

Version 1

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Qualification Guide

Open Awards Level 2 Diploma in Skills for Health and Care Professions (QCF) 601/7563/1

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Open Awards

Set up in 1981 as OCNWR and now trading as Open Awards, we have been in business for over 30 years. During that time we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into University.

We were the first to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that are now the basis of the Qualification and Credit Framework (QCF). As pioneers and champions of credit we are the experts in the field and we use this expertise to design new qualifications.

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward thinking organisations, FE Colleges and LAs, created OCNs to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (England and Northern Ireland) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learn or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

Qualification and Credit Framework

It is expected that Ofqual will make revisions to the QCF in 2015, Open Awards will update and support centres as the revisions are confirmed.

The QCF is a framework that awards credit for qualification and unit achievement and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace.

There are three sizes of qualification in the QCF:

Award	Certificate	Diploma
1 to 12 Credits	13 to 36 Credits	37 Credits and above

The terms Award, Certificate and Diploma **do not** describe the qualification levels. It is possible to have an Award at level 4 and a Diploma at level 2.

For the specific credits related to this suite of qualifications please refer to the Rules of Combination within this guide.

Every unit and qualification in the framework is structured in the following way:

- Unit title
- Level
- Credit value
- Learning outcomes
- Assessment criteria

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:

- One credit for those learning outcomes that a learner can achieve in 10 hours of learning.
- Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete. Guided learning hours are included in the learning time.

- Guided learning hours are the number of tutor-led contact hours required to support learner achievement of a unit or qualification. Guided learning hours include:
 - Induction specific to the programme; one to one or group tutorials; teaching sessions; facilitated workshops; assessment of learner achievements where the learner is present e.g. when assessing an individual in the workplace or assessing a skills activity in a classroom environment.

QCF Level Descriptors

It is expected that Ofqual will make revisions to the qualification levels in 2015, Open Awards will update and support centres as the revisions are confirmed.

Level 2

Summary

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance.

Knowledge and Understanding

Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.

Interpret relevant information and ideas.

Be aware of the types of information that are relevant to the area of study or work.

Application and Action

Complete well-defined, generally routine tasks and address straightforward problems.

Select and use relevant skills and procedures.

Identify, gather and use relevant information to inform actions.

Identify how effective actions have been.

Autonomy and Accountability

Take responsibility for completing tasks and procedures.

Exercise autonomy and judgment subject to overall direction.

Further information on the QCF can be found at www.openawards.org.uk

Qualification Overview

Qualification title(s):

Open Awards Level 2 Diploma in Skills for Health and Care Professions (Endorsed Pathway) (QCF)

Open Awards Level 2 Diploma in Skills for Health and Care Professions (Non-Endorsed Pathway) (QCF)

Purpose of the qualification:

Ofqual purpose: **Prepare for further learning or training and/or develop knowledge and/or skills in a subject area**

Ofqual sub-purpose: **Prepare for further learning or training**
Develop knowledge and/or skills in a subject area

Skills Funding Agency purpose: **Progress to the next level of vocational learning, including higher education**

Age ranges and restrictions:

Pre -16	<input checked="" type="checkbox"/>
16 – 18	<input checked="" type="checkbox"/>
19+	<input checked="" type="checkbox"/>
Any other restrictions specific to the qualification(s)	<input type="checkbox"/>

Links to fees and charges:

Please see the Open Awards [Fees and Charges](#) page for further details.

Qualification(s) Purpose Statement

The purpose statement is a pre-requisite for both Ofqual regulation and the Skills Funding Agency. The intention of the statement is to provide a concise but comprehensive understanding of the qualification and may be used by the centre as a stand-alone document to inform the learner.

Overview

The primary purpose of the Open Awards Level 2 Diploma in Skills for Health and Care Professions is to support you to progress to the next level of vocational learning including Further Education. It could also support your entry to employment or support your development within employment.

The qualification was designed to provide you with an in-depth understanding across all areas or one chosen specialist area of the health and care sector. The combination of vocational and generic units and the option to experience several areas within the sector will support you to develop a strong foundation that will enable progression to higher level learning and/or employment. The units available will also enable you to gain underpinning knowledge that can be mapped to the Care Certificate standards, required by adult social care employers. Higher level learning options may include Level 3 Diploma in Access to Higher Education which is ideal preparation for those planning to progress and continue their studies at university.

