

Cambridge TECHNICALS LEVEL 2

HEALTH AND SOCIAL CARE



Unit 1

Principles of working in health,
social care and childcare

T/615/1463

Guided learning hours: 60

Version 1.1 September 2016

LEVEL 2

UNIT 1: Principles of working in health, social care and childcare

T/615/1463

Guided learning hours: 60

Essential resources required for this unit: none

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

There are fundamental principles that underpin the work of all health, social care and childcare practitioners. This unit introduces you to the key facts and provides the knowledge you will need to help deliver high quality care and support.

You will be introduced to a basic knowledge of health and safety including what to do in emergency situations in care settings. Practitioners need to know about equality and diversity and a person-centred approach. You will learn about individual's rights and ways those rights can be supported by care workers and by social policy. Effective communication is very important when working with individuals in need of care and support, this unit provides you with knowledge of practical ways of communicating in care settings. The unit also provides you with a basic introduction to the structure of the human body and some of the common conditions and diseases that affect individuals who require care.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades. Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- a direct question will not be asked about unit content which follows an e.g.

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
1. Know the principles of maintaining health, safety and security, and know basic emergency procedures in health, social care and childcare environments	1.1	Health, social care and childcare environments, i.e.: <ol style="list-style-type: none"> 1. hospital 2. GP surgery 3. walk-in centre 4. dentist 5. optician 6. pharmacy / chemist 7. nursing home 8. residential home 9. day centre 10. extra-care/sheltered housing 11. playgroup 12. nursery 13. crèche 14. primary school 15. secondary school 16. college 17. after-school club 	Learners will identify whether a setting is a health, social care or a childcare environment.

