.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare.	1.1. Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare.		
	1.2. Identify <b>guidance and standards</b> that underpin the principles and values.		
2. Know ways to respect and value individuals who access services in health and social care (adults and children and young people), early years and childcare.	2.1. Describe why individuals who access services should be valued'.		
	2.2. Give examples of ways to value adults who access services.		
	2.3. Give examples of ways to value children and young people who access services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Outline what is meant by person-centred practice or child-centred practice.		
	2.5. Define confidentiality in the context of the sectors.		
	2.6. Identify how confidentiality promotes respect for and values individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Guidance and standards:**

- Human Rights Act
- UN Convention on the Rights of the Child
- Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England NHS Wales Code of Conduct and Code of Practice
- Health Professional & Regulatory Body Codes of Practice e.g. Nursing and Midwifery Council.

Unit assessment guidance – provided by the sector

This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

### **Assessment task – Intro MU 1.2 Understand the principles and values in health and social care (adults and children and young people), early years and childcare**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

#### **Introduction**

Working in health and social care, early years and child care requires the care worker to know the principles and values which form the basis of the care for those who access the services.

To develop your knowledge of these principles and values, produce an information document or poster.

#### **Task 1 – Principles and values**

- Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare.
- Identify **guidance and standards** that underpin the principles and values.

#### **Task 2 – Respecting and valuing individuals**

- Describe why individuals who access services should be valued
- Give examples of ways to value adults who access services.
- Give examples of ways to value children and young people who access services.
- Outline what is meant by person-centred practice or child centred practice.
- Define confidentiality in the context of the sectors.
- Identify how confidentiality promotes respect for and values individuals.

**Intro MU 1.4: Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	R/602/6194	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided learning</b>	24
<b>Unit aim</b>	The aim of this unit is develop the learner's knowledge of protection and safeguarding in health and social care (adults and children and young people), early years and child care.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand protection in health and social care (adults and children and young people), early years and childcare.	1.1. Define 'protection of vulnerable adults'.		
	1.2. Define child protection		
	1.3. Explain the term 'harm, abuse and neglect' in the context of: <ul style="list-style-type: none"> <li>• protecting vulnerable adults</li> </ul>		
	1.4. Give examples of the indicators of harm, abuse and neglect.		
	1.5. Identify actions to be taken if there are concerns about harm, abuse and neglect.		
	1.6. Describe the boundaries of confidentiality and when to share information.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7. Explain who is responsible for protecting vulnerable adults and safeguarding children.		
	1.8. Identify what organisations should do to protect vulnerable adults and safeguard children.		
	1.9. Identify <b>sources of support and information</b> in relation to protection and safeguarding.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.4

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit	<b>Sources of support and information</b> relates to the person disclosing and the person receiving and reporting.
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

## **Assessment task – Intro MU 1.4 Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare**

This assessment has been designed to meet all assessment criteria for learning outcome 1.

### **Introduction**

Protection is a vital part of working with adults, children and young people. Understanding this is very important to the care worker and those within their care.

Prepare the following information, which you may choose to organise in a folder.

### **Task**

- Define 'protection of vulnerable adults'.
- Define 'child protection'.
- Explain the term 'harm, abuse and neglect' in the context of:
  - protecting vulnerable adults
- Give examples of the indicators of harm, abuse and neglect.
- Identify what actions should be taken if there are concerns about harm, abuse and neglect.
- Describe the boundaries of confidentiality and when to share information.
- Explain who is responsible for protecting vulnerable adults and safeguarding children.
- Identify what organisations should do to protect vulnerable adults and protect children.
- Identify **sources of support and information** in relation to protection

**Intro MU 1.6: Introduction to communication in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	T/602/6205	<b>Level</b>	1
<b>Credit value</b>	2	<b>Guided Learning</b>	19
<b>Unit aim</b>	The aim of this unit is to provide the learner with an introduction to communication methods and how to communicate with individuals.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know different methods of communication.	1.1. Identify a <b>range</b> of communication methods.		
2. Understand how to communicate with individuals.	2.1. Outline how to identify an <b>individual's</b> communication and language needs, wishes and preferences.		
	2.2. Identify a range of <b>barriers</b> to communication.		
	2.3. Identify factors that promote communication and overcome barriers.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.6

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Range** to include a minimum of five different methods.

**Individual:** any child, young person or adult.

**Barriers** could include:

- environmental
- language
- physical
- cultural
- social
- emotional
- psychological.

Unit assessment guidance – provided by the sector

This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

### **Assessment task – Intro MU 1.6 Introduction to communication in health and social care (adults and children and young people), early years and childcare**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

#### **Introduction**

Communicating effectively when working with adults, children or young people is an important skill to develop. To show your knowledge of this, produce a chart which:

#### **Task**

- identifies a **range** of communication methods
- outlines how to identify an **individual's** communication and language needs, wishes and preferences
- identifies a range of **barriers** to communication
- identifies factors that promote communication and overcome barriers.

**PWCS 03: Introductory awareness of equality and inclusion in health, social care and children's and young people's settings**



<b>Unit reference</b>	R/502/9716	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	25
<b>Unit aim</b>	The aim of this unit is to develop the learner's awareness and knowledge of equality and inclusion in health, social care and children's and young people's settings.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of equality and inclusion within health, social care and children's and young people's settings.	1.1. Define the terms 'equality' and 'inclusion'.		
	1.2. Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings.		
2. Know the effects of discriminatory attitudes and behaviours on individuals.	2.1. Identify discriminatory attitudes.		
	2.2. Give examples of how discriminatory attitudes can affect individuals.		
	2.3. Identify discriminatory behaviours.		
	2.4. Give examples of how discriminatory behaviours can affect individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Know the factors that affect equality and inclusion of individuals.	3.1. Identify <b>social</b> and physical barriers to equality and inclusion.		
	3.2. Outline how barriers to equality and inclusion may be overcome.		
	3.3. Outline behaviours that may promote equality and inclusion.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PWCS 03**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit	<b>Social</b> barriers may include emotional and psychological barriers to inclusion.
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles

**Assessment task – PWCS 03 Introductory awareness of equality and inclusion in health, social care and children's and young people's settings**

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

**Introduction**

Equality and inclusion is an important part of the care worker's role. Carry out an investigation to find out about equality and inclusion in health, social care and children's and young people's settings.

You may choose to present this assessment as an information leaflet.

**Task 1**

- Define the terms equality and inclusion.
- Include an outline of how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings.

**Task 2**

- Identify discriminatory attitudes.
- Give examples of how discriminatory attitudes can affect individuals.

You may choose to present this information in chart forms (as below) to include in your leaflet.

<b>Identify discriminatory attitudes</b>	<b>Give examples of how discriminatory attitudes can affect individuals</b>



- Identify discriminatory behaviours.
- Give examples of how discriminatory behaviours can affect individuals.

Identify discriminatory behaviours	Give examples of how discriminatory behaviours can affect individuals

### Task 3

Add this information to your leaflet:

- identify **social** and physical barriers that may prevent equality and inclusion
- outline how barriers to equality and inclusion may be overcome
- outline behaviours that may promote equality and inclusion.

**PWCS 04: Introductory awareness of health and safety in health, social care and children's and young people's settings**



<b>Unit reference</b>	Y/502/9717	<b>Level</b>	1
<b>Credit value</b>	4	<b>Guided Learning</b>	36
<b>Unit aim</b>	The aim of this unit is to develop learner's awareness and knowledge of health and safety in health, social care and children's and young people's settings.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings.	1.1. Outline <b>key areas</b> of health and safety related to a work setting.		
	1.2. Outline employers' responsibilities for health and safety.		
	1.3. Outline workers' <b>responsibilities</b> for health and safety.		
	1.4. Give examples of health and safety training required in the work setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the importance of assessing risk in relation to health and safety.	2.1. Outline what is meant by risk.		
	2.2. Give examples of hazards and their associated risks.		
	2.3. Outline the purpose of a risk assessment.		
	2.4. Identify occasions when a risk assessment is necessary.		
3. Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings.	3.1. Outline the importance of protecting your workers security and the security of others in the work setting.		
	3.2. Outline the importance of safe moving and handling principles.		
	3.3. Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting.		
	3.4. Identify who might deal with accidents and sudden illness in the work setting.		
4. Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings.	4.1. Describe how infection is spread.		
	4.2. Identify methods that reduce the spread of infection.		
	4.3. Describe the standard method of washing hands.		
	4.4. Identify when personal protective equipment should be used.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PWCS 04**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Key areas:**

- fire safety
- moving and handling
- first aid
- security
- storage and disposal of hazardous substances
- medication storage and administration
- infection prevention and control.

**Responsibilities** may include recording and reporting.

Unit assessment guidance – provided by the sector

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles

## **Assessment task – PWCS 04 Introductory awareness of health and safety in health, social care and children's and young people's settings**

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

### **Introduction**

Health and social care and children and young people's settings require the management and staff to maintain a healthy and safe environment at all times. To develop your understanding of this, prepare a set of health and safety information cards under the following headings:

#### **Task 1 – Employers' and workers' responsibilities**

- Outline **key areas** of health and safety related to a work setting.
- Outline employers responsibilities for health and safety.
- Outline workers **responsibilities** for health and safety.
- Give examples of health and safety training required in the work setting.

