

Mapping to Personal, Learning and Thinking Skills (PLTS)

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Each unit in the Level 3 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)

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

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
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 agreed ways of working 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 others 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"> • partnership working • resolving conflicts 	IE1/EP1/EP2/EP3/EP4

Title	Principles of communication in adult social care settings
Ref	PWCS 31
Level	3
Credit value	2

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Understand why effective communication is important in adult social care settings	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in an adult social care setting	CT1/CT4/IE3
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Compare ways to establish the communication and language needs, wishes and preferences of an individual 2.2 Describe the factors to consider when promoting effective communication 2.3 Describe a range of communication methods and styles to meet individual needs 2.4 Explain why it is important to respond to an individual's reactions when communicating	IE5/EP4 EP4/IE6 CT6 IE3/IE5/CT2
3 Understand how to overcome barriers to communication	3.1 Explain how individuals from different backgrounds may use communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Explain how to overcome barriers to communication 3.4 Describe strategies that can be used to clarify misunderstandings 3.5 Explain how to access extra support or services to enable individuals to communicate effectively	CT3/CT4/IE5 IE1 EP1/EP5/IE6/CT1/CT4 IE6/CT1/CT4/EP1/EP2/EP5
4 Understand principles and practices relating to confidentiality	4.1 Explain the meaning of the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others 4.4 Explain how and when to seek advice about confidentiality	IE3 CT2/IE1/IE3

Title	Principles of personal development in adult social care settings
Ref	PWCS 32
Level	3
Credit value	2

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Understand how to reflect on practice in adult social care	1.1 Explain what reflective practice is 1.2 Explain the importance of reflective practice in continuously improving the quality of service provided 1.3 Explain how standards inform reflective practice in adult social care 1.4 Describe how own values, belief systems and experiences may affect working practice	CT1 CT3/CT4/IE5
2 Understand the importance of feedback in improving own practice	2.1 Explain how people may react and respond to receiving constructive feedback 2.2 Explain the importance of seeking feedback to improve practice and inform development 2.3 Explain the importance of using feedback in improving own practice	EP4 CT2 CT1
3 Understand how a personal development plan can contribute to own learning and development	3.1 Describe the components of a personal development plan 3.2 Identify sources of support for planning and reviewing own development 3.3 Explain the role of others in the development of a personal development plan in identifying: <ul style="list-style-type: none"> • Strengths • Areas for development 3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding	IE3 IE1/EP2

Title	Principles of diversity, equality and inclusion in adult social care settings
Ref	PWCS 33
Level	3
Credit value	2

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by <ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Discrimination 1.2 Describe the potential effects of discrimination 1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity	IE1/IE3 EP4/IE5
2 Understand how to work in an inclusive way	2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.3 Describe how own beliefs, culture, values and preferences may affect working practice 2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences 2.5 Compare inclusive practice with practice which excludes an individual	IE3/IE6 CT3/CT4 IE6/CT1/CT2/CT3

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
3 Understand how to raise awareness of diversity, equality and inclusion	3.1 Describe how to challenge discrimination in a way that promotes change 3.2 Explain how to raise awareness of diversity, equality and inclusion 3.3 Explain how to support others to promote diversity, equality and inclusion	EP4/CT4 EP5/RL6

Title	Understand person-centred approaches in adult social care settings
Ref	PWCS 36
Level	3
Credit value	4

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Understand person-centred approaches in adult social care	1.1 Describe person-centred approaches 1.2 Explain why person-centred values must influence all aspects of social care work 1.3 Explain how person-centred values should influence all aspects of social care work	IE3/IE4/IE5/CT4 IE3/IE4/IE5/CT4
2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan 2.2 Describe ways to put person-centred values into practice in a complex or sensitive situation 2.3 Evaluate the use of care plans in applying person centred values 2.4 Explain the importance of monitoring an individual's changing needs or preferences	IE1 IE4/IE5/IE6 EP2/CT4
3 Understand the importance of establishing consent when providing care or support	3.1 Describe factors that influence the capacity of an individual to express consent 3.2 Explain how to establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established	EP1/EP2/EP3/IE5 IE5/CT4
4 Understand how to implement and promote active participation	4.1 Explain the principles of active participation 4.2 Explain how the holistic needs of an individual can be addressed by active participation	IE5