Learning outcomes	Teaching content		Exemplification
The Learner will:	Learners must be taught:		
	1.2 Definition of: 1. hazard 2. risk 1.3 Identifying potential hazards, i.e.: 1. infection / disease 2. hazardous waste, i.e.: a. body fluids b. medication c. sharps d. soiled bed linen e. used dressings 3. chemicals / cleaning products 4. equipment 5. toys 6. furniture 7. trip hazards 8. electrical items 9. food preparation 10. hot drinks / food 1.4 Identifying risks for individuals in care settings, i.e.: 1. burns and scalds 2. trips/falls 3. fractures 4. cuts 5. electrocution 6. infection 7. food poisoning 8. cross contamination 9. choking		<p>Learners will define key terms. Learners will know the difference between a hazard and a risk.</p> <p>They will identify hazards in a health, social care or childcare setting and they will identify the potential risks to individuals from those hazards.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>1.5 Risk assessment</p> <ol style="list-style-type: none"> 1. definition of risk assessment 2. the 5 stages of a risk assessment, i.e.: <ol style="list-style-type: none"> a. look for hazards b. assess who might be harmed and how c. evaluate the risk/likelihood of risk – are the existing precautions adequate? d. record the findings, implement them e. review the risk assessment and update if necessary <p>1.6 Main facts about key health and safety legislation, i.e.:</p> <ol style="list-style-type: none"> 1. HASAWA (Health & Safety At Work Act 1974) <ol style="list-style-type: none"> a. the responsibilities of employers, employees and individuals 2. COSHH (Control of Substances Hazardous to Health 2005) <ol style="list-style-type: none"> a. the 'COSHH file', identification of how hazardous substances are handled, stored, used and disposed of safely 3. RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) <ol style="list-style-type: none"> a. which accidents, injuries and diseases must be reported 4. Food Safety (General Food Hygiene) Regulations 2006 <ol style="list-style-type: none"> a. food must be prepared and stored with minimal risk of cross contamination 5. Role of the Health & Safety Executive (HSE), i.e.: <ol style="list-style-type: none"> a. enforces health and safety legislation b. inspects premises c. gives advice d. issues instructions that must be carried out by law e. prosecutes those who break health and safety law <p>1.7 Moving and handling, i.e.:</p> <ol style="list-style-type: none"> 1. LOLER (Lifting Operations and Lifting Equipment Regulations 1998) 2. Manual Handling Operations Regulations 1992 (amended 2002) 3. good practice when moving and handling objects and people, i.e.: <ol style="list-style-type: none"> a. is the move/handling necessary? 	<p>Learners will define what a risk assessment is. Learners will know the 5 stages of risk assessment and will know the correct order of the stages. They will know briefly what each stage involves.</p> <p>Learners will know the name and abbreviation of each piece of legislation and the key facts listed (dates not required). They will know the name and abbreviation of the Health and Safety Executive. They will know key facts about the role of the HSE.</p> <p>Learners will know the name and abbreviation of the legislation listed (dates not required).</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p data-bbox="568 268 1064 368">b. always risk assess a lift c. are two people needed? d. check lifting equipment before use</p> <p data-bbox="434 405 479 437">1.8</p> <p data-bbox="524 405 958 437">Good food hygiene practices, i.e.:</p> <ol data-bbox="524 437 1547 1414" style="list-style-type: none"> 1. washing hands before and after handling food 2. ensure cleanliness of food preparation area <ol style="list-style-type: none"> a. work surfaces b. floors c. cupboards 3. ensure hygienic use and cleanliness of equipment used for food preparation and cooking <ol style="list-style-type: none"> a. pans b. cutlery c. dish cloths d. correct use of coloured chopping boards 4. safe storage of raw, fresh and cooked food in a fridge or freezer i.e.: <ol style="list-style-type: none"> a. freezer below -18°C b. fridge between 0°and 5°C c. position of different foods in fridge 5. ensuring food is fully cooked through, i.e.: <ol style="list-style-type: none"> a. at or above 63°C 6. date stamping – meaning of ‘best before’ and ‘use by’ 7. ensure correct labelling of food 8. awareness of risk of food allergy in preparation i.e.: <ol style="list-style-type: none"> a. nuts b. lactose c. shellfish d. dairy e. gluten 9. preparation of formula i.e.: <ol style="list-style-type: none"> a. NHS guide to bottle feeding 10. use of blue plasters when preparing food 	<p data-bbox="1606 405 2085 505">They will identify basic, general good practice when carrying out manual handling.</p> <p data-bbox="1606 783 2114 914">Learners will know basic procedures to prevent the spread of infection when storing, preparing and cooking food in care settings.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>1.9 Maintaining a safe and hygienic environment, i.e.:</p> <ol style="list-style-type: none"> 1. general cleaning, i.e.: <ol style="list-style-type: none"> a. regular dusting b. vacuuming c. cleaning surfaces d. furniture e. soft furnishings f. toys and equipment 2. difference between disinfecting and sterilising 3. sterilising bottles i.e.: <ol style="list-style-type: none"> a. cold-water sterilising b. steam sterilising c. sterilising by boiling 4. dealing with spillages <ol style="list-style-type: none"> a. use of wet floor signs b. clear up immediately 5. disposal of hazardous waste <ol style="list-style-type: none"> a. red bags for soiled linen b. yellow bags for clinical waste c. yellow sharps box 6. disposal of medication <ol style="list-style-type: none"> a. take to pharmacy b. take to GP c. take to hospital <p>1.10 Infection control, i.e.:</p> <ol style="list-style-type: none"> 1. personal hygiene <ol style="list-style-type: none"> a. hair tied back/covered b. no jewellery c. no nail polish d. regular showering e. hair washing f. brushing of teeth 	<p>Knowledge of correct hand washing routine links to 1.4 food safety and 1.6 food handling.</p> <p>Learners will know facts about reducing the spread of infection.</p>

Learning outcomes	Teaching content		Exemplification
The Learner will:	Learners must be taught:		
	1.11	<div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></d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Learners will know the safety signs listed and their meaning.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>c. protective gloves must be worn</p> <p>4. safe condition signs, i.e.:</p> <ul style="list-style-type: none"> a. first aid post b. eyewash c. fire exit d. assembly point e. CCTV in use <p>1.12 Security in health, social care and childcare settings, i.e.:</p> <ul style="list-style-type: none"> 1. identifying staff <ul style="list-style-type: none"> a. lanyards b. ID badges 2. receiving and monitoring visitors <ul style="list-style-type: none"> a. signing in and out book b. tailgating 3. window locks/restraints 4. monitoring of keys, swipe cards, electronic pin code locks 5. procedures for identification of adults collecting children/vulnerable adults from nursery / care setting i.e.: <ul style="list-style-type: none"> a. named adult b. secret password <p>1.13 Evacuation procedures in health, social care and childcare environments, i.e.:</p> <ul style="list-style-type: none"> 1. raise the alarm <ul style="list-style-type: none"> a. alert people in the immediate area b. activate alarm system c. call 999 2. all staff to remove people from their immediate area, i.e.: <ul style="list-style-type: none"> a. do not collect personal belongings b. designated staff to assist those with mobility difficulties/hearing impairments/vulnerable adults i.e. individuals with dementia 3. staff to close doors and windows, switch off lights as they leave 4. staff/fire wardens evacuating the building must check their locality is clear 	<p>Learners will know the security methods listed.</p>