For those already in employment, this qualification will contribute to your continued personal development, enabling progression to higher level learning. It will also contribute to improved confidence and productivity in the workplace. The qualification is appropriate for you if you are aspiring to work effectively in a health and care setting and you want to develop appropriate skills whilst learning in a school, college or workplace setting.

There are no age restrictions for working towards this qualification and no specific prior achievements required. However, evidence of achievement at level 1 may be an advantage. There are no restrictions on learner entry and it may be studied alongside other vocational qualifications.

The size of the qualification is defined by credits. To achieve the qualification you will be required to achieve 37 credits and to commit to approximately 370 hours of learning. It is likely that for this size of qualification you will study full-time although the flexibility of the qualification enables you to study part-time to suit your personal circumstances and commitments. The size of the qualification will support you to complete your learning with the required skills and competencies to work effectively in a health and care setting.

You have the opportunity to complete the qualification in one of two ways:

1. **Endorsed** Pathway. This pathway requires you to complete the Mandatory Unit, a selection of Generic Optional units and units from **one** of three specialist pathways (Health, Social Care, Child Care and Wellbeing)
2. **Non-Endorsed** Pathway. This pathway requires you to complete the Mandatory unit, a selection of Generic Optional units and units from a **minimum of two** of the specialist pathways (Health, Social Care, Child Care and Wellbeing)

Within both pathways, there is a wide choice of units, allowing the qualification to be tailored to your individual needs and employment aspirations.

Mandatory unit:

Health Care Practice

To achieve this unit you will, for example, be required to:

- Describe the action that health care professionals should take to enable clients and/or patients to achieve maximum independence in given situations
- Identify factors that affect the well-being of clients in different areas
- Explain how religious and cultural values can affect health care
- Report on communication exchanges

Generic Optional units available include, but not limited to:

- Communication in the Workplace
- Protection and Safeguarding
- Mentoring Skills
- Solving Problems in the Workplace
- Understanding Equal Opportunities
- Signposting and Referral - Information, Advice and Guidance

To achieve your choice of Generic Optional units you may, for example, be required to:

- Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication
- Be able to demonstrate positive verbal and non-verbal interactions

- Listen and respond to others, acknowledging their right to hold opinions that differ from own
- Describe the stages of a typical mentoring relationship
- Discuss the records that need to be kept regarding an ongoing mentoring relationship
- Describe the key responsibilities of organisations, and those working on behalf of them, in relation to protection and safeguarding, including those required by law
- Explain how organisations use protocols, policies and guidelines to keep service users, customers or clients safe or at reduced risk of harm
- Know about good practice in keeping service users, customers or clients safe or at reduced risk of harm
- Describe the practice of specific individuals (e.g. staff members or volunteers) for keeping service users, customers or clients safe or at reduced risk of harm.
- Describe different forms of abuse (including physical, sexual, emotional, financial, neglect)
- Know about different forms of abuse
- Describe common signs or symptoms associated with different forms of abuse
- Describe a range of problems which may be encountered in the workplace and the different reasons for them
- Describe the differences between signposting and referral
- Recognise unacceptable language and discuss its effect on society

Three Specialist Pathways:

Health units include, but not limited to:

- Ageing and the Older Person
- Autistic Spectrum Disorders
- Approaches to Mental Health
- Health Psychology
- Nutrition and Weight Management
- Understanding Dementia
- The Principles of Infection Prevention and Control

To achieve your choice of the Health pathway units you may, for example, be required to:

- Discuss the social needs of individuals as they grow older
- Explain how to work with older people to encourage a 'healthy lifestyle'
- Define Autistic Spectrum Disorder
- Describe significant conditions on the autistic spectrum
- Describe the triad of impairment and identify associated characteristics
- Describe sensory difficulties that individuals with autism or Asperger Syndrome may experience
- Describe the medical model approach to health
- Describe the term 'Mental Health'

- Describe the impact of mental health problems on individuals
- Define obesity
- Outline the health risks of excess body fat
- Outline the factors that can contribute to a person's experience of dementia
- Identify common signs and symptoms of dementia
- Explain why dementia is not a 'normal' part of the ageing process
- Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
- Understand systems and procedures relating to the prevention and control of infections

Child Care and Wellbeing units include, but not limited to:

- Child Protection
- Cognitive Development of Children
- Food and Nutrition for Children
- Support Children and Young People with Disabilities and Special Educational Needs
- The Importance of Play
- Understanding the Risks of Cyber Bullying

To achieve your choice of the Child Care and Wellbeing Pathway units you may, for example, be required to:

- List different types of child abuse
- Describe signs and symptoms of possible abuse
- Describe the effects abuse can have on children
- Describe evidence for and against nature/nurture debate with regard to intelligence
- Outline a theory of cognitive development
- Describe stages of language development
- Outline the nutritional value of given meals and portions of food for children
- Describe suitable portion sizes for children at different stages of development
- Describe the nature of particular disabilities and/or special educational needs of children with whom they work
- Describe the special provision required by children and young people with whom they work
- Describe how play activities can encourage a child's development
- Give examples of play activities suitable for different levels of development
- Identify the potential risks of cyberbullying when: responding to emails, online gaming, downloading and sharing files, using smartphones and tablets

Social Care units include, but not limited to:

- Developing Skills to Provide Personal Care in Care Settings
- Principle of Communication in Adult Social Care Settings

- Principles of Diversity, Equality and Inclusion in Adult Social Care
- Understand how to Handle Information in Social Care Settings
- Understand Person-Centred Approaches in Adult Social Care Settings

To achieve your choice of the Social Care Pathway units you may, for example, be required to:

- Explain why it is important to involve the individual in their personal care routine
- Explain why it is important to offer choice and the factors that might affect choice when considering personal care
- Explain why it is important to observe an individuals' reaction when communicating with them
- Explain why it is important to find out an individuals' communication and language needs, wishes and preferences
- Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
- Identify the legislation that relates to the recording, storage and sharing of information in social care
- Explain why it is important to have secure systems for recording and storing information in a social care setting
- Define person-centred values in care
- Describe the important of working in a way that embeds person-centred values in a social care setting

What could this qualification lead to?

The qualification provides a mechanism for you to recognise and develop your skills and establish personal, learning and employment goals.

The achievement of the qualification will prepare you for progression to:

Access to Higher Education Diploma – Social Work and Social Studies

The Access to Higher Education Diploma in Social Work and Social Studies will prepare you for study at Degree Level. Core units could include Maths, IT and Professional Development. You will also have the opportunity to study specialist modules such as Social Work Provision and Practice and Social Policy. You will develop your essay writing, research and presentation skills which will enable you to progress to Higher Education. Progression routes could include a degree course in Health Studies, Social Work, Criminology or other related subjects.

Access to Higher Education Diploma – Health and Care Professions

This Access to Higher Education Diploma would be suitable if you are interested in a career in nursing or other health and care occupations. It could support you to progress to occupations such as midwifery or occupational therapy. You will study a range of units including Academic

Study Skills, English Studies, Sociology, Psychology, Theory and Health, Mental Health and Health as a Social Construction. This Diploma will support your progression to Higher Education Programmes including Nursing, Midwifery and Occupational Therapy.

Advanced Apprenticeships in Health and Social Care

The Advanced Apprenticeship enables you to continue to develop your skills and knowledge whilst gaining practical skills in a job role. The roles you will undertake depends on the organisation you are employed by and could cover a social care or health care pathway. You could be employed by NHS, private sector, local authority or voluntary sector. Roles include Senior Healthcare Support Worker, Care Supervisor, Social Work Assistant, Personal Assistant or Community Development Worker. An Advanced Apprenticeship could support your progression into Higher Education in subjects such as Nursing or Midwifery.

Level 3 Diploma in Health and Social Care (Adults or Children and Young People)

This qualification will enable you to continue to develop your skills and knowledge and support progression into employment working with either Adults or Children and Young People. It covers working with people with regards to their physical and emotional care, daily living needs and behaviour management. You will study core units such as Personal Development, Communication, Duty of Care and Equality and Diversity. Additional units could include Mental Health Awareness, Disability and Autism, Understanding Child and Young People's Development, Assessment and Planning and Professional Practice.

Level 3 Diploma in Clinical Healthcare Support

This qualification will support you to develop the knowledge and skills required to work in a range of clinical settings, including carrying out assessment/examinations. Units could include Causes and Spread of Infection, Cleaning, Decontamination and Waste Management, Duty of Care in Health Care Settings, Promote Person Centred Approaches, Health and Safety. Progression routes could include Phlebotomist, Medical Laboratory Assistant, New-born Hearing Screener or Podiatry Assistant.

Level 3 Certificate in Preparing to Work in Adult Social Care

The Level 3 Certificate in Preparing to Work in Adult Social Care would be suitable for you if you want to progress to a career in adult social care. The qualification covers the role of a health and social care worker including units in Health and Safety, Equality and Inclusion, Safeguarding, Personal Development, Mental Health, Disability and Communication. It will support your progression into employment within this sector.

