

# Mapping to Personal, Learning and Thinking Skills (PLTS)

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Each unit in the Level 2 Certificate in Preparing to Work in Adult Social Care has been mapped to the following 6 personal, learning and thinking skills. This exercise has provided indicators to show where learners may demonstrate these skills as part of the learning and achievement of the Certificate in Preparing to Work in Adult Social Care.

Independent enquirers (IE)  
 Creative thinkers (CT)  
 Reflective learners (RL)  
 Team workers (TW)  
 Self-managers (SM)  
 Effective participators (EP)

<b>Title</b>	<b>Principles of communication in adult social care settings</b>
<b>Ref</b>	<b>PWCS 21</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>2</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand why communication is important in adult social care settings	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of working in adult social care settings 1.3 Explain why it is important to observe an individual's reactions when communicating with them	<b>RL6</b>
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an <b>individual's</b> communication and language needs, wishes and <b>preferences</b> 2.2 Describe a range of <b>communication methods</b>	<b>EP4/CT4/RL5/RL6</b>
3 Understand how to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Describe ways to reduce barriers to communication 3.3 Describe ways to check that communication has been understood 3.4 Identify sources of information and support or <b>services</b> to enable more effective communication	<b>IE1/IE3/IE4/IE5</b> <b>CT1</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
4 Understand confidentiality in adult social care settings	4.1 Define the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication 4.3 Describe situations where information normally considered to be confidential might need to be shared with <b>agreed others</b> 4.4 Explain how and when to seek advice about confidentiality	<b>RL6/IE4</b>  <b>RL6</b>

<b>Title</b>	<b>Principles of personal development in adult social care settings</b>
<b>Ref</b>	<b>PWCS 22</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>2</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand what is required for good practice in adult social care roles	1.1 Identify <b>standards</b> that influence the way adult social care job roles are carried out 1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work	<b>CT6/RL5</b>
2 Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding 2.2 Describe how reflecting on a <b>situation</b> has improved own knowledge, skills and understanding 2.3 Describe how feedback from others has developed own knowledge, skills and understanding	<b>RL5/CT3</b>  <b>IE4/RL4/RL5</b>
3 Know how a <b>personal development plan</b> can contribute to own learning and development	3.1 Define the term “personal development plan” 3.2 Identify <b>who could be involved</b> in the personal development plan process 3.3 Identify <b>sources of support</b> for own learning and development 3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding	<b>EP4</b>

<b>Title</b>	<b>Principles of diversity, equality and inclusion in adult social care settings</b>
<b>Ref</b>	<b>PWCS 23</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>2</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul> 1.2 Describe how direct or indirect discrimination may occur in the work setting 1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination	<b>IE3/IE5</b>  <b>IE3/IE6</b>
2 Know how to work in an inclusive way	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Describe how to interact with <b>individuals</b> in an inclusive way 2.3 Describe ways in which discrimination may be challenged in adult social care settings	<b>IE3/IE5/IE6</b>
3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination 3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination	<b>IE1/IE2/IE3</b>  <b>IE3/IE4</b>

<b>Title</b>	<b>Understand the role of the social care worker</b>
<b>Ref</b>	<b>PWCS 25</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>1</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in social care settings	
2 Understand the importance of working in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Outline what is meant by <b>agreed ways of working</b> 2.3 Explain the importance of full and up-to-date details of agreed ways of working	
3 Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b> 3.2 Identify ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>	<b>IE1/EP1/EP2/EP3/EP4</b>

<b>Title</b>	<b>Understand person-centred approaches in adult social care settings</b>
<b>Ref</b>	<b>PWCS 26</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>4</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand person-centred approaches for care and support	1.1 Define <b>person-centred values</b> 1.2 Explain why it is important to work in a way that embeds person-centred values	<b>IE3</b>
2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the history, preferences, wishes and needs of an <b>individual</b> 2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support 2.3 Explain how using an individual's <b>care plan</b> contributes to working in a person-centred way	<b>IE5/SM7</b>  <b>EP6/IE5</b>  <b>CT1/EP3/EP4</b>
3 Understand the importance of establishing <b>consent</b> when providing care or support	3.1 Define the term "consent" 3.2 Explain the importance of gaining consent when providing care or support 3.3 Describe how to establish consent for an activity or action 3.4 Explain what steps to take if consent cannot be readily established	<b>EP1/EP2/EP3</b>  <b>IE5/ CT4</b>
4 Understand how to encourage <b>active participation</b>	4.1 Define what is meant by active participation 4.2 Describe how active participation benefits an individual 4.3 Describe ways of reducing barriers to active participation 4.4 Describe ways of encouraging active participation	<b>EP1/EP4</b>  <b>EP1/EP2/EP5/IE3/CT1</b>  <b>CT1/CT3/EP3/EP4/EP5</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
5 Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices 5.2 Explain why risk-taking can be part of an individual's choices 5.3 Explain how agreed risk assessment processes are used to support the right to make choices 5.4 Explain why a worker's personal views should not influence an individual's choices 5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by <b>others</b>	<b>IE3</b>  <b>IE4</b>  <b>EP5/CT4</b>  <b>CT4</b>
6 Understand how to promote an individual's <b>well-being</b>	6.1 Explain how individual identity and self esteem are linked with well-being 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being 6.3 Identify ways to contribute to an <b>environment</b> that promotes well-being	<b>IE3/EP1</b>  <b>CT1/EP2/EP3</b>  <b>CT1/CT2/EP4</b>