Learning outcomes	Teaching content		Exemplification
The Learner will:	Learners must be taught:		
	1.14	5. everyone to assemble at designated external assembly point 6. do not re-enter building until told it is safe to do so 7. carry out head count 8. senior staff to inform fire brigade/police if anyone is left in the building First aid, i.e.: 1. If not a first aider call for help 2. responsibilities of the first aider, i.e.: a. maintain own safety b. assess the situation c. preserve life d. prevent deterioration e. promote recovery 3. primary survey - DRAB, i.e.: a. danger b. response c. airway d. breathing 4. information that should be given when calling emergency services	Learners will identify the responsibilities of a first aider and the key parts of the primary survey. Learners will know the information that should be given when calling the emergency services.
2. Know the principles of equality and diversity in health, social care and childcare environments	2.1	Definitions of: 1. equality 2. diversity 3. discrimination 4. stereotyping 5. labelling 6. prejudice	Learners will know definitions of the terms listed.
	2.2	Examples of: 1. Stereotyping i.e.: a. gender stereotypes b. age stereotypes	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>2.3 Aspects of diversity that should be valued in care environments, i.e.:</p> <ol style="list-style-type: none"> 1. different religions and beliefs 2. cultural differences 3. age 4. food 5. music 6. family structure 7. dress 8. language 9. sexual orientation 10. gender and gender reassignment <p>2.4 The Equality Act 2010, i.e.:</p> <ol style="list-style-type: none"> 1. protected characteristics 2. reasonable adjustments 3. prohibits discrimination in <ol style="list-style-type: none"> a. education b. employment c. access to goods d. services and housing 4. right to breastfeed in public 5. makes 'discrimination due to association' an offence 6. pay secrecy clauses are now illegal <p>2.5 Ways of challenging discriminatory practice, i.e.:</p> <ol style="list-style-type: none"> 1. staff/senior staff to challenge at the time or challenge afterwards through procedures 2. complaints procedures 3. refer to organisational policies, i.e.: <ol style="list-style-type: none"> a. equal opportunities b. bullying 4. take legal advice / take to court 5. whistleblowing 	<p>Learners will identify correct examples of supporting and valuing the aspects of diversity.</p> <p>Learners will know facts about the content of the Equality Act (date not required).</p>

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
		6. contact EHRC (Equality and Human Rights Commission) 7. provide staff diversity training	
3. Know the principles of individual rights and the key features of a person centred approach	3.1	Individual rights, i.e.: 1. choice 2. protection from harm and abuse 3. equal and fair treatment 4. consultation 5. confidentiality 6. right to life	Learners will identify individual's rights.
	3.2	How individual rights are supported in care environments, i.e.: 1. applying the values of care, i.e.: a. promoting equality and diversity b. promoting individual rights and beliefs c. maintaining confidentiality 2. applying the childcare values of care, i.e.: a. making the welfare of the child paramount b. working in partnership with parents, guardians and families c. working with other professionals d. encouraging children's learning and development e. valuing diversity f. ensuring equality of opportunity g. anti-discriminatory practice h. maintaining confidentiality	Learners will identify examples of individual's rights being supported in care environments by practitioners.
	3.3	Supporting legislation, i.e.: 1. The Data Protection Act 1998 2. The Human Rights Act 1998 3. The Health and Social Care Act 2012 4. The Mental Capacity Act 2005	Learners will know the name of each piece of legislation (date not required).