Level 3 Diploma for Children's Care, learning and Development

This Diploma will support you if you want to work with children or young people in a range of settings. This could include roles of Care Worker, Childminder, Early Years Practitioner or

Nursery Nurse. The Diploma will develop your knowledge and understanding about children and young people across the 0-19 age range. Units could include Promote Learning and Development in the Early Years, Support Children's Speech, Language and Communication, Safeguarding and Child Protection, Paediatric First Aid, Handling Challenging Behaviour and Disability Awareness.

You may choose to seek employment in one of many varied occupational areas, for example:

Health Care Assistant: As a healthcare assistant, you will help with the day-to-day care of patients, either in hospitals or in patients' own homes. You will need a friendly and caring attitude and understand and respect people who need healthcare support. Tasks could include helping with patients' personal care, helping people to eat or serving food, talking to patients, taking and recording observations such as temperature, pulse and breathing, helping patients move around. You could work with children, people with physical or learning disabilities, older people or families. You will need to pass background checks by the Disclosure and Barring Service.

School Lunchtime Supervisor: As a lunchtime supervisor, you could be responsible for helping children are in difficulties, encouraging good table manners and managing children's behaviour. You may be required to supervise children after their meal, including organizing games, dealing with minor injuries and stopping dangerous behaviour. This could be in a primary, secondary or special school setting. You will need patience and the ability to remain calm in an emergency. Any experience in first aid would also be advantageous. You will need to pass background checks by the Disclosure and Barring Service.

Residential Support Worker: As a residential support worker, you will be involved in looking after the physical and mental wellbeing of children or vulnerable adults in care. This could include people with physical or learning disabilities, mental health problems or behaviour, emotional or social difficulties. You will need to be able to get on with people of all ages and backgrounds and have a supportive and understanding attitude. Tasks could include providing physical and/or personal care, setting rules for appropriate behaviour, teaching daily living skills, providing leisure activities, liaising with parents/carers and other professionals and solving problems. You will need to pass background checks by the Disclosure and Barring Service.

Social Work Assistant: As a social work assistant, you will be supporting people in their community, hospitals or other settings such as residential care homes. Your role will be to support qualified social workers. You could be working with a variety of client groups including people with physical or learning disabilities, people with mental health problems, older people, vulnerable families or children in care. You will need a practical and flexible approach to work, as well as being patient and understanding. Tasks could include following up enquiries,

making appointments, visiting people at home, following care plans, liaising with other health and care professionals. You will need to pass background checks by the Disclosure and Barring Service.

Hospital Porter: As a hospital porter, you will support patients by moving them round the hospital, taking them to appointments and onto wards. This could include the use of wheelchairs or trolleys. You will need a friendly and helpful manner and be able to work well under pressure. Tasks could include transferring patients, collecting and delivering mail, linen or other equipment. You could also be involved in moving deceased patients to the mortuary. You could be working anywhere within the hospital, including providing support to security. You will need to pass background checks by the Disclosure and Barring Service.

Who supports this qualification?

The qualification was developed with and is supported by a diverse range of training providers, Further Education Colleges and employers from the Health and Social Care Sector, including The Manchester College, St. Helen's College, Transformation Academy Trust and Holistic Partnership Limited.

Regulatory and Funding Details

Operational Dates:

The Open Awards Level 2 Diploma in Skills for Health and Care Professions (QCF) is due for review 31st July 2017.

Open Awards will notify centres prior to the review to enable a smooth progression from the current version to the new version.

Qualification Number(s):

Each qualification in the suite is a QCF (Qualifications and Credit Framework) qualification regulated by Ofqual. The table below outlines the regulated title of each qualification and the associated QAC code.

Regulated Qualification Title	QAC Code
Level 2 Diploma in Skills for Health and Care Professions (QCF)	601/7563/1

*Qualification titles may differ slightly in this guidance to those above, however, when searching the QCF Register please use the regulated title of the qualification or the qualification code to ensure you obtain the correct information.

Funding:

More information about Funding can be found at:

<https://www.gov.uk/government/organisations/skills-funding-agency>

Please confirm eligibility for funding via the appropriate funding source.

Qualification Structure

Learning Time

The minimum and maximum GLH (Guided Learning Hours) and learning hours (credit) for each qualification is outlined in the table below.