#### **Task 2 – Assessing risk**

- Outline what is meant by risk.
- Give examples of hazards and their associated risks.
- Outline the purpose of a risk assessment.
- Identify occasions when a risk assessment is necessary.

#### **Task 3 – Key areas**

- Outline the importance of protecting your own security and the security of others in the work setting.
- Outline the importance of safe moving and handling principles.
- Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting.
- Identify who might deal with accidents and sudden illness in the work setting.

#### **Task 4 – Reduction of the spread of infection**

- Describe how infection is spread.
- Identify methods that reduce the spread of infection.
- Describe the standard method of washing hands.
- Identify when personal protective equipment should be used.

**PWCS 05: Introductory awareness of person-centred support in health, social care and children's and young people's settings**



<b>Unit reference</b>	D/502/9718	<b>Level</b>	1
<b>Credit value</b>	2	<b>Guided Learning</b>	18
<b>Unit aim</b>	The aim of this unit is to develop learner's awareness and knowledge of person-centred support in health, social care and children's and young people's settings.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand what is meant by person-centred support in health, social care and children's and young people's settings.	1.1. Define person-centred support.		
	1.2. Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes.		
	1.3. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.		
2. Know the importance to individuals of person-centred support in health, social care and children's and young people's settings.	2.1. Outline the benefits to an individual of person-centred support.		
	2.2. Give examples of how individuals can be in control of their care needs.		
	2.3. Outline how assessing risk can assist person-centred support.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PWCS 05**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Unit assessment guidance – provided by the sector

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

## **Assessment task – PWCS 05 Introductory awareness of person-centred support in health, social care and children's and young people's settings**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

### **Introduction**

Person-centred support focuses on the individual and their needs, wishes and preferences to enable them to make choices and be included in requesting services which they need as part of their day to day activities.

You may choose to present your information as a leaflet.

### **Task 1**

- Define person-centred support.
- Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes.
- Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.

### **Task 2**

- Outline the benefits to an individual of person-centred support.
- Give examples of how individuals can be in control of their care needs.
- Outline how assessing risk can assist person-centred support.



**PWCS 06: Introductory awareness of working with others in health, social care and children's and young people's settings**



<b>Unit reference</b>	H/502/9719	<b>Level</b>	1
<b>Credit value</b>	2	<b>Guided Learning</b>	16
<b>Unit aim</b>	The aim of this unit is to develop the learner's awareness of partnership working in health, social care and children's and young people's settings.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to work together with others.	1.1. Outline why it is important to work with others.		
	1.2. Outline ways of working together with others.		
	1.3. Give examples of ways that work well when working with others.		
	1.4. Give examples of ways that do not work well when working with others.		
2. Understand partnership working in health, social care and children's and young people's settings.	2.1. Outline what partnership working means in health, social care and children's and young people's settings.		
	2.2. Give examples of who <b>partners</b> might be.		
	2.3. Outline the benefits of partnership working in health, social care and children's and young people's settings.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PWCS 06**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Partners** may include:

- individuals
- families, unpaid carers, friends
- a range of professional workers both within and external to social care such as paid care workers, GP, Dentist, Advocate, social worker etc.
- communities, which may include a range of recreational, social, religious communities as appropriate
- user-led groups and networks.

Unit assessment guidance – provided by the sector

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

## **Assessment task – PWCS 06 Introductory awareness of working with others in health, social care and children's and young people's settings**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

### **Introduction**

Partnership working can be seen as a shared approach to providing care for children, young people or adults. To show your awareness of this important topic, prepare an information document which shows that you can:

### **Task 1**

- outline why it is important to work with others
- outline ways of working together with others
- give examples of ways that work well when working with others
- give examples of ways that do not work well when working with others.

### **Task 2**

- outline what partnership working means in health, social care and children's and young people's settings
- give examples of who **partners** might be
- outline the benefits of partnership working in health, social care and children's and young people's settings.

**PWCS 07: Introductory awareness of the importance of healthy eating and drinking for adults**



<b>Unit reference</b>	Y/502/9720	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	24
<b>Unit aim</b>	The aim of this unit is to develop the learner's awareness and understanding of the importance of healthy eating and drinking for adults.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of healthy eating.	1.1. Outline what is meant by a balanced diet.		
	1.2. Give examples of the effects on health if a diet is not balanced.		
	1.3. Give examples of ways that food can contribute to helping an individual to stay healthy.		
	1.4. Outline ways to inform individuals to eat a balanced diet.		
2. Understand the importance of drinking enough to stay healthy.	2.1. State the recommended daily fluid intake to stay healthy.		
	2.2. Outline how drinking enough can help to stay healthy.		
	2.3. Identify the effects to health of not drinking enough.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Give examples of signs of not drinking enough.		
	2.5. Outline ways to encourage individuals to drink enough to stay healthy.		

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit: PWCS 07</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the unit	Links to NOS HSC 213.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

## **Assessment task – PWCS 07 Introductory awareness of the importance of healthy eating and drinking for adults**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

### **Introduction**

The key to a healthy diet is getting the balance right. This means eating and drinking a wide variety of food and fluid in the right proportions from all the main food groups. To support adults to eat and drink healthily you will need to have a good knowledge of what a healthy balanced diet is.

Produce a healthy eating plan which shows that you can:

### **Task 1**

- outline what is meant by a balanced diet
- give examples of the effects on health if a diet is not balanced
- give examples of ways that food can contribute to helping an individual to stay healthy
- outline ways to inform individuals to eat a balanced diet.

### **Task 2**

- state the recommended daily fluid intake to stay healthy
- outline how drinking enough can help to stay healthy
- identify the effects to health of not drinking enough
- give examples of signs of not drinking enough
- outline ways to encourage individuals to drink enough to stay healthy.

**CFC 15: Human growth and development**



<b>Unit reference</b>	A/601/3407	<b>Level</b>	1
<b>Credit value</b>	2	<b>Guided Learning</b>	18
<b>Unit aim</b>	This unit provides an introduction to the main stages of development, the factors which affect development and how to support children and young people's development.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about human growth and development.	1.1. Identify the main stages of growth and development across the human lifespan.		
	1.2. Outline what is meant by physical, intellectual, emotional and social development.		
2. Know factors which affect human growth and development.	2.1. Identify factors which may affect physical growth and development.		
	2.2. Outline circumstances or life events which may affect an individual's emotional and social well-being.		
	2.3. Outline the effects of ageing in the later stages of life.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 15**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards

Health and Social Care NOS Level 2  
CCLD NOS 203 Support Children's Development

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided by us

Identify the 5 main stages associated with ages / patterns of development throughout a person's lifetime.  
A minimum of **3** factors.  
A minimum of **3** circumstances or life events.



**Assessment task – CFC 15 Human growth and development**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

**Introduction**

Read the following case study:

Grace is 82 years old. Grace lives alone as her husband died two years ago. Grace has lived an active life but has recently suffered a stroke. She has made good progress and is hoping to return home after a time in hospital. Grace’s daughter lives close by so she will help her by preparing meals and doing jobs around the house.

Before Grace is discharged from hospital, a specialist nurse assesses how well she will manage at home. She asks questions about Grace’s physical, intellectual, emotional and social development.

**Task 1**

- Draw a pathway to represent Grace’s life. Starting from babyhood, show the five main stages that she has experienced during her lifetime.
- Produce a chart like the one below and outline what is meant by **each** area of development.

Area of development	What is meant by each area of development?
Physical	
Intellectual	
Emotional	
Social	

**Task 2**

- Produce written work which gives information on the factors and circumstances which may have affected Grace’s development during her lifetime. Include the following:
  - **three** factors which may have affected Grace’s physical growth and development
  - **three** circumstances or life events which may have affected Grace’s emotional and social well-being
  - a brief description of the effects of ageing that Grace may have experienced in the later stages of her life.

‘Factors and circumstances’ may include positive (good) or negative (bad) effects on Grace’s physical growth and development, and social and emotional well-being.

