



openawards

Preparing to Work in Adult Social Care

Level 1 Award: 600/5263/6

Level 2 Certificate: 600/5277/6

Level 3 Certificate: 600/5264/8

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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 LEAs, 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, Northern Ireland and Wales) and have been developed and endorsed by the relevant Sector Skills Council 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

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

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, not only guided learning hours. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete

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.

QCF Level Descriptors

Level 1

Summary

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Knowledge and Understanding

Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.

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

Application and Action

Complete well-defined routine tasks.

Use relevant skills and procedures.

Select and use relevant information.

Identify whether actions have been effective.

Autonomy and Accountability

Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

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.

Level 3

Summary

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Knowledge and Understanding

Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.

Interpret and evaluate relevant information and ideas.

Be aware of the nature of the area of study or work.

Have awareness of different perspectives or approaches within the area of study or work.

Application and Action

Address problems that, while well defined, may be complex and non-routine.

Identify, select and use appropriate skills, methods and procedures.

Use appropriate investigation to inform actions.

Review how effective methods and actions have been.

Autonomy and Accountability

Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.

Exercise autonomy and judgment within limited parameters.

Further information on the QCF can be found at <http://www.openawards.org.uk>

Title(s) of the Qualification(s) within this Guide

- Open Awards Level 1 Award in Preparing to Work in Adult Social Care (QCF)
- Open Awards Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)
- Open Awards Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

Qualification(s) Rationale and Regulatory Purpose

Rationale

These qualifications have been developed in partnership with Skills for Care and Development and in consultation with employers within the health and social care sectors. The qualifications aim to support government strategies to develop knowledge, understanding and skills to prepare individuals for working in the Adult Social Care Sector. They have been developed to address strong political and strategic directives and changes to new regulations. They support changes to requirements set by the Care Quality Commissions (CQC) National Minimum Standards in relation to the health, safety and welfare of service users and staff as well as the increasing diversity of employers.

The qualifications are appropriate to a wide range of learners and include those in school or college and adults who may be unemployed and wishing to start a career in a health and/or social care setting. The qualifications also serve as pre-employment training within the sector, enabling learners to gain relevant basic knowledge and understanding of working in the health and social care sector. They are appropriate to both a broad occupational area but also prepare individuals for employment in more specialised occupational areas.

The qualifications are related to the National Occupational Standards developed by Skills for Care and Development. They may be offered as standalone qualifications or as knowledge qualifications within the Apprenticeship framework however, although they underpin occupational competence the completion of these units and qualifications will not confirm occupational competence for regulation or registration purposes.

Purpose and Sub-purpose

The Open Awards Level 1 Award, Level 2 Certificate and Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) each have the following Purpose:

B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area

and the following Sub-Purpose:

B1. Prepare for further learning or training

Operational Details

Operational Dates

Open Awards Level 1 Award in Preparing to Work in Adult Social Care (QCF) is due for review 31st January 2016

Open Awards Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) is due for review 28 February 2015

Open Awards Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) is due for review 31st January 2015

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

Nationally Recognised Accreditation Number(s)

The suite of Qualifications is accredited by Qfqual and all Qualifications are on the QCF (Qualifications and Credit Framework). The table below outlines the full and official name* of the Qualification with the regulative QAC code.

Qualification Name	QAC Code
Open Awards Level 1 Award in Preparing to Work in Adult Social Care (QCF)	600/5263/6
Open Awards Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)	600/5277/6
Open Awards Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)	600/5264/8

*Qualification names may differ in this guidance to those reflected above, however, when searching the QCF Register use the full official names of the qualification or QAC codes to ensure you obtain the correct information.

Qualification Overview

Who is the Qualification for?

The qualifications are ideal for those considering a career in health and/or social care whether direct from school or seeking to return to work.

The minimum age for access to the Level 1 & Level 2 qualifications is 14 years old.

The minimum age for access to the Level 3 qualification is 16 years old.

The Qualifications Serve to

The Qualifications serve to:

- Engage learners and help to identify individual and personal strengths for progression to further learning and/or employment
- Provide opportunities which enable learners to realise their potential
- Develop essential career, social and personal development skills
- Provide learning opportunities which are stimulating and engaging.

Benefits to Learners

- Qualification sizes which allow increased flexibility for learners
- Learners achieve a nationally recognised Qualification
- Learners develop career, social and personal development skills and also have the opportunity to explore vocational optional units to aid career or further vocational learning
- Units may be achieved over a period time
- The Qualifications offer a breadth of progression routes. See our [website](#)
- A wide range of assessment methods to suit learner needs.