Qualification Title	Minimum GLH	Maximum GLH	Learning Hours
Level 2 Diploma in Skills for Health and Care Professions (QCF) (Endorsed Pathway)	231	346	370
Level 2 Diploma in Skills for Health and Care Professions (QCF) (Non Endorsed Pathway)	225	351	370

Rules of Combination

To achieve any Open Awards qualification each learner must fulfil a particular set of Rules of Combination relevant to the specific qualification. It is the centre's responsibility to ensure that the choice of units address the Rules of Combination for the specific qualification.

The Rules of Combination for:

- Level 2 Diploma in Skills for Health and Care Professions (QCF) (Endorsed Pathway)
- Level 2 Diploma in Skills for Health and Care Professions (QCF) (Non Endorsed Pathway)

are noted below.

**Open Awards Level 2 Diploma in Skills for Health and Care Professions (QCF)
(Endorsed Pathway)**

Credit Value of the Qualification:	37
Minimum Credits to be achieved at the Level of the Qualification:	37
Mandatory Units A:	6 credits to be achieved
Generic Optional Group B:	A minimum of 7 credits to be achieved
Pathway Groups: PA1, PA2, PA3	A minimum of 24 credits to be achieved from one of the Pathway Groups: PA1, PA2, PA3

Open Awards Level 2 Diploma in Skills for Health and Care Professions (QCF) (Non-Endorsed Pathway)

Credit Value of the Qualification:	37
Minimum Credits to be achieved at the Level of the Qualification:	37
Mandatory Units A:	6 credits to be achieved
Generic Optional Group B:	A minimum of 7 credits to be achieved
Pathway Groups: PA1, PA2, PA3	A minimum of 24 credits to be achieved from any combination of units from Pathway Groups: 1, 2, 3 A minimum of 2 Pathway Groups must be chosen

Qualification Units

Units in the Open Awards Level 2 Diploma in Skills for Health and Care Professions (QCF)

QAC Code	Unit Title:	Level:	Credit Value:
Mandatory Unit Group (A)			
Y/504/9739	Health Care Practice	Level Two	6
Generic Optional Units Group (B)			
A/504/7787	Parenting Skills	Level Two	3
A/504/8843	Prejudice and Discrimination	Level Two	3
A/507/6707	Counselling: Skills for the Workplace	Level Two	6
A/507/6710	Principles of Dignity in Adult Health and Social Care Practice	Level Two	5
D/504/9225	Undertaking Professional Development	Level Two	3
F/504/8648	Career Planning	Level Two	3
F/504/8729	Customer Service	Level Two	3
F/506/0721	Understanding Family Relationships	Level Two	3
F/506/3442	Developing Own Interpersonal Skills	Level Two	3
F/507/6708	Developing Personal Safety and Security Skills	Level Two	2
F/507/6711	Psychology	Level Two	3
F/600/3719	Communication in the Workplace	Level Two	2
F/600/3722	Developing Meeting Skills	Level Two	2
F/600/3736	Solving Problems in the Workplace	Level Two	3
H/504/8447	Referencing Skills	Level Two	1
H/504/8819	Stress and Stress Management Techniques	Level Two	3
H/504/8884	Work Experience	Level Two	3
H/506/3451	Understand Routine Spoken English in Familiar Everyday Work Situations	Level Two	5
H/506/5653	Understanding Equal Opportunities	Level Two	3

QAC Code	Unit Title:	Level:	Credit Value:
H/507/6703	Anatomy and Physiology for Health and Social Care	Level Two	10
H/600/0182	Leadership and Teamwork	Level Two	5
J/504/6318	Using ICT in the Workplace	Level Two	3
J/504/8814	Body Image	Level Two	2
J/504/8859	Healthy, Safety and First Aid at Work	Level Two	3
J/506/3555	Writing to Convey Information	Level Two	2
J/507/6709	Introduction to Counselling	Level Two	3
K/501/6146	Summarising Documents	Level Two	1
K/504/8689	Issues of Substance Misuse	Level Two	1
K/504/8806	Understanding Discrimination	Level Two	3
K/507/6704	Applying Counselling Skills	Level Two	6
L/504/5168	Communication in Teamwork	Level Two	1
L/504/7793	Personal Development	Level Two	3
L/504/8202	Research Skills	Level Two	3
L/504/8572	Investigating a Career	Level Two	3
L/504/8684	Dealing with Bullying	Level Two	2
L/504/8877	Teamwork Skills	Level Two	3
L/504/9379	Lesbian, Gay, Bisexual and Trans Awareness	Level Two	2
L/505/9345	Protection and Safeguarding	Level Two	3
L/507/6713	Understanding Depression	Level Two	1
L/600/3738	Understanding Change in the Workplace	Level Two	2
M/504/7592	Critical Thinking	Level Two	2
M/504/8127	Personal Study Skills	Level Two	6
M/504/8273	Assertiveness and Decision Making	Level Two	3
M/504/8290	Drug Awareness	Level Two	3
M/504/8659	Practical Presentation Skills	Level Two	3
M/504/8726	Conflict Resolution	Level Two	3
M/506/3582	Signposting and Referral - Information, Advice and Guidance	Level Two	3