**CT 260: Introduction to disability awareness**



<b>Unit reference</b>	M/602/5022	<b>Level</b>	1
<b>Credit value</b>	1	<b>Guided Learning</b>	8
<b>Unit aim</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and understanding of the social and medical models of disability and how these may be implemented.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the difference between the terms <b>disability and impairment</b> .	1.1. Identify what disability means.		
	1.2. Outline <b>conditions</b> which cause disability.		
	1.3. Identify what impairment means.		
2. Know how <b>key legislation</b> protects people who have a disability.	2.1. List current disability related legislation.		
	2.2. Outline the <b>rights</b> of disabled people in line with current disability related legislation.		
3. Understand attitudes and barriers faced by people who have a disability.	3.1. Outline the types of difficulties faced by disabled people including: <ul style="list-style-type: none"> <li>• <b>social and financial issues</b></li> <li>• <b>negative attitudes</b></li> <li>• <b>physical barriers</b></li> <li>• <b>institutional barriers.</b></li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand the <b>social model of disability</b> and how it is put into practice.	4.1. Identify what is meant by the 'social model' of disability.		
	4.2. Explain key differences between the ' <b>medical model</b> ' of disability and the ' <b>social model</b> ' of disability.		
	4.3. Outline the <b>reasons</b> why the social model focuses on 'disability' and not 'impairment'.		
	4.4. Outline the type of ' <b>language</b> ' used when applying the social model.		
	4.5. Explain how the social model of disability can be used in practice.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: CT 260**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Disability</b> may include:</p> <ul style="list-style-type: none"> <li>• medical conditions, labels and definitions</li> <li>• something that is defined by society and individuals</li> <li>• the fact that disability means different things to different people</li> <li>• the fact that disability is difficult to define and any definition needs careful consideration</li> <li>• the fact that disability is about what you can or cannot do</li> <li>• the fact that disability can be physical, mental or sensory</li> <li>• the fact that disability has social and individual elements</li> <li>• the fact that disability is also about the attitudes and barriers faced by people who are impaired.</li> </ul> <p><b>Conditions</b> could include:</p> <ul style="list-style-type: none"> <li>• physical conditions, for example as the result of an accident, or chronic conditions such as arthritis, asthma and heart disease</li> <li>• cognitive conditions, for example Alzheimer's disease</li> <li>• sensory conditions, for example visual impairment</li> <li>• emotional conditions, for example phobias, depression and anxiety</li> <li>• developmental conditions, for example cerebral palsy and Down's syndrome</li> <li>• progressive conditions, for example cancer, HIV and multiple sclerosis.</li> </ul> <p><b>Impairment</b> may include:</p> <ul style="list-style-type: none"> <li>• mental aspects</li> <li>• physical aspects</li> <li>• sensory aspect.</li> </ul> <p><b>Key legislation</b> may include:</p> <ul style="list-style-type: none"> <li>• The Equality Act 2010</li> <li>• The Human Rights Act 1998</li> <li>• The Mental Capacity Act 2005.</li> </ul> <p><b>Rights</b> may include the right <b>not</b> to be discriminated</p>

**Guidance for developing assessment arrangements for the unit:**

against or harassed in accessing:

- everyday services
- health and social care services
- education
- employment.

**Social and financial issues** may include:

- the fact that historically disabled people may not have been able to work in factories or heavy industry
- emphasis on the additional costs involved in supporting disabled people
- the fact that support services are impairment based/specific so disabled people are competing for resources
- the fact that the benefits system is not adequately structured.

**Attitudes** may include:

- opinions about early/late abortion of impaired fetuses
- insensitivity by staring at people who look different
- insensitivity by staring at people who behave differently
- the belief that a disabled person cannot live a fulfilled life
- beliefs that disabled people cannot make decisions.

**Physical barriers** are derived from poor attitudes and may include:

- expectations that everyone will be able to use stairs
- lack of lifts because of poor planning
- lack of accessible facilities because of poor planning
- inaccessible public transport because of poor planning
- inaccessible services because of lack of communication
- inaccessible car parking.

**Guidance for developing assessment arrangements for the unit:**

**Institutional barriers** may include:

- opinions about whether disabled people should live in residential homes/independently
- disregard or ignorance of the social model of disability
- preference for the delivery of care based on the medical model of disability
- decisions about access to assessment and treatment based on risk or budgetary concerns
- inter-professional differences associated with 'health' and 'social' care.

**Social model of disability:**

- provides a differentiation between the terms 'disability' and 'impairment'
- identifies disability as something that is created by the barriers that commonly exist within a society
- identifies a disabled person is anyone who faces barriers and discrimination because of impairment
- has been developed by disabled people for disabled people and addresses issues raised by them
- focuses on disability and not impairment.

The difference between the medical model and the social model may include:

- **the medical model** refers to the medical diagnosis of a person's impairment or condition and determines what people can and cannot do (e.g. sight loss, hearing loss, epilepsy). It also details what the person will need in their lives in order to function adequately with this particular condition. The problem therefore is seen as being with the individual themselves.
- **the social model** focuses on the societal and environmental barriers, constructed by society as a whole, which prevent disabled people from taking an equal part. This means that people with impairments are disabled by the environment and society.

**Reasons** may include:

**Guidance for developing assessment arrangements for the unit:**

- because it focuses on the person rather than the impairment
- people who have impairment may not necessarily be disabled; however, society may create situations by where the person becomes disabled. This can include physical barriers and negative attitudes
- it ensures the person is always central.

**Language used should:**

- take into account the difficulties experienced by disabled people
- focus upon the disability rather than the person's impairment
- be positive
- be non-discriminatory
- be person-centred.

## Assessment task – CT 260 Introduction to disability awareness

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

### Introduction

The learning from this unit will provide knowledge of the terms 'disability' and 'impairment', key legislation and the attitudes and barriers faced by people who have a disability and an understanding of the social and medical models of disability and how these may be implemented.

To show your knowledge and understanding:

#### Task 1

- identify what **disability** means
- outline **conditions** which cause disability
- identify what **impairment** means.

#### Task 2

- list current disability related legislation
- outline the **rights** of disabled people in line with current disability related legislation.

#### Task 3

- outline the types of difficulties faced by disabled people including:
  - **social and financial issues**
  - negative **attitudes**
  - **physical barriers**
  - **institutional barriers.**

#### Task 4

- identify what is meant by the '**social model**' of disability
- explain key differences between the '**medical model**' of disability and the '**social model**' of disability
- outline the **reasons** why the social model focuses on 'disability' and not 'impairment'
- outline the type of '**language**' used when applying the social model
- explain how the social model of disability can be used in practice.



**Intro MU 1.7: Introduction to children and young people's development**



<b>Unit reference</b>	F/602/6207	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	26
<b>Unit aim</b>	The aim of this unit is to provide an introduction to the main stages of development, the factors which affect development and how to support the development of children and young people.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main stages of children and young people's development.	1.1. Outline the expected pattern of development for children and young people from birth to 19 years to include: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication</li> <li>• intellectual development</li> <li>• personal, social and emotional development.</li> </ul>		
2. Know the factors that affect children and young people's development.	2.1. Identify the factors that affect children and young people's development to include: <ul style="list-style-type: none"> <li>• <b>background</b></li> <li>• health</li> <li>• environment.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know how to support children and young people's development.	3.1. Outline <b>different ways</b> to support children and young people's development to include: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication</li> <li>• intellectual development</li> <li>• personal, social and emotional development.</li> </ul>		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro MU 1.7  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Background</b> could include:</p> <ul style="list-style-type: none"> <li>• personal history</li> <li>• culture and religion</li> <li>• language preference</li> <li>• family relationships.</li> </ul> <p><b>Different ways</b> to include a minimum of two examples for each area.</p>
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the Skills for Care and Development's assessment principles.

## Assessment task – Intro MU 1.7 Introduction to children and young people's development

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

Children and young people develop at different rates and in different ways, to show your knowledge of this produce an information document (this could be in a poster or leaflet format) which:

#### Task 1

- outlines the expected pattern of development for children and young people from birth to 19 years to include:
  - physical development
  - communication
  - intellectual development
  - social, emotional and behavioural development.

#### Task 2

- identifies the factors that affect children and young people's development to include:
  - **background**
  - health
  - environment.

#### Task 3

- outlines **different ways** to support children and young people's development to include:
  - physical development
  - communication
  - intellectual development
  - personal, social and emotional development .

**Intro Op 1.1: Understand the importance of engagement in leisure and social activities in health and social care**



<b>Unit reference</b>	K/602/6301	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	29
<b>Unit aim</b>	The aim of this unit is to enable the learner to know a range of leisure and social activities and their importance within health and social care, the need to value each individual and how this supports choices and wishes about taking part in these activities.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why leisure and social activities are important for an individual's well-being and relationships.	1.1. Outline why leisure and social activities are important for an <b>individual's well-being</b> .		
	1.2. Outline how leisure and social activities <b>support relationships</b> .		
2. Know a range of leisure and social activities.	2.1. Identify a range of leisure and social activities that take place within: <ul style="list-style-type: none"> <li>• a local community</li> <li>• a person's own home</li> <li>• a residential or group living home</li> <li>• day care provision.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how a person-centred approach supports individuals in leisure or social activities.	3.1. Describe how to find out about the interests and preferences of individuals.		
	3.2. Outline the benefits for individuals of a <b>person-centred approach</b> when taking part in leisure or social activities.		
	3.3. Describe different types of support that individuals may need to take part in leisure and social activities within: <ul style="list-style-type: none"> <li>• the community</li> <li>• their own home</li> <li>• a residential home or group living arrangement.</li> </ul>		
	3.4. Give examples of how to promote independence through leisure and social activities.		