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>3.4 Equality and Human Rights Commission (EHRC), i.e.:</p> <ol style="list-style-type: none"> 1. provides information and advice about equality and rights 2. can provide legal advice in cases of discrimination 3. supports individuals to take cases to court 4. has powers to force organisations to meet their equality responsibilities 5. carries out investigations and inquiries into equality issues <p>3.5 National Institute for Health and Care Excellence (NICE)</p> <ol style="list-style-type: none"> 1. Considers whether a treatment: <ol style="list-style-type: none"> a. benefits patients b. will help improve survival rates c. is value for money 2. NICE also: <ol style="list-style-type: none"> a. provides guidelines on how conditions should be treated b. provides information for those managing and providing health and social care services <p>3.6 Definition of working in a person centred way, i.e.</p> <ol style="list-style-type: none"> 1. practitioners working together with an individual 2. planning care and support to meet the individual's unique needs <p>the individual is put at the centre, able to choose and control how they want their care and support to be</p>	<p>Learners will know the name and abbreviation for the Equality and Human Rights Commission (EHRC). They will know key facts about the role of the EHRC.</p> <p>Learners will know the name and abbreviation of the National Institute for Health and Care Excellence (NICE) They will know key facts about the role of NICE.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>3.7 Person Centred Values i.e.</p> <ol style="list-style-type: none"> 1. The Care Certificate, Standard 5: Work in a person-centred way – promoting person centred values, i.e. <ol style="list-style-type: none"> a. independence b. individuality c. privacy d. partnership e. choice f. dignity g. respect h. rights <p>3.8 Person centred planning, i.e.</p> <ol style="list-style-type: none"> 1. belief that an individual can plan for themselves 2. the individual is at the core of any planning 3. the care plan is written in the first person, e.g. 'I would like to try a walking frame', to make it clear it is their decision 4. the individual has as much control as possible over their choices for care 5. empowerment 	<p>Learners will recognise descriptions of person centred planning in practice.</p>
<p>4. Know key facts about safeguarding</p>	<p>4.1 Definition of:</p> <ol style="list-style-type: none"> 1. safeguarding adults 2. safeguarding children 3. abuse 4. neglect <p>4.2 Current supporting legislation and guidance, i.e.</p> <ol style="list-style-type: none"> 1. legislation: <ol style="list-style-type: none"> a. The Children Act 2004 – Every Child Matters (helping children achieve more) 5 outcomes: <ol style="list-style-type: none"> i. stay safe ii. be healthy 	<p>Learners will know the difference between safeguarding and protection. They will know definitions of the terms listed.</p> <p>Learners will know the names and brief facts about the legislation listed (dates not required).</p> <p>Learners will know the guidance available to support those working in health, social care and childcare settings. Learners will know briefly what each</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> iii. enjoy and achieve iv. make a positive contribution v. achieve economic well-being <ol style="list-style-type: none"> 2. Safeguarding Vulnerable Groups Act 2006 3. Disclosure and Barring Service (DBS) 4. guidance: <ul style="list-style-type: none"> a. 'No secrets' Department of Health 2000 b. staff training c. safeguarding policy d. confidentiality policy e. bullying policy f. whistleblowing policy 	<p>policy is about and what it could support.</p>
	<p>4.3 Types of abuse, i.e.</p> <ol style="list-style-type: none"> 1. physical <ul style="list-style-type: none"> a. kicking b. hitting c. pushing d. biting e. grabbing f. scalding g. burning h. using objects to cause harm 2. sexual – any sexual act to which the individual has not consented and may not understand 3. emotional/psychological <ul style="list-style-type: none"> a. threats of physical abuse b. bullying c. verbal insults d. humiliation e. intimidation 4. financial <ul style="list-style-type: none"> a. use of an individual's money without their permission 	<p>Learners will identify examples of each type of abuse.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> b. theft c. pressure to change their will 5. neglect <ul style="list-style-type: none"> a. failure to meet an individual's basic needs for <ul style="list-style-type: none"> i. food ii. fluids iii. warmth iv. hygiene v. medication 6. self-neglect i.e. <ul style="list-style-type: none"> a. neglecting own personal hygiene b. diet 7. discrimination - treating people unfairly based on, i.e. <ul style="list-style-type: none"> a. age b. race c. religion d. sexual orientation 8. institutional i.e. <ul style="list-style-type: none"> a. where services provided are focused on the needs of the organisation not the individual 9. modern slavery, i.e. <ul style="list-style-type: none"> a. human trafficking b. forced labour 10. hate crime i.e. <ul style="list-style-type: none"> a. crimes committed against someone because of their <ul style="list-style-type: none"> i. race ii. religion iii. sexuality iv. disability v. gender 11. exploitation/mate crime, i.e. <ul style="list-style-type: none"> a. fake friendship which results in exploitative behaviour 	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>4.4 Indicators of abuse, i.e.</p> <ol style="list-style-type: none"> 1. unexplained injuries i.e. <ol style="list-style-type: none"> a. broken bones b. bruises c. cuts d. burns 2. malnourishment i.e. <ol style="list-style-type: none"> a. underweight b. weak c. tired 3. withdrawn 4. behaviour changes 5. mood swings 6. low self-esteem 7. lack of confidence 8. self-harm 9. inappropriate or sexualised behaviour 10. unexplained loss of money or possessions 11. fear of certain people or situations 12. Poor personal hygiene <p>4.5 Individuals most at risk of abuse i.e.</p> <ol style="list-style-type: none"> 1. vulnerable adults and children i.e. <ol style="list-style-type: none"> a. learning disability b. physical disability c. adults with dementia d. lacking mental capacity i.e. <ol style="list-style-type: none"> i. difficulties communicating ii. comatose patients a. sensory impairment b. looked after children c. individuals who live in care settings 	<p>Learners will know the indicators of abuse.</p> <p>Learners will know why some individuals are most at risk of abuse.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>4.6 Know how to respond to a disclosure of abuse or suspected abuse, i.e.</p> <ol style="list-style-type: none"> 1. duty to report 2. duty of care 3. tell the individual you cannot keep what they have told you a secret 4. follow reporting procedures, i.e. <ol style="list-style-type: none"> a. recording factual information b. organisational procedures 5. Designated Safeguarding /Child Protection Officer 6. reassure the individual 7. active listening 8. do not judge <p>4.7 Role of The Care Quality Commission (CQC), i.e.</p> <ol style="list-style-type: none"> 1. registers, monitors and inspects services, i.e. <ol style="list-style-type: none"> a. hospitals b. GP practices c. walk-in centres d. out-of-hours services e. care homes 2. sets the standards of care required 3. checks that services meet the required standards of quality and safety 4. publishes inspection reports and awards ratings i.e. <ol style="list-style-type: none"> a. outstanding / good / requires improvement / inadequate 5. issues 'warning notices' i.e. <ol style="list-style-type: none"> a. to set out what improvements the care provider must make and by when 6. can place a provider in 'special measures' to supervise and help them improve within set timescales 7. can issue cautions, fines and prosecute cases where people are harmed or placed in danger of harm. 	<p>Learners will know facts about responding to a disclosure of abuse or suspected abuse.</p> <p>Learners should know the name and abbreviation for the Care Quality Commission. (CQC) They should know key facts about the role of the CQC.</p>