QAC Code	Unit Title:	Level:	Credit Value:
M/507/6705	Cleaning, Decontamination and Waste Management	Level Two	2
R/504/8282	Alcohol Awareness	Level Two	3
R/506/3560	Writing Persuasive Text	Level Two	1
R/506/3574	Mentoring Skills	Level Two	3
R/507/6714	Understanding Emotional Resilience	Level Two	1
R/600/3739	Understanding Structures in the Workplace	Level Two	3
T/504/8503	Mentoring	Level Two	1
T/504/8629	Mentoring Practice	Level Two	2
T/504/8811	Meditation	Level Two	3
T/504/9697	Research Skills and Practice	Level Two	1
T/507/6706	Counselling: Skills Acquisition and Practice	Level Two	9
Y/504/2886	Sex and Relationships Education	Level Two	3
Y/504/7599	Decision Making Skills	Level Two	1
Y/504/7781	Negotiation Skills	Level Two	3
Y/504/8445	Report Writing	Level Two	1
Y/504/8798	Eating Disorders	Level Two	1
Y/507/6715	Working with Dignity in Health and Social Care	Level Two	3
Health Units (PA1)			
A/507/6724	Diet Advice in Lifestyle and Weight Management	Level Two	2
A/507/6738	Understanding Dementia	Level Two	1
D/507/6716	Applied Health Improvement	Level Two	4
D/507/6733	The Principles of Infection Prevention and Control	Level Two	3
D/507/6747	Induction in Safer Moving and Handling of People in a Care Setting	Level Two	1
F/504/8956	Ageing and the Older Person	Level Two	3
F/504/9735	Understand the Effects of a Medical Condition on a Patient	Level Two	3
F/507/6725	Health Psychology	Level Two	3
F/507/6739	Communication and Dementia	Level Two	1

QAC Code	Unit Title:	Level:	Credit Value:
F/507/6742	Understand how to Provide Support to Manage Pain and Discomfort	Level Two	2
H/507/6717	Approaches to Mental Health	Level Two	3
H/507/6720	Attention Deficit Hyperactivity Disorder - ADHD	Level Two	3
H/507/6734	The Sociology of Health	Level Two	3
J/507/6726	Human Health and Disease	Level Two	3
J/507/6743	Understand Physical Disability	Level Two	2
J/507/6774	Understanding Challenging Behaviour in a Learning Disability Setting	Level Two	3
K/507/6718	Arthritis Awareness	Level Two	3
K/507/6721	Autistic Spectrum Disorder	Level Two	3
L/504/8796	Diversity in Society	Level Two	3
L/504/8958	Disability, Society and the Law	Level Two	3
L/504/9737	Barriers to Health	Level Two	1
L/504/9740	Regional and Local Health Needs Assessment	Level Two	3
L/507/6727	Infection Prevention and Control in Health and Social Care or Children and Young People's Settings	Level Two	3
L/507/6730	Nutrition and Weight Management	Level Two	6
L/507/6744	Understanding Equality and Diversity	Level Two	1
L/507/6775	Developing Communication Skills in an Learning Disability Setting	Level Two	3
M/504/8953	Providing Personal Care to Support Individuals to Eat and Drink	Level Two	3
M/507/6719	Assemble Prescriptions Safely	Level Two	5
M/507/6722	Basic Awareness of Diabetes	Level Two	2
M/507/6736	Understand the Impact of Acquired Brain Injury on Individuals	Level Two	3
R/507/6731	Physiology and Exercise	Level Two	6
R/507/6745	Understanding Mental Health and Wellbeing	Level Two	2
R/507/6776	Introduction to Learning Disability	Level Two	1