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit:</b> Intro Op 1.1 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Individual:</b> any child, young person or adult.</p> <p><b>Well-being:</b></p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes, preferences and safety.</p> <p><b>Support relationships could include:</b></p> <ul style="list-style-type: none"> <li>• developing new relationships</li> <li>• maintaining existing relationships.</li> </ul>
<p>Unit assessment guidance – provided by the sector</p>	<p>This unit must be assessed in accordance with the Skills for Care and Development assessment principles.</p>

**Assessment task – Intro Op 1.1 Understand the importance of engagement in leisure and social activities in health and social care**

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

**Introduction**

Leisure and social activities form an important part of an individual's well-being. This assessment will require you to show your knowledge and understanding of this and how it relates to health and social care.

**Task 1** - You may choose to present your information as a poster for Task 1

- Outline why leisure and social activities are important for an **individual's well-being**.
- Outline how leisure and social activities **support relationships**.

**Task 2** - You may choose to present your information in the chart form below for Task 2

- Identify a range of leisure and social activities that take place within:
  - a local community
  - a person's own home
  - a residential or group living home
  - day care provision.

A range of leisure and social activities that take place within				
A local community				
A person's own home				
A residential or group living home				
Day care provision				

**Task 3** – Produce a written document for this task which:

- describes how to find out about the interests and preferences of individuals
- outlines the benefits for individuals of a **person-centred approach** when taking part in leisure or social activities
- describes different types of support that individuals may need to take part in leisure and social activities within:
  - the community
  - their own home
  - a residential home or group living arrangement
- gives examples of how to promote independence through leisure and social activities.

### Intro Op 1.11: Introduction to the physical care of babies and young children



<b>Unit reference</b>	H/602/6314	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to introduce the learner to the requirements of the physical care needs and routines for the safe care of babies and young children.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the physical care needs of <b>babies and young children</b> .	1.1. Identify care needs for babies' and young children's: <ul style="list-style-type: none"> <li>• skin</li> <li>• hair</li> <li>• teeth</li> <li>• nappy area.</li> </ul>		
2. Know how to support physical care routines for babies and young children.	2.1. Outline how to treat babies or young children with respect and sensitivity during physical care routines.		
	2.2. List ways of engaging with babies or young children during physical care routines that make the experience enjoyable.		
	2.3. Outline the principles of toilet training.		
3. Know how to support safe and protective environments for babies and young children.	3.1. Describe how to provide a <b>safe and hygienic environment</b> for babies and young children.		



Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills.		
	3.3. Identify what to do if concerned about the <b>well-being</b> of babies and young children.		
4. Know the nutritional needs of babies and young children.	4.1. Outline the nutritional needs of babies.		
	4.2. Outline the nutritional needs of young children.		
	4.3. Give examples of healthy balanced meals for young children.		
	4.4. List <b>nutritional allergies</b> that may be experienced by babies and young children.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro Op 1.11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Babies and young children:</b> birth to 3 years.</p> <p><b>Safe and hygienic environment</b> should include:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• PPE</li> <li>• disposal of hazardous waste</li> <li>• clean equipment</li> <li>• physical environment and hazards</li> <li>• care of sterile equipment</li> <li>• safe storage of food and drink</li> <li>• safeguarding procedures.</li> </ul> <p><b>Well-being:</b></p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p>Nutritional needs of babies</p> <p><b>Nutritional allergies</b> can include:</p> <ul style="list-style-type: none"> <li>• milk (casein protein)</li> <li>• lactose</li> <li>• wheat / gluten</li> <li>• peanuts</li> <li>• eggs.</li> </ul>
<p>Unit assessment guidance – provided by the sector</p>	<p>Unit must be assessed in accordance with Skills for Care and Development assessment principles.</p>

## Assessment task – Intro Op 1.11 Introduction to the physical care of babies and young children

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

### Introduction

This assessment relates to the physical care of babies and young children up to the age of 3 years.

To gain an introduction into this area, prepare a set of information cards which show that you can:

#### Task 1

- identify care needs for **babies and young children's**
  - skin
  - hair
  - teeth
  - nappy area

Babies and young children's	Care needs for each area
Skin	
Hair	
Teeth	
Nappy Area	

#### Task 2

- outline how to treat babies or young children with respect and sensitivity during physical care routines
- list ways of engaging with babies or young children during physical care routines that make the experience enjoyable
- outline the principles of toilet training.

#### Task 3

- describe how to provide a **safe and hygienic environment** for babies and young children
- outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills
- identify what to do if concerned about the **well-being** of babies and young children.

#### Task 4

- nutritional needs of babies
- outline the nutritional needs of young children
- give examples of healthy balanced meals for young children
- list **nutritional allergies** that may be experienced by babies and young children.

**Intro Op 1.12: Introduction to the development of children and young people through play**



<b>Unit reference</b>	K/602/6315	<b>Level</b>	1
<b>Credit value</b>	2	<b>Guided Learning</b>	15
<b>Unit aim</b>	The aim of this unit is to introduce the learner to factors that promote inclusive and stimulating play environments and the importance of play to children and young people's development.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of play for children and young people's development and well-being.	1.1. Identify how <b>play</b> supports children and young people's development and <b>well-being</b> .		
	1.2. Outline the difference between adult directed play and child initiated play.		
2. Know factors that promote inclusive and stimulating play environments.	2.1. Outline what is meant by inclusive and stimulating play.		
	2.2. Describe an environment that supports inclusive and stimulating play.		
	2.3. Identify a range of activities that promote inclusive and stimulating play.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro Op 1.12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Play** could include:

- creative play
- physical play
- imaginative/pretend play
- environmental play.

**Well-being** to include:

- emotional
- psychological
- physical.

Unit assessment guidance – provided by the sector

This unit must be assessed in accordance with Skills for Care and Development assessment principles.

## **Assessment task – Intro OP 1.12 Introduction to the development of children and young people through play**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

### **Introduction**

Children and young people are resourceful in play. They use a range of objects and props to construct events and situations. They often copy their own experiences. Supporting the development of children and young people through play can provide learning opportunities which are stimulating, inclusive and fun.

Produce a play information board which shows that you can:

### **Task 1**

- identify how **play** supports children and young people's development and **well-being**
- outline the difference between adult directed play and child initiated play.

### **Task 2**

- outline what is meant by inclusive and stimulating play
- describe an environment that supports inclusive and stimulating play
- identify a range of activities that promote inclusive and stimulating play.

**Intro Op 1.14: Encourage children and young people to eat healthily**



<b>Unit reference</b>	H/602/6328	<b>Level</b>	1
<b>Credit value</b>	2	<b>Guided learning</b>	16
<b>Unit aim</b>	The aim of this unit is to provide the learner with knowledge about healthy eating and how to encourage children and young people to eat healthily.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about healthy eating for children and young people.	1.1. Identify healthy eating principles for children and young people.		
	1.2. Identify <b>factors</b> that influence food choice.		
2. Know about activities to encourage children and young people to eat healthily.	2.1. Outline a range of activities that encourage children and young people to eat healthily.		

**Learner declaration of authenticity:**  
I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro Op 1.14  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• marketing and advertising</li> <li>• peer pressure</li> <li>• availability and cost</li> <li>• presentation</li> <li>• family circumstances.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with Skills for Care and Development assessment principles.

## **Assessment task – Intro OP 1.14 Encourage children and young people to eat healthily**

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2

### **Introduction**

The key to a healthy diet is getting the balance right. This means eating a wide variety of foods in the right proportions from all the main food groups. To encourage children and young people to eat healthily you will need to have a good knowledge of this process.

Produce a healthy eating programme which shows that you can:

### **Task**

- identify healthy eating principles for children and young people
- identify **factors** that influence food choice
- outline a range of activities that encourage children and young people to eat healthily.

**Intro Op 1.2: Introduction to a healthy lifestyle**



<b>Unit reference</b>	T/602/6303	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	26
<b>Unit aim</b>	The aim of this unit is to provide the learner with knowledge about the benefits and factors that influence a healthy lifestyle.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know what contributes to a healthy lifestyle.	1.1. Outline <b>factors</b> that contribute to a healthy lifestyle.		
	1.2. Outline <b>benefits</b> of living a healthy lifestyle.		
2. Know how activities contribute to a healthy lifestyle.	2.1. List activities in the local area that support a healthy lifestyle.		
	2.2. Select activities that support a healthy lifestyle.		
	2.3. Identify the benefits of activities for a healthy lifestyle		
3. Know what contributes to an unhealthy lifestyle.	3.1. List activities and <b>choices that hinder a healthy lifestyle.</b>		
	3.2. Outline how these activities and choices can have a negative effect on personal well-being.		
4. Know how to develop a personal healthy lifestyle plan.	4.1. Identify positive and negative aspects of own lifestyle.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Produce an action plan to improve own health and well-being.		