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
	4.3 Explain how to work with an individual and others to agree how active participation will be implemented 4.4 Explain how to promote the understanding and use of active participation	EP4/EP5 CT1/CT3/IE6/EP3/EP4/EP5
5 Understand how to support an individual's right to make choices	5.1 Describe different approaches to support an individual to make informed choices 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by others 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices	CT1 CT4 IE3/IE4/CT1/CT4
6 Understand how to promote individual's well-being	6.1 Explain the links between identity, self image and self esteem 6.2 Explain factors that contribute to the well-being of an individual 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem 6.4 Describe ways to contribute to an environment that promotes well-being	IE3/RL1 EP2 CT1/CT2/CT3
7 Understand the role of risk assessment in enabling a person centred approach	7.1 Compare different uses of risk assessment in adult social care settings 7.2 Explain how risk assessment relate to rights and responsibilities 7.3 Explain how risk-taking relate to rights and responsibilities 7.4 Explain why risk assessments need to be regularly revised	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
	7.5 Explain the importance of using agreed risk assessment processes to support choice	

Title	Understand health and safety in social care settings
Ref	PWCS 37
Level	3
Credit value	5

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Understand the different responsibilities relating to health and safety in social care settings	1.1 Identify legislation relating to health and safety in a social care setting 1.2 Explain how health and safety policies and procedures protect those in social care settings 1.3 Compare the differences in the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) others in the social care setting 1.4 Identify situations in which the responsibility for health and safety lies with the individual 1.5 Explain why specific tasks should only be carried out with special training 1.6 Explain how to access additional support and information relating to health and safety	EP3/EP4
2 Understand risk assessments and their importance in relation to health and safety	2.1 Explain why it is important to assess health and safety risks 2.2 Explain the steps to carrying out a risk assessment 2.3 Explain how to address potential health and safety risks identified 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns 2.5 Explain how to promote health and safety within the social care setting	
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 Explain procedures to be followed if an accident or sudden illness should occur	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
	3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders 3.4 Explain the consequences of failing to follow emergency first aid procedures	
4 Understand how to reduce the spread of infection	4.1 Describe the routes by which an infection can get into the body 4.2 Explain the following prevention methods: <ul style="list-style-type: none"> • Hand washing • Own personal hygiene • Encouraging the individual's personal hygiene 4.3 Evaluate different types of personal protective equipment and how they can prevent the spread of infection 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection	IE4
5 Understand how to move and handle equipment and other objects safely	5.1 Describe the main points of legislation that relates to moving and handling 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm 5.3 Explain situations that may require additional supports necessary for safer moving and handling 5.4 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 potential consequences of assisting and moving an individual without specialist training 6.3 Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
7 Understand how to handle hazardous substances	7.1 Describe types of hazardous substances that may be found in the social care setting 7.2 Explain safe practices for: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances 7.3 Explain the dangers associated with not following these safe practices	RL5
8 Understand how to promote environmental safety procedures in the social care setting	8.1 Explain procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach 8.2 Explain procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach 8.3 Explain how you would encourage others to adhere to environmental safety procedures 8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents	EP2/EP5 EP2/EP3
9 Understand how to manage stress	9.1 Describe common signs and indicators of stress 9.2 Describe factors that tend to trigger own stress 9.3 Evaluate strategies for managing stress	
10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication 10.2 Explain why medication must only be handled following specialist training 10.3 Explain the consequences of handling medication without specialist training	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
11 Understand how to handle and store food safely	11.1 Describe the main points of food safety standards in a social care setting 11.2 Explain how to: <ul style="list-style-type: none"> • Store food • Maximise hygiene when handling food • Dispose of food 11.3 Explain the potential consequences of not following food safety standards	

Title	Understand how to handle information in social care settings
Ref	PWCS 38
Level	3
Credit value	1

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Understand requirements for handling information in social care settings	1.1 Identify legislation and codes of practice that relate to handling information in social care settings 1.2 Explain how legal requirements and codes of practice inform practice in handling information	IE1 IE1/IE2/IE3/IE4/IE5/IE6
2 Understand good practice in handling information in social care settings	2.1 Explain how to maintain records that are up to date, complete, accurate and legible 2.2 Describe practices that ensure security when storing and accessing information 2.3 Describe features of manual and electronic information storage systems that help ensure security	IE1/IE2/IE3
3 Understand how to support others to handle information	3.1 Explain how to support others to understand the need for secure handling of information 3.2 Explain how to support others to understand and contribute to records	EP3/EP4

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

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
1 Know how to recognise signs of abuse	1.1 Define the following types of abuse <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse	IE3/IE5
2 Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take 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	EP1/EP2/EP3
3 Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and local systems 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	IE3 IE3
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"> • working with person centred values • encouraging active participation • promoting choice and rights 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse	CT1

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Potential link to PLTS
5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices 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	IE1/EP1/EP2/EP5 IE1/EP1/EP2/EP5 IE1/EP1/EP2/EP5

Title	Introduction to duty of care in health, social care or children's and young people's settings
Ref	SHC 24
Level	2
Credit value	1

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