QAC Code	Unit Title:	Level:	Credit Value:
T/507/6723	Communication and Social Interaction in Individuals with Autism	Level Two	3
T/507/6737	Understanding the Dangers of Using Legal Highs	Level Two	2
T/507/6740	Identifying Dementia	Level Two	1
Y/504/8266	Healthy Living	Level Two	3
Y/504/8798	Eating Disorders	Level Two	1
Y/507/6729	Introduction to Autism	Level Two	4
Y/507/6732	Social Psychology	Level Two	3
Y/507/6746	Understanding Mental Health Problems	Level Two	3
Child Care and Wellbeing Units (PA2)			
A/505/1581	Meeting the Physical Needs of Children	Level Two	3
D/505/1606	The Importance of Play	Level Two	3
F/505/1579	Food and Nutrition for Children	Level Two	3
H/505/1574	Children's Social and Emotional Development	Level Two	3
H/507/6748	Changing Roles and Responsibilities in Adolescence	Level Two	3
H/507/6751	Dealing with Challenging Behaviour within Peer Activities	Level Two	1
J/505/1566	Caring for Babies under Twelve Months	Level Two	3
J/506/3460	Contribute to the Support of Positive Environments for Children and Young People	Level Two	3
J/507/6757	Support the Protection of Children and Vulnerable People from Gambling Related Harm	Level Two	4
J/507/6760	The Role of the Domestic and Sexual Abuse/Violence Practitioner	Level Two	6
K/505/1575	Cognitive Development of Children	Level Two	3
K/507/6749	Contribute to Children and Young People's Health and Safety	Level Two	3
K/507/6752	Demystifying Child Sexual Exploitation	Level Two	1
L/506/3458	Understanding Children's Social and Emotional Development	Level Two	3
L/507/6761	Understanding Cyberbullying	Level Two	1
M/505/1609	The Intellectual and Language Development of Children	Level Two	3

QAC Code	Unit Title:	Level:	Credit Value:
M/505/1612	The Physical Development of Children	Level Two	3
M/507/6753	Impact of Childhood Sexual Abuse	Level Two	1
R/505/1571	Child Protection	Level Two	3
R/505/1618	The Principles of Listening to Children	Level Two	3
R/507/5224	Resilience Skills	Level Two	2
R/507/6759	Support Children and Young People with Disabilities and Special Educational Needs	Level Two	4
R/507/6762	Understand Partnership Working in Services for Children and Young People	Level Two	2
Y/505/1619	Understanding How Children Learn	Level Two	3
Y/507/6763	Understanding the Risks of Cyberbullying	Level Two	1
Social Care Units (PA3)			
A/507/6772	Therapeutic Approaches for Activity Provision in Social Care	Level Two	2
D/506/3545	Understand the Safe, Sensible and Social Use of Alcohol	Level Two	3
D/507/6764	Care Planning in End of Life Care	Level Two	2
F/507/6773	Understand the Care Process for a Deceased Person	Level Two	3
H/505/3289	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	Level Two	1
H/506/3272	Understand the Role of the Social Care Worker	Level Two	1
H/506/3417	Principles of Diversity, Equality and Inclusion in Adult Social Care	Level Two	2
H/507/4448	Introduction to Training for Travel Trainer	Level Two	3
H/507/6765	Support Families of Individuals with Acquired Brain Injury	Level Two	3
K/504/8966	Care Planning Skills for the Care Worker	Level Two	6
K/506/3547	Understand How to Handle Information in Social Care Settings	Level Two	1
L/504/9088	Domestic Abuse Awareness	Level Two	2
L/505/5909	Understand Person-Centred Approaches in Adult Social Care Settings	Level Two	4
M/506/3419	Principles of Communication in Adult Social Care Settings	Level Two	2

QAC Code	Unit Title:	Level:	Credit Value:
R/506/3543	Developing Skills to Provide Personal Care in Care Settings	Level Two	3
R/602/2954	Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings	Level Two	3
T/507/6771	Support Individuals to meet Personal Care Needs	Level Two	2
Y/504/8963	Health Promotion in Care Settings	Level Two	3
Y/506/3544	Principles of Personal Development in Adult Social Care Settings	Level Two	2

Assessment, Verification and Standardisation

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable Adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying for Reasonable Adjustments. For more information see the [Quality Assurance information on our Website](#).

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence may include:

- Observation of performance
- Questioning (written or oral)
- Personal statements
- Assignments or projects
- Witness testimonies
- Simulations (where allowed)
- Professional discussion
- Recognition of prior learning

Assessments are designed by centres. Assessments should be:

Valid;

- They should clearly measure the knowledge or skills that they set out to measure.