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit:</b> Intro Op 1.2 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• diet and nutrition</li> <li>• exercise</li> <li>• environmental</li> <li>• work-life balance</li> <li>• safe sex</li> <li>• social activities</li> <li>• recreational activities.</li> </ul> <p><b>Benefits</b> could include:</p> <ul style="list-style-type: none"> <li>• physiological benefits to exercise</li> <li>• emotional and psychological benefits</li> <li>• heart health</li> <li>• anti-aging</li> <li>• a healthy weight</li> <li>• increased energy</li> <li>• improvements in daily living.</li> </ul> <p><b>Well-being</b> can be:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Selected activities</b> this should be:</p> <ul style="list-style-type: none"> <li>• minimum of three activities.</li> </ul> <p><b>Choices that hinder a healthy lifestyle</b> could include:</p> <ul style="list-style-type: none"> <li>• poor diet and nutrition</li> <li>• smoking</li> <li>• substance misuse</li> <li>• alcohol misuse</li> <li>• inactivity</li> <li>• anti-social behaviour</li> <li>• truancy</li> <li>• unsafe sex.</li> </ul>
<p>Unit assessment guidance – provided by the sector</p>	<p>This unit must be assessed in accordance with the Skills for Care and Development assessment principles.</p>

## Assessment task – Intro OP 1.2 Introduction to a healthy lifestyle

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

### Introduction

Maintaining a healthy lifestyle is important to all. The assessment for this unit will enable individuals to learn about what contributes to a healthy lifestyle and to complete a review of their own lifestyle.

Present tasks 1, 2, and 3 as a promotional leaflet or information document which:

### Task 1

- outlines **factors** that contribute to a healthy lifestyle
- outlines **benefits** of living a healthy lifestyle.

### Task 2

- lists activities in the local area that support a healthy lifestyle
- selects activities that support a healthy lifestyle
- identifies the benefits of **selected activities** on personal **well-being** as a result of taking part in activities.

### Task 3

- lists activities and **choices that hinder a healthy lifestyle**
- outlines how these activities and choices can have a negative effect on personal well-being.

**Task 4** - Complete a personal action plan for this task.

- Identify positive and negative aspects of own lifestyle.
- Produce an action plan to improve own health and well-being.

<b>Lifestyle personal action plan</b>	
Positive aspects of own lifestyle	Negative aspects of own lifestyle
<i>Add as many rows as you need:</i>	
<b>Action plan to show how you can improve your own health and well-being</b>	
Action 1	
Action 2	
Action 3	
Action 4	
<i>Add as many rows as you need:</i>	

### Intro Op 1.4: Introduction to Autism Spectrum Condition



<b>Unit reference</b>	Y/602/6309	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to provide the learner with an understanding of Autism Spectrum Condition, person-centred approach and knowledge of the importance of relevant communication skills when working with individuals.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the concept of Autistic Spectrum Condition.	1.1. Outline what is meant by the term 'Autistic Spectrum Condition'.		
	1.2. Give examples of behavioural characteristics associated with Autistic Spectrum Condition.		
	1.3. Outline sensory difficulties which may be experienced by individuals with an Autistic Spectrum Condition.		
	1.4. Outline the importance of preparation, planning and routines for individuals with an Autistic Spectrum Condition.		
2. Know the importance of a person-centred approach when working with individuals with an Autism Spectrum Condition.	2.1. Outline why it is important to recognise and value an <b>individual</b> with an Autistic Spectrum Condition as a person first.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with an Autistic Spectrum Condition.		
3. Understand the importance of effective communication for individuals with Autism Spectrum Condition.	3.1. Identify the benefits of effective communication on the lives of individuals with an Autism Spectrum Condition.		
	3.2. Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.		
	3.3. Outline the use of <b>visual communication systems</b> for individuals with an Autistic Spectrum Condition.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro Op 1.4

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individual:</b> any child, young person or adult.</p> <p><b>Visual communication systems</b> could include:</p> <ul style="list-style-type: none"> <li>• Picture Exchange Communication System (PECS, Frost and Bondy, 1994)</li> <li>• sign language</li> <li>• interactive communication boards</li> <li>• communication cue cards</li> <li>• conversation books or</li> <li>• voice output communication aids.</li> </ul>
<p>Unit assessment guidance – provided by the sector</p>	<p>This unit must be assessed in accordance with the Skills for Care and Development assessment principles.</p>

## Assessment task – Intro OP 1.4 Introduction to Autistic Spectrum Condition

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

Autistic Spectrum Condition is being increasingly recognised in our communities. It is therefore important to be aware of how to respond to this condition. This assessment will provide you with the opportunity to show your knowledge and understanding in this area.

You may choose to present your information as a leaflet. For the following tasks include:

#### Task 1

- examples of behavioural characteristics associated with Autism Spectrum Condition
- an outline of sensory difficulties which may be experienced by individuals with an Autism Spectrum Condition
- an outline of the importance of preparation, planning and routines for individuals with an Autism Spectrum Condition.

#### Task 2

- an outline of what is meant by the term 'Autism Spectrum Condition'
- an outline of why it is important to recognise and value an **individual** with an Autism Spectrum Condition as a person first
- examples of how to use a **person-centred approach** when working with individuals with an Autism Spectrum Condition.

#### Task 3

- identification of the benefits of effective communication on the lives of individuals with an Autistic Spectrum Condition
- examples of different methods of communication that can be used where individuals have difficulty with spoken language
- an outline of the use of **visual communication systems** for individuals with an Autism Spectrum Condition.

Your leaflet could be presented in 3 sections under the following headings:

- Person-centred approach
- Aspects of Autism Spectrum Condition
- Communicating effectively.



### Intro Op 1.5: Introduction to learning disability

<b>Unit reference</b>	L/602/6310	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to provide the learner with an understanding of Learning Disabilities, a person-centred approach and knowledge of the importance of relevant communication skills when working with individuals		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main causes of learning disability.	1.1. Outline what is meant by the term 'learning disability'.		
	1.2. Give examples of causes of learning disability.		
2. Know the importance of a person-centred approach when working with individuals with a learning disability.	2.1. Outline why it is important to recognise and value an <b>individual</b> with a learning disability as a person first.		
	2.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with a learning disability.		
3. Understand the importance of effective communication for individuals with a learning disability.	3.1. Identify the impact of effective communication on the lives of individuals with a learning disability.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability.		
	3.3. Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.		

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Intro Op 1.5 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individuals:</b> any child, young person or adult.</p>
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

## Assessment task – Intro OP 1.5 Introduction to learning disability

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

Working with children, young people or adults with learning disabilities requires the new practitioner to have some knowledge and understanding of the person-centred approach, the background to a range of learning needs and the importance of effective communication.

Prepare information which could be displayed on a work environment notice board which:

### Task 1

- outlines what is meant by the term 'learning disability'
- gives examples of causes of learning disability.

### Task 2

- outlines why it is important to recognise and value an **individual** with a learning disability as a person first
- gives examples of how to use a **person-centred approach** when working with individuals with a learning disability.

### Task 3

- identifies the impact of effective communication on the lives of individuals with a learning disability
- outlines why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability
- gives examples of different methods of communication that can be used where individuals have difficulty with spoken language.

You may choose to display your information in 3 sections with the following headings:

- Person-centred approach
- Learning disability
- Effective communication.



### Intro Op 1.6: Introduction to physical disability

<b>Unit reference</b>	R/602/6311	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to provide the learner with an understanding of physical disabilities, a person-centred approach and knowledge of the importance of relevant communication skills when working with individuals		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main causes of physical disability.	1.1. Give examples of conditions that cause <b>physical disability</b> .		
2. Know the importance of a person-centred approach when working with individuals with a physical disability.	2.1. Outline why it is important to recognise and value an <b>individual</b> with a physical disability as a person first.		
	2.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with a physical disability.		
3. Know how the challenges of living with a physical disability can be addressed.	3.1. Identify <b>factors</b> that have a disabling effect on an individual		
	3.2. Give examples of how to challenge discriminatory attitudes.		
	3.3. Outline the effects that having a physical disability can have on an individual's <b>day to day life</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Give examples of how individuals can be in control of their care needs.		
	3.5. Outline the importance of promoting independence for individuals with physical disability.		
	3.6. Give examples of ways to promote the inclusion of individuals with physical disability in society.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro Op 1.6

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individuals:</b> any child, young person or adult.</p> <p><b>Physical disability</b> includes:</p> <ul style="list-style-type: none"> <li>• congenital disability</li> <li>• progressive disability</li> <li>• acquired disability.</li> </ul> <p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• environment</li> <li>• attitudes and beliefs</li> <li>• culture.</li> </ul> <p><b>Day to day life:</b></p> <ul style="list-style-type: none"> <li>• education opportunities</li> <li>• housing</li> <li>• employment</li> <li>• access to leisure activities</li> <li>• relationships</li> <li>• health care.</li> </ul>
<p>Unit assessment guidance – provided by the sector</p>	<p>This unit must be assessed in accordance with the Skills for Care and Development assessment principles.</p>

## Assessment task – Intro OP 1.6 Introduction to physical disability

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

A physical disability is when an individual is unable to function normally because of a bodily defect.

When working with children, young people or adults you will need to understand the value of a person-centred approach and the importance of valuing an individual and factors that affect day to day life. This assessment will provide you with the opportunity to show your knowledge and understanding of this area.

Prepare a written document which:

#### Task 1

- gives examples of conditions that cause **physical disability**.
- outlines why it is important to recognise and value an **individual** with a physical disability as a person first
- gives examples of how to use a **person-centred approach** when working with individuals with a physical disability.