Benefits to Centres

- The Qualifications which are nationally recognised and accredited by Ofqual and are on the QCF (Qualifications & Credit Framework) may be eligible for funding in England, Wales and Northern Ireland. See Funding, Fees and Charges in this guide for more information.
- Clear progression routes for learners
- A varied range of assessment methods enabling innovative delivery to suit learner needs.

Progression Opportunities

This Open Awards Suite of Qualifications in Preparing for Work in Adult Social Care (QCF) enables structured progression to employment, further learning opportunities across the suite of qualifications and within employment, or further study.

Qualification Structure

Learning Time

The Minimum GLH (Guided Learning Hours) and Recommended Learning Hours for each Qualification is outlined in the table below.

Qualification	Minimum GLH	Learning Hours
Open Awards Level 1 Award in Preparing to Work in Adult Social Care (QCF)	53	60
Open Awards Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)	179	200
Open Awards Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)	190	210

Rules of Combination

To achieve this Open Awards Qualification each learner must fulfil a particular set of Rules of Combination. Each Qualification Rules of Combination and unit requirements are noted below under the relevant headings.

Open Awards Level 1 Award in Preparing to Work in Adult Social Care (QCF)

Credit Value of the Qualification:	6
Minimum Credits to be achieved at the Level of the Qualification:	6
Mandatory Units:	All 6 credits to be achieved

Units in the Open Awards Level 1 Award in Preparing to Work in Adult Social Care (QCF)

QAC Code	Unit Name	Credit Value	Level
Mandatory Group A			
F/502/9579	Introduction to the Adult Social Care Sector	1	Level 1
M/502/9660	Awareness of the Skills and Attributes Needed to Work in Adult Social Care	1	Level 1
D/502/9590	Introduction to the Values and Principles of Adult Social Care	1	Level 1
A/502/9662	Awareness of Communication in Adult Social Care	2	Level 1
F/502/9727	Awareness of the Role and Responsibilities of the Adult Social Care Worker	1	Level 1

Open Awards Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)

Credit Value of the Qualification:	20
Minimum Credits to be achieved at the Level of the Qualification:	20
Mandatory Units:	All 20 credits to be achieved

Units in the Open Awards Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)

QAC Code	Unit Name	Credit Value	Level
Mandatory Group A			
L/602/2905	Principles of Communication in Adult Social Care Settings	2	Level 2
L/602/3035	Principles of Personal Development in Adult Social Care Settings	2	Level 2
H/602/3039	Principles of Diversity, Equality and Inclusion in Adult Social Care Settings	2	Level 2
A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	3	Level 2
H/601/5474	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	1	Level 2
A/602/3113	Understanding the Role of the Social Care Worker	1	Level 2
J/602/3180	Understand Person-Centred Approaches in Adult Social Care Settings	4	Level 2
R/602/3179	Understand Health and Safety in Social Care Settings	4	Level 2
Y/602/3118	Understand How to Handle Information in Social Care Settings	1	Level 2

Open Awards Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

Credit Value of the Qualification:	21
Minimum Credits to be achieved at or above the Level of the Qualification:	17
Mandatory Units:	All 21 credits to be achieved

Units in the Open Awards Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

QAC Code	Unit Name	Credit Value	Level
Mandatory Group A			
R/602/2906	Principles of Communication in Adult Social Care Settings	2	Level 3
R/602/3036	Principles of Personal Development in Adult Social Care Settings	2	Level 3
M/602/3044	Principles of Diversity, Equality and Inclusion in Adult Social Care Settings	2	Level 3
A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	3	Level 2
R/601/1436	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	1	Level 3
A/602/3113	Understand the Role of the Social Care Worker	1	Level 2
R/602/3182	Understand Person-Centred Approaches in Adult Social Care Settings	4	Level 3
L/602/3178	Understand Health and Safety in Social Care Settings	5	Level 3
D/602/3119	Understand How to Handle Information in Social Care Settings	1	Level 3

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 Development Advisor.

If you are familiar with the process then **proceed to** your 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.

Funding, Fees and Charges

Funding

More information about Funding can be found on the **LARA** website.

Please confirm eligibility for funding via the appropriate funding source.

Fees

Please see the Open Awards **Fees and Charges** page for further details.

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 **<http://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 or 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.
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, and 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 already have 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 of achievement against criteria.
Fair	Ensuring that everyone has an equal chance of getting an 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 by the end 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 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 along routes that suit them best.
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 ie 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.