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
	4.8	1. Organisations that support safeguarding i.e. <ol style="list-style-type: none"> NSPCC Police Local authority social care departments Department for Education Skills for Care Charities i.e. <ol style="list-style-type: none"> Age UK Mind 	Learners will know what organisations support safeguarding and what services they offer.
	4.9	Services offered by organisations that support safeguarding <ol style="list-style-type: none"> guidelines legislation helplines support materials 	
5. Know key information about anatomy and physiology	5.1	The name and location of key parts of the body, i.e. <ol style="list-style-type: none"> heart lungs stomach intestines bowel liver pancreas kidneys bladder ovaries testes uterus brain skeleton, i.e. <ol style="list-style-type: none"> skull pelvis 	Learners will know the names of the key parts of the body. They will know the organ's location on a diagram of the human body.

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
		c. femur d. sternum	
	5.2	The functions of the eight main body systems, i.e. 1. respiratory 2. cardiovascular 3. digestive 4. reproductive 5. endocrine 6. renal 7. musculo-skeletal 8. nervous	Learners will know briefly what each body system does.
	5.3	The different functions of blood vessels, i.e. 1. arteries 2. veins 3. capillaries	Learners will know briefly about the function of the three different types of blood vessels.
	5.4	The basic structure of main organs, i.e. 1. the heart 2. the lungs 3. the kidney 4. female reproductive organs 5. male reproductive organs	Learners will know the names of the key parts of each organ.
	5.5	Measurements, i.e. 1. peak flow 2. BMI / waist to hip ratio 3. blood pressure	Learners will be able to identify a description of how a measurement is taken and what the results could indicate.