#### Task 2

- outlines why it is important to recognise and value an **individual** with a physical disability as a person first
- gives examples of how to use a **person-centred approach** when working with individuals with a physical disability.

#### Task 3

- identifies **factors** that have a disabling effect on an individual
- gives examples of how to challenge discriminatory attitudes
- outlines the effects that having a physical disability can have on an individual's **day to day life**
- gives examples of how individuals can be in control of their care needs
- outlines the importance of promoting independence for individuals with physical disability
- gives examples of ways to promote the inclusion of individuals with physical disability in society.



### Intro Op 1.7: Introduction to sensory loss

<b>Unit reference</b>	L/602/6372	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to provide the learner with an understanding of sensory loss, a person-centred approach and knowledge of the importance of relevant communication skills when working with individuals.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main causes of sensory loss.	1.1. Outline the main causes of sensory loss.		
2. Know the importance of person-centred approach when working with individuals with sensory loss.	2.1. Outline why it is important to recognise and value an <b>individual</b> with <b>sensory loss</b> as a person first.		
	2.2. Give examples of how to use a person-centred approach when working with individuals with sensory loss.		
3. Understand the importance of effective communication for individuals with sensory loss.	3.1. Outline <b>factors</b> that need to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		
	3.2. Identify the benefits of effective communication on the lives of individuals with sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Outline how information can be made accessible to individuals with sensory loss.		

**Learner declaration of authenticity:**  
I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro Op 1.7  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Individual:</b> any child, young person or adult.</p> <p><b>Sensory Loss</b> to include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Factors</b> to include:</p> <ul style="list-style-type: none"> <li>• environmental</li> <li>• physical</li> <li>• social.</li> </ul>
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

## Assessment task – Intro OP 1.7 Introduction to sensory loss

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

Preparing to work with individuals who have sensory loss requires the practitioner to have some knowledge and understanding of the importance of valuing the preferences and wishes of the individual. This assessment will give you the opportunity to show your knowledge and understanding of the person-centred approach, causes of sensory loss and factors which influence communication.

Prepare information for a display which:

#### Task 1

- outlines the main causes of sensory loss.

#### Task 2

- outlines why it is important to recognise and value an **individual** with **sensory loss** as a person first
- gives examples of how to use a person-centred approach when working with individuals with sensory loss.

#### Task 3

- outlines **factors** that need to be considered when communicating with individuals with:
  - sight loss
  - hearing loss
  - deafblindness
- identifies the benefits of effective communication on the lives of individuals with sensory loss
- outlines how information can be made accessible to individuals with sensory loss.



### Intro Op 1.8: Introduction to mental health

<b>Unit reference</b>	Y/602/6374	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to provide the learner with an understanding of mental health problems, a person-centred approach and knowledge of the importance of relevant communication skills when working with individuals		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main factors that can cause mental health problems.	1.1. Outline <b>factors that affect mental health.</b>		
	1.2. Give examples of a <b>range</b> of mental health problems.		
2. Know the importance of a person-centred approach when working with individuals with mental health problems.	2.1. Outline why it is important to recognise and value an <b>individual</b> with mental health problems as a person first.		
	2.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with mental health problems.		
3. Understand the importance of effective communication with individuals who have mental health problems.	3.1. Identify the benefits of effective communication on the lives of individuals with mental health problems.		
	3.2. Outline why it is important to use active listening skills with individuals who have mental health problems.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Intro Op 1.8**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Person-centred approach:**

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

**Individuals:** any child, young person or adult.

**Factors that affect mental health** may include:

- emotional
- social
- psychological
- biochemical
- genetic
- physical.

**Range** should include a minimum of 4 examples.

Unit assessment guidance – provided by the sector

This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

## Assessment task – Intro OP 1.8 Introduction to mental health

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

Mental health affects people in a variety of ways. The practitioner working with children, young people or adults will need to gain a basic understanding of how to value and support individuals with mental health problems in their daily life.

Prepare an information document which:

### Task 1

- outlines **factors that affect mental health**
- gives examples of a **range** of mental health problems.

### Task 2

- outlines why it is important to recognise and value an **individual** with mental health problems as a person first
- gives examples of how to use a **person-centred approach** when working with individuals with mental health problems.

### Task 3

- identifies the benefits of effective communication on the lives of individuals with mental health problems
- outlines why it is important to use active listening skills with individuals who have mental health problems.

You may choose to present your information in 3 sections using the following headings:

- Person-centred approach
- Factors affecting mental health
- Effective communication.



**Intro Op 1.9: Introduction to dementia**



<b>Unit reference</b>	D/602/6375	<b>Level</b>	1
<b>Credit value</b>	3	<b>Guided Learning</b>	30
<b>Unit aim</b>	The aim of this unit is to provide the learner with an understanding of dementia, a person-centred approach and knowledge of the importance of relevant communication skills when working with individuals		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main causes and effects of dementia.	1.1. Outline what is meant by the term 'dementia'.		
	1.2. Give examples of <b>causes of dementia</b> .		
	1.3. Outline the effects of dementia on individuals, families and carers.		
2. Know the importance of a person-centred approach when working with individuals with dementia.	2.1. Outline why it is important to recognise and value an individual with dementia as a person first.		
	2.2. Give examples of how to use a person-centred approach when working with individuals with dementia.		
3. Understand the importance of effective communication for individuals with dementia.	3.1. Identify the benefits of effective communication on the lives of individuals with dementia.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Outline how memory loss affects the use of spoken language in an individual with dementia.		
	3.3. Give examples of techniques that can be used to facilitate communication with an individual with dementia.		

**Learner declaration of authenticity:**  
I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro Op 1.9  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individuals:</b> any child, young person or adult.</p> <p><b>Causes of dementia:</b> minimum of 3 examples.</p>
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

## Assessment task – Intro OP 1.9 Introduction to dementia

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

### Introduction

This assessment will enable you to show your knowledge and understanding of dementia. Your learning will cover the person-centred approach, basic knowledge of dementia and effective communication when caring for children, young people or adults with dementia.

Prepare information leaflet which gives:

### Task 1

- an outline of why it is important to recognise and value an **individual** with dementia as a person first
- examples of how to use a **person-centred approach** when working with individuals with dementia.

### Task 2

- an outline of what is meant by the term 'dementia'
- examples of **causes of dementia**
- an outline of the effects of dementia on individuals, families and carers.

### Task 3

- identification of the benefits of effective communication on the lives of individuals with dementia
- an outline of how memory loss affects the use of spoken language in an individual with dementia
- examples of techniques that can be used to facilitate communication with an individual with dementia.

You may choose to display your information in 3 sections with the following headings:

- Person-centred approach
- Dementia
- Effective communication.

**CFC 18: Investigating a vocational area**



<b>Unit reference</b>	T/600/3250	<b>Level</b>	2
<b>Credit value</b>	2	<b>Guided Learning</b>	16
<b>Unit aim</b>	This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to research a vocational area.	1.1. Explain own reasons for interest in a specific vocational area.		
	1.2. Use relevant sources of information to research a vocational area		
	1.3. Describe three job roles associated with the vocational area.		
	1.4. Describe the skills, knowledge and personal qualities required to perform the job roles identified.		
	1.5. Explain how a candidate might show that they meet the job specification for one of the job roles identified.		
2. Know how to develop the skills and knowledge for a chosen job role.	2.1. Assess own current skills, knowledge and personal qualities relevant to the chosen job role.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Assess and prioritise areas for own development.		
	2.3. Prepare an action plan for developing skills and knowledge for the chosen job role.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 18**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Assessment task – CFC 18 Investigating a vocational area

### Introduction

In this unit you will have the opportunity to investigate vocational areas of interest to you within the health, social care and children and young people's settings. You will be able to find out about job roles you are interested in for the chosen employment area. You will develop investigative skills throughout the unit so that you will have had experience of researching job roles and identifying the requirements of the role which will help you when you apply for a higher level qualification, further training or work. You will also have reviewed your personal qualities, skills, achievements and relevant experience in order to help you produce a personal plan suitable for the vocational area of interest to you.

Prepare information which will help you when you apply for a higher level qualification, further training or work for a vocational area within health, social care and children and young people's settings.

**Task 1** links to learning outcome 1, assessment criteria 1.1

Select a vocational area within Health, Social Care and Children and Young People's settings which interests you. Produce information which:

- explains your own reasons for interest in the specific vocational area.

**Task 2** links to learning outcome 1, assessment criteria 1.2, 1.3, 1.4 and 1.5

Produce an information booklet which provides more detailed information about the job roles within your chosen vocational area. You must include:

- the sources of information which you have used to find out about the vocational area
- a description of **three** job roles associated with the vocational area
- a description of the skills, knowledge and personal qualities which are required for each of the three job roles you have already described
- an explanation of how a candidate might show that they meet the job specification for one of the job roles identified.

**Task 3** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3

Produce a plan on ways that you can develop your own skills for the chosen job role. The plan must include:

- an assessment of your own skills, knowledge and personal qualities relevant for the chosen role
- an assessment of areas for your own development
- an action plan for developing your own skills and knowledge for the chosen job role.