<b>Title</b>	<b>Understand health and safety in social care settings</b>
<b>Ref</b>	<b>PWCS 27</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>4</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand the different responsibilities relating to health and safety in social care settings	1.1 List legislation relating to general health and safety in a social care setting 1.2 Describe the main points of health and safety <b>policies and procedures</b> 1.3 Outline the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) <b>individuals</b> 1.4 Identify <b>tasks</b> relating to health and safety that should only be carried out with special training 1.5 Describe how to access additional support and information relating to health and safety	<b>IE1</b>  <b>IE3</b>  <b>IE3</b>  <b>IE1</b>  <b>IE1</b>
2 Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by “hazard” and “risk” 2.2 Describe how to use a health and safety risk assessment 2.3 Explain how and when to report potential health and safety risks that have been identified 2.4 Describe how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns	  <b>EP1</b>  <b>CT4</b>
3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in a social care setting 3.2 Outline the procedures to be followed if an accident or sudden illness should occur 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders	<b>IE1</b>  <b>SM3</b>  <b>EP1/EP2</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
4 Know how to reduce the spread of infection	4.1 List routes by which an infection can get into the body 4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work 4.3 Explain the most thorough method for hand washing 4.4 Describe when to use different types of <b>personal protective equipment</b>	<b>IE1</b>  <b>IE2/IE3</b>
5 Know how to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling 5.2 List principles for safe moving and handling 5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training	
6 Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual 6.2 Explain the importance of following an individual's <b>care plan</b> and fully engaging with them when assisting and moving	
7 Know how to handle hazardous substances	7.1 Identify hazardous substances that may be found in the social care setting 7.2 Describe safe practices for: <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances</li> </ul>	
8 Know environmental safety procedures in the social care setting	8.1 Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul>	<b>IE1</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
	8.2 Outline procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul>	<b>IE1</b>
9 Know how to manage <b>stress</b>	9.1 Identify common signs and indicators of stress 9.2 Identify circumstances that tend to trigger own stress 9.3 Describe ways to manage stress	<b>IE1</b>  <b>IE1</b>
10 Understand procedures regarding <b>handling medication</b>	10.1 Describe the main points of agreed procedures about handling medication 10.2 Identify who is responsible for medication in a social care setting 10.3 Explain why medication must only be handled following specialist training	   <b>IE1/CT1</b>
11 Understand how to handle and store food safely	11.1 Identify food safety standards relevant to a social care setting 11.2 Explain how to: <ul style="list-style-type: none"> <li>• Store food</li> <li>• Maximise hygiene when handling food</li> <li>• Dispose of food</li> </ul> 11.3 Identify common hazards when handling and storing food	   <b>IE3</b>   <b>EP4</b>

<b>Title</b>	<b>Understand how to handle information in social care settings</b>
<b>Ref</b>	<b>PWCS 28</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>1</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Understand the need for secure handling of information in social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care  1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting	<b>IE1</b>  <b>IE1/IE2/IE3</b>
2 Know how to access support for handling information in social care settings	2.1 Describe how to access guidance, information and advice about handling information  2.2 Outline the actions to take when there are concerns over the recording, storing or sharing of information	<b>IE1</b>  <b>EP4</b>

<b>Title</b>	<b>Principles of safeguarding and protection in health and social care</b>
<b>Ref</b>	<b>HSC 024</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>3</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
1 Know how to recognise signs of abuse	1.1 Define the following types of abuse <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self neglect</li> <li>• Neglect by others</li> </ul> 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse	<b>IE3/IE5</b>
2 Know how to respond to suspected or alleged abuse	2.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved	<b>EP1/EP2/EP3</b>
3 Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse	<b>IE3</b>  <b>IE3</b>
4 Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> </ul> 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse	<b>CT1</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
5 Know how to recognise and report unsafe practices	5.1 Describe <b>unsafe practices</b> that may affect the well being of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	<b>IE1/EP1/EP2/EP5</b>  <b>IE1/EP1/EP2/EP5</b>  <b>IE1/EP1/EP2/EP5</b>

<b>Title</b>	<b>Introduction to duty of care in health, social care or children's and young people's settings</b>
<b>Unit ref</b>	<b>SHC 24</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>1</b>

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Potential links to PLTS</b>
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	<b>IE1</b> <b>IE2/ IE6/EP3</b>
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	<b>EP4</b>
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	