Reliable;

- They will in general produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive;

- So that no individual learner is excluded from the opportunity to demonstrate their achievement because of their individual circumstances.

Assessors must be satisfied that learners have achieved all assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

Verification

Verification is the process by which assessment decisions are confirmed.

Centres have a responsibility to conduct internal verification led by a trained internal verifier.

External verification is carried out by Open Awards Quality Reviewers/Open Awards External Verifiers who will confirm that the centre is assessing to standard and ensure that the centre's quality assurance systems continue to meet Open Awards centre recognition criteria.

Further guidance on [Internal Verification](#) and [Training Support](#) for centres can be found [on our website](#).

Standardisation

Open Awards will undertake a process of standardisation periodically. Centres will be notified of the required sample which will be copied and collected by the Quality Reviewer. Feedback on standardisation will be available to centres. Standardisation will agree standards for each unit, identify exemplars and make recommendations for changes where appropriate. For further information, see our [Standardisation](#) activities.

Delivering the Qualifications

Recognised Centres

To deliver Open Awards Qualifications you must be an Open Awards Recognised Centre. For more information about becoming a Recognised Centre then please see our [website](#).

Notification to Deliver Open Awards Qualifications

If you are an Open Awards Recognised Centre then you will need to alert us that you want to deliver this Qualification. For more information about this process [contact your Business Relationship Manager](#).

If you are familiar with the process then proceed to the [Open Awards Secure Portal](#) and complete and submit the New Qualification Notification Form. For help with this see the Administration and Support section of this guide.

Additional Information

Recognition of Prior Learning & Achievement

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions:

- For achievements within the QCF it is possible to transfer credits (equivalent)
- Learners with certificated achievements outside the QCF can claim exemption from the requirement to achieve credits for designated units.

It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalencies for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information please [View our RPLA Policy](#).

Support for Functional Skills

The units within this qualification may provide opportunities for developing skills related to Functional Skills in Mathematics, ICT and English: Reading, Writing and Speaking, Listening and Communication.

Administration and Support

Full support is given to all centres along with training for administrators. You can find the Open Awards [Centre Handbook](#) on our website. You can also view [Training/Events](#) information on our website.

The Open Awards web site www.openawards.org.uk is the best source for further information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services. Alternatively our experienced customer service team can be contacted on 0151 494 2072 or via email enquiries@openawards.org.uk.

Glossary

Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification, unit, or part of a unit.
Assessment Criteria	Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes of a unit.
Authentic	Evidence must be the learner's own work.
Award	A qualification within the QCF which has a value between one and twelve credits.
Certificate	A qualification within the QCF which has a value between thirteen and thirty six credits.
Certification end date	The last date on which a certificate can be issued.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole unit.
D Unit	<p>The original qualification for internal verifiers involved in NVQs:</p> <ul style="list-style-type: none"> ➤ D34 Internally verify the assessment process <p>If you have already achieved this qualification then you can continue to internally verify as long as you have continued your professional development.</p>
Diversity	Acknowledging that each individual is unique and recognising individual differences, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
EQA	External Quality Assurance
Equality	Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.

Evidence	Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment on their achievement against set criteria.
Fair	Ensuring that everyone has an equal chance of receiving objective and accurate assessment.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Holistic	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
IQA	Internal Quality Assurance
Learning Outcomes	Learning outcomes describe what a learner should know and understand on completion of a unit.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). Levels indicate difficulty and vary from level 1 to level 8.
NVQ	National Vocational Qualification
Operation dates	The first/last dates that learners can be registered for the qualification.
Qualification and Credit Framework (QCF)	The QCF awards credit for achievement of qualifications and units (small steps of learning). Each unit has a credit value. This value specifies the number of credits gained by learners who complete that unit. The flexibility of the system allows learners to gain qualifications at their own pace.
Reliable	Reliable evidence indicates that the learner can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment.
Simulations	Where simulations are allowed they must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal

	duties and activities.
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
Units of assessment	A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment.
V Unit	<p>The previous unit required to quality assurance the assessment process:</p> <ul style="list-style-type: none"> • V1 Conduct internal quality assurance of the assessment process <p>If you already have this qualification then you can continue to quality assure as long as you have continued your professional development.</p>
Valid	Evidence must be relevant to the learning outcome and assessment criteria i.e. capable of measuring the knowledge or skills in question. For example a written test cannot measure a candidate assessor's ability to provide feedback to learners.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.