**CFC 19: Self development**



<b>Unit reference</b>	A/600/3735	<b>Level</b>	2
<b>Credit value</b>	3	<b>Guided Learning</b>	24
<b>Unit aim</b>	This unit explores personal strengths and weaknesses and learning styles and how they influence career and education choices. It covers the identification of personal achievements and strengths in relation to skills and abilities, and the identification of personal goals. All of these are then mapped to available career opportunities and an action plan produced that incorporates goals, actions and a timetable.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to recognise the significance of achievements and interests in relation to own development	1.1. Describe at least two: <ul style="list-style-type: none"> <li>• achievements and how they were achieved</li> <li>• interests and how they were pursued.</li> </ul>		
	1.2. Describe how each achievement and interest has contributed to own development		
2. Understand how to recognise own strengths and areas for further development.	2.1. Describe own strengths, skills, qualities and abilities and their importance in life, work and training'		
	2.2. Explain own development needs and explain why they need to be improved and how they could be improved.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice.		
3. Understand how own learning style influences career and education choices'	3.1. Describe own learning style and how this impacts on career and education choices'		
4. Be able to set personal goals and objectives.	4.1. Identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities.		
	4.2. Describe why the goals are relevant to own current situation and to available opportunities.		
5. Be able to make action plans to achieve personal goals.	5.1. Produce an action plan which: <ul style="list-style-type: none"> <li>• identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed)</li> <li>• incorporates a checklist of actions to be taken towards personal goals</li> </ul>		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 19**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Assessment task – CFC 19 Self development

### Introduction

This unit is about your self development and how it influences your future choices. Producing information about your own strengths and achievements and planning for further improvements will help you to prepare for your future education and/or role in health, social care and children and young people's setting.

In the workplace you will be required to contribute to regular supervision sessions with your line manager. In order to make this meaningful produce a resource folder about "Self Development" divided into the following sections:

- Section 1: Achievements and Interests
- Section 2: Strengths and areas for further development
- Section 3: Learning Styles
- Section 4: Personal Goals and Objectives
- Section 5: Action Plan.

The resource folder should include evidence that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2

#### Section 1: Achievements and Interests

- describe **two** personal achievements **and** ways that you achieved each one
- describe **two** personal interests **and** ways that you pursue each one
- describe how each achievement and interest has contributed to your personal development and situation.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3

#### Section 2: Strengths and areas for further development

##### Strengths

- describe your strengths in relation to own skills, qualities and abilities
- assess how important your skills, qualities and abilities are for your future life, work and training.

##### Areas for Development

- identify own areas for improvement
- explain why the areas identified need to be improved
- explain how the areas identified can be improved.

##### Using skills and abilities:

- explain ways that your qualities and abilities can transfer to future learning, training or career choice.

**Task 3** links to learning outcome 3, assessment criteria 3.1

Section 3: Learning Styles

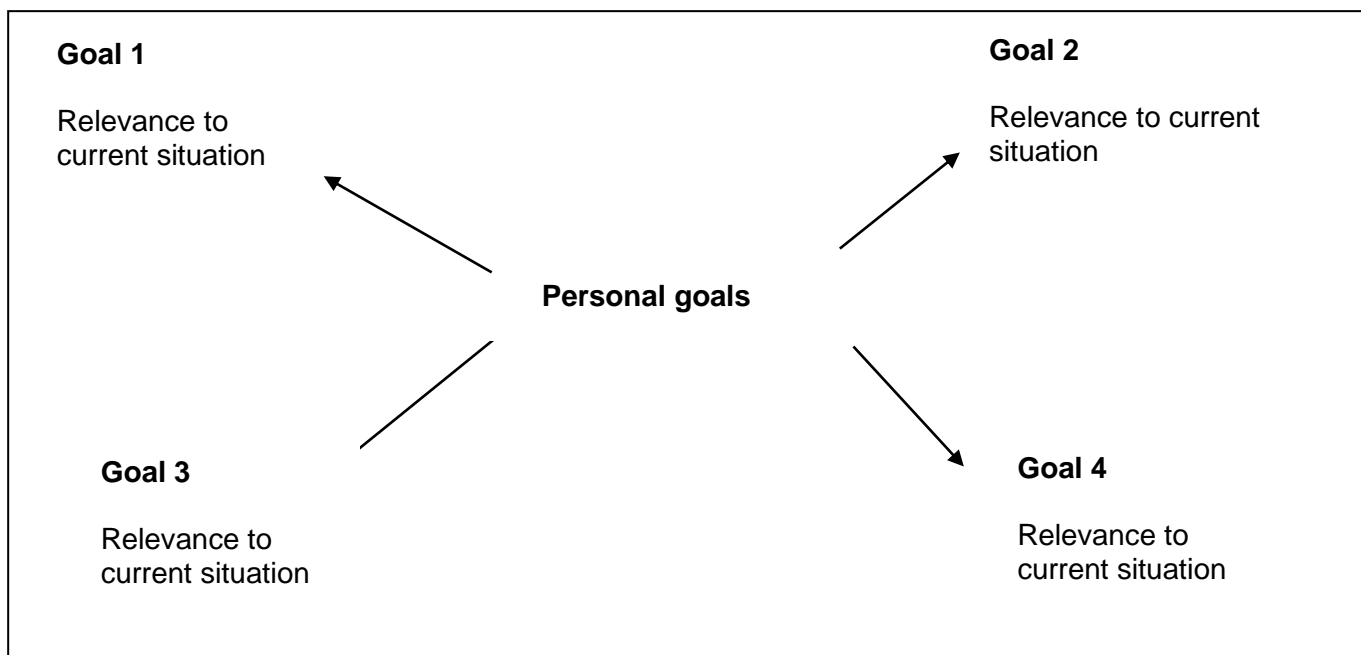
- describe the characteristics of your own learning style
- explain how your education or career choices may be influenced by your learning style.

**Task 4** links to learning outcome 4, assessment criteria 4.1 and 4.2

Section 4: Personal Goals and Objectives

Produce a diagram like the one below on A4 paper. On the diagram you must include:

- personal goals which take into account your skills, qualities, abilities and available opportunities
- a description of why each of the goals identified are relevant to your own current situation.



**Task 5** links to learning outcome 5, assessment criteria 5.1

Section 5: Action Plan

Produce a chart like the one below. Use the chart to write your action plan which will enable you to achieve your personal goals identified in task 4. You must include actions which are:

- Specific – clearly stating each goal **and** the actions to be taken towards each goal
- Measurable – a goal which you can identify the progress you have made
- Achievable – a goal which is realistic for your own situation
- Timed – with dates identified of when the actions towards each goal will be taken **and** a date when the goal will be achieved.

My personal goals	Actions towards my personal goals	Timescale for my actions	Review of progress toward my personal goals	When I expect to achieve my goal

*Draw your chart on an A4 sheet which is landscape to enable you to fit in each piece of information.*

**HSC CYP 1: Introductory awareness of bereavement in health, social care and children's and young people's settings**



<b>Unit reference</b>	R/503/3149	<b>Level</b>	2
<b>Credit value</b>	3	<b>Guided Learning</b>	25
<b>Unit aim</b>	The aim of this unit is to develop the learner's awareness and knowledge of bereavement and to raise the learner's awareness of the possible effects that culture, religion, personal beliefs and stages of development might have on bereavement and the process of grieving. The strategies to help adjust to bereavement in health, social care and children's and young people's settings will also be explored.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>bereavement</b> within health, social care and children's and young people's settings.	1.1. Describe the: <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• physical</li> <li>• behavioural</li> </ul> effects that bereavement may have on individual children, young people and adults		
	1.2. Give examples of the types of bereavement a: <ul style="list-style-type: none"> <li>• child</li> <li>• young person</li> <li>• adult</li> </ul> may experience during their life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.3. Describe the effect that: <ul style="list-style-type: none"> <li>• culture</li> <li>• religion</li> <li>• personal beliefs</li> <li>• stages of development</li> </ul> may have on individual children, young people and adults who experience bereavement.		
2. Understand the process of grieving and adjusting to bereavement for children, young people and adults.	2.1. Describe different <b>views</b> of how individual children, young people and adults may respond, over time, to loss.		
	2.2. Give examples of strategies to support individual children, young people and adults to help them <ul style="list-style-type: none"> <li>• take responsibility for their own decisions</li> <li>• make and communicate their own decisions</li> </ul> whilst they are adjusting to bereavement.		
3. Know strategies to help individual children, young people and adults to adjust to bereavement in health, social care and children's and young people's settings.	3.1. Give examples of strategies to support individual children, young peoples and adults to help them <ul style="list-style-type: none"> <li>• through the process of grieving</li> <li>• to cope with the effects of bereavement on their lives</li> <li>• to deal with issues that are likely to arise.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Identify the types of support available to children, young people and adults when they are adjusting to bereavement.		
	3.3. Describe support available for the worker when working with individuals adjusting to bereavement		

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>	
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<p><b>Assessor sign off of completed unit: HSC CYP 1</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Bereavement** may include:

- death
- divorce
- redundancy.