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
	5.6	<p>Common conditions and illnesses and possible causes, i.e.</p> <ol style="list-style-type: none"> 1. type 2 diabetes i.e. <ol style="list-style-type: none"> a. diet b. overweight c. obese 2. obesity i.e. <ol style="list-style-type: none"> a. diet b. lack of exercise 3. COPD (chronic pulmonary disorder) i.e. <ol style="list-style-type: none"> a. smoking b. exposure to workplace pollutants 4. coronary heart disease, i.e. <ol style="list-style-type: none"> a. diet b. lifestyle c. smoking 5. cirrhosis of the liver i.e. <ol style="list-style-type: none"> a. alcohol abuse b. hepatitis C 	Learners will know the name and possible causes of each condition.
6. Know key principles for communicating effectively	6.1	<p>Verbal communication, i.e.</p> <ol style="list-style-type: none"> 1. tone 2. pace 3. clarity 4. asking questions i.e. <ol style="list-style-type: none"> a. open b. closed 5. the communication cycle, i.e. <ol style="list-style-type: none"> a. inform b. invite c. listen d. acknowledge 6. SOLER principle, i.e. <ol style="list-style-type: none"> a. sit squarely 	<p>Learners will identify key aspects of verbal communication.</p> <p>They will know the stages of the communication cycle.</p>

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
		<ul style="list-style-type: none"> b. open posture c. lean towards the individual d. eye contact e. relax 	
	6.2	Non-verbal, i.e. <ul style="list-style-type: none"> 1. body language 2. gestures 3. facial expressions 4. eye contact 	Learners will identify examples of non-verbal communication.
	6.3	Written, i.e. <ul style="list-style-type: none"> 1. care plan 2. individual learning plan 3. risk assessment records 4. patient records, medical history 5. test results 6. temperature chart 7. e-mails 8. prescription 	Learners will identify examples of written communication.
	6.4	Specialist methods, i.e. <ul style="list-style-type: none"> 1. sign language (BSL) 2. PECS (picture exchange communication system) 3. Makaton 4. Braille 5. assistive technology 	Learners will identify examples of specialist methods of communication.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>6.5 Barriers to communication, i.e.</p> <ol style="list-style-type: none"> 1. environment, i.e. <ol style="list-style-type: none"> a. noise b. space c. lighting d. heating e. ventilation 2. vocabulary i.e. <ol style="list-style-type: none"> a. jargon b. specialist terminology 3. inappropriate body language 4. aggression 5. being patronising 6. communication difficulties due to illness or disability, i.e. <ol style="list-style-type: none"> a. dementia b. deafness c. visual impairment d. learning disability e. autism f. English not first language 	Learners will identify examples of barriers to communication.
	<p>6.6 Overcoming barriers to communication, i.e.</p> <ol style="list-style-type: none"> 1. adapting the environment i.e. <ol style="list-style-type: none"> a. lighting b. sound c. temperature d. privacy 2. use of appropriate vocabulary and terminology 3. positive body language 4. active listening 5. use of specialist methods to communicate 6. personal skills and qualities, i.e. <ol style="list-style-type: none"> a. patience 	Learners will identify examples of how to overcome barriers to communication.

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
		b. cheerfulness c. sense of humour d. empathy e. respect 7. providing a translator, interpreter, information in other languages 8. use of an advocate	

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	20%
LO2	15%
LO3	15%
LO4	20%
LO5	15%
LO6	15%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set and marked, multiple choice examination paper, worth a maximum of 40 marks and 45 minutes in duration.

The knowledge assessed in this unit will underpin the skills and understanding required in all of the other units in this qualification.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This is a mandatory unit in the Level 2 Certificate and Diploma qualifications.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

1. Meaningful employer involvement	2. Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Work placements would provide opportunities to collect examples of policies such as fire procedures, health and safety, confidentiality, safeguarding, equal opportunities. Observation of practitioners' daily work, such as of food preparation hygiene practices and effective communication for example.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Carrying out a risk assessment.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Guest speakers such as a designated child protection officer or a health and safety officer could deliver talks about their area of expertise.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

[Employer involvement in the delivery and assessment of vocational qualifications](#)

[DfE work experience guidance](#)

To find out more
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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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