**Views** may include:

- the conventional view of grief that people move through an orderly and predictable series of responses to loss
- one that considers the wide variety of responses that are influenced by personality, family, culture and religious beliefs and practices
- one that replaces the 'stages' of grief with a spiral model of grieving.



## Assessment task – HSC CYP 1 Introductory awareness of bereavement in health, social care and children's and young people's settings

### Introduction

There are many forms of bereavement, which impact on us at some stage in our lives. Many of us will not experience bereavement or loss until later in life and may have little opportunity to learn about loss and about how people are affected by grief. For this task you will have the opportunity to show your understanding of bereavement and grief and the strategies to support individuals within health, social care and children's and young people's settings. To show your understanding of this important area, present information that shows that you can:

You may wish to present the information as a resource file.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, and 1.3

Describe the:

- social
- emotional
- physical
- behavioural

effects that **bereavement** may have on individual children, young people and adults

Give examples of the types of bereavement a:

- child
- young person
- adult

may experience during their life

Describe the effect that:

- culture
- religion
- personal beliefs
- stages of development

may have on individual children, young people and adults who experience bereavement.

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2

- describe some different **views** of how individual children, young people and adults may respond, over time, to loss
- give examples of how you could support individual children, young people and adults to help them:
  - take responsibility for their own decisions
  - make and communicate their own decisions
  - whilst they are adjusting to bereavement.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, and 3.3

- give examples of how you could support individual children, young people and adults:
  - through the process of grieving
  - to cope with the effects of bereavement on their lives
  - to deal with issues that are likely to arise
- identify the types of support available to children, young people and adults when they are adjusting to bereavement
- Describe support available for the worker when working with individuals adjusting to bereavement.

**HSC CYP 2: Understanding risk within health, social care and children's and young people's settings**



<b>Unit reference</b>	M/503/3868	<b>Unit level</b>	2
<b>Credit value</b>	1	<b>Guided Learning</b>	10
<b>Unit aim</b>	To give the learner an understanding of: situations that pose risk to individuals; how to assess and manage risk and how to identify an acceptable level of risk within health, social care and children's and young people's settings.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to recognise potential risks to worker and others.	1.1. Describe environmental situations that could pose risk to worker and others.		
	1.2. Identify risks arising from the physical and/or emotional state of individuals and carers.		
2. Know how to assess and manage risk.	2.1. Describe the positive and negative aspects of risk.		
	2.2. Describe the importance of assessing and managing risk.		
	2.3. Outline ways of assessing risk in any given situation.		
	2.4. Explain ways in which risk could be managed.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how to identify circumstances in which risk taking should be encouraged	3.1. Give examples of instances where risk taking is essential.		
	3.2. Identify the benefits of the risk taking to individuals from the examples identified.		
	3.3 Outline safety measures that will minimise the risks identified without reducing the benefits of these risks.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC CYP 2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Assessment task – HSC CYP 2 Understanding risk within health, social care and children's and young people's settings**

### **Introduction**

Everyday we are put in situations where we have to consider risk. It is difficult to avoid, from the moment you leave the house and cross the road you check the traffic to ensure that is safe. This is an example of risk assessment, which we carry out all the time without necessarily realising it. In the workplace, your employer has to complete written risk assessments on the environment, and the tasks that staff are required to do. This assessment task will require you to consider looking at **situations** and working out **what risk is involved, if it is an acceptable or desirable risk or not and how the risk will be managed.**

To show your awareness of this critical area, provide information that shows that you understand risk.

You may wish to present this information as a resource file

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2

- describe environmental situations that could pose risk to workers and others
- identify risks arising from the physical and/or emotional state of individuals and carers.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4

- describe the positive and negative aspects of risk
- describe the importance of assessing and managing risk
- outline ways of assessing risk in any given situation
- explain ways in which risk could be managed.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3

- give examples of instances where risk taking is essential
- identify the benefits of the risk taking to individuals of the examples identified
- outline safety measures that will minimise the risks identified without reducing the benefits of these risks.

## Unit 11: Job opportunities in health and social care



<b>Unit reference</b>	D/501/7228	<b>Unit level</b>	1
<b>Credit value</b>	4	<b>Guided Learning</b>	30
<b>Unit aim</b>	The principal aim of this unit is for learners to develop a plan for starting work in health and social care by being given the opportunity to explore job opportunities across the health and social care sector. The learner will explore conditions of employment and the qualifications and skills required for different jobs in the sector. The learner will have the opportunity to set realistic short- and medium-term goals for their career pathway in health and social care.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know job opportunities in health and social care.	1.1. Identify jobs in different sectors of health and social care.		
	1.2. Describe a job role in a health and social care		
2. Understand terms and conditions of employment within health and social care.	2.1. Describe the terms and conditions of employment for jobs in health and social care.		
3. Know about the qualifications and skills needed for jobs in health and social care.	3.1. Present information about qualifications and skills required for selected jobs in health and social care.		
4. Be able to plan how to start work within health and social care.	4.1. Produce a plan to start work within health and social care.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 11**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Assessment task – Unit 11 Job opportunities in health and social care

### Scenario

You are working in a recruitment agency that specialises in health and social care. Your role is varied as you deal with a range of organisations as well as individuals seeking employment.

One of your responsibilities is to provide these individuals with information that will help them to gain employment in an area of their choice. As part of your role, you provide information to potential employees on the terms and conditions of employment for jobs in health and social care. The other aspect of your role is to help potential employees prepare for their job role in health and social care.

You have been asked to produce a resource folder that will help support a potential employee looking to work in a health and social care role. This resource folder must show that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2

Section 1 of your resource folder will involve investigating the different job roles.

- identify jobs in different sectors of health and social care
- describe a job role in a health and social care setting/department.

**Task 2** links to learning outcome 2, assessment criteria 2.1

Section 2 of your resource folder will show your understanding of the terms and conditions of employment.

- describe the terms and conditions of employment for jobs in health and social care.

**Task 3** links to learning outcome 3, assessment criteria 3.1

Section 3 of your resource folder will demonstrate your knowledge about the qualifications and skills required

- present information about qualifications and skills required for selected jobs in health and social care.

**Task 4** links to learning outcome 4, assessment criteria 4.1

Section 4

- produce a plan to start work within health and social care.



**SHC 24: Introduction to duty of care in health, social care or children's and young people's settings**



<b>Unit reference</b>	H/601/5474	<b>Level</b>	2
<b>Credit value</b>	1	<b>Guided Learning</b>	9
<b>Unit aim</b>	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.		
	1.2. Describe how the duty of care affects own work role.		
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.		
	2.2. Explain where to get additional support and advice about how to resolve such dilemmas.		
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Identify the main points of agreed procedures for handling complaints.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 24**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards

CCLD 203  
HSC 24  
GCU 2

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

**Guidance for developing assessment arrangements for the unit:**

Additional unit assessment requirements provided with the unit

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

## **Assessment task – SHC 24 Introduction to duty of care in health, social care or children's and young people's settings**

### **Introduction**

When working in health, social care or children's and young people's settings it is important that you understand the concept of 'duty of care' and how it is put into practice. You also need to know how your duty of care contributes to the safeguarding or protection of individuals.

You need to be showing an awareness of the potential dilemmas that may arise between the duty of care and an individual's rights and where you can access support to manage these potential dilemmas.

Individuals in these environments are highly vulnerable people and the setting should have clear procedures to be used when complaints are made.

Select a role within health, social care or children's and young people's settings which you are interested in working in and prepare a resource folder about 'Duty of Care'. You will need to put evidence into the folder that shows that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2

#### Section 1: Implications

- define the term 'Duty of care'
- describe how the duty of care affects chosen work role.

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2

#### Section 2: Dilemmas

- describe dilemmas that may arise between the duty of care and individual's rights
- explain where to get additional support and advice about how to resolve such dilemmas.

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2

- describe how to respond to complaints
- identify the main points of the agreed procedures for handling complaints.

#### Section 4: Assessment and quality assurance information

##### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

### **Assessment strategies and principles relevant to these qualifications**

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### **Skills for Care and Development Assessment Principles**

#### **Knowledge learning outcomes**

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence / Skills learning outcomes**

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Section 5: Documents

### Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of these qualifications.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory Documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

### Resources

The resources and materials used in the delivery of these qualifications, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

### Learning resources

We offer a wide range of learning resources to support the delivery of these qualifications. Please check the qualification page on the Centre secure website for more information.

### Third-party products

Products to support the delivery of these qualifications are offered by the following third-party suppliers:

- Hallmark Education (Level 1 Award)

For more information about these resources and how to access them please visit our website.

## **Resource requirements**

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of these qualifications:

- Skills for Care and Development Assessment Principles

These documents can be downloaded from the qualification page on our website.



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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification reference number:**

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NCFE CACHE Level 1 Certificate in Introduction to Health, Social Care and Children and Young People's Settings	600/1212/2
NCFE CACHE Level 1 Diploma in Introduction to Health, Social Care and Children and Young People's Settings	600/4797/5

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