



openawards

# Open Awards Level 2 Certificate and Diploma in Skills for Health and Care Professions (RQF)

Certificate (603/2320/6)

Diploma (601/7563/1)



QUALIFICATION GUIDE

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## About the Qualification

<b>Title</b>	Open Awards Level 2 Certificate and Diploma in Skills for Health and Care Professions (RQF)
<b>QAN</b>	Certificate – 603/2320/6 Diploma - 601/7563/1
<b>Sector</b>	1.3 Health and Social Care
<b>Level</b>	Two
<b>Funding</b>	<a href="#">Please click here for more information</a>
<b>Pricing Information</b>	<a href="#">Please click here for more information</a>
<b>Review Date</b>	30/06/2020

<b>Ofqual Purpose</b>	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
<b>Ofqual Sub-Purpose</b>	B1. Prepare for further learning or training

<b>Total Qualification Time/Guided Learning</b>	
<b>Certificate</b>	
Total Qualification Time (hours)	160
Guided Learning (hours)	125
<b>Diploma</b>	
Total Qualification Time (hours)	<b>370</b>
Guided Learning (hours)	<b>288</b>

<b>Age Range and Restrictions:</b>	
Pre -16	✓
16 – 18	✓
19+	✓
Any other restrictions specific to the qualification(s)	None

<b>Any specified entry requirements</b>
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

## Recommended Assessment Method Summary

The recommended assessment method is a Portfolio of evidence.

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 could include:

- a) Observation of performance
- b) Questioning (written or oral)
- c) Practical Activities
- d) Photographs/videos
- e) Personal statements
- f) Project work
- g) Witness testimonies
- h) Group discussion
- i) Recognition of Prior Learning

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 [Access to Fair Assessment Policy](#), which includes our Reasonable Adjustments guidance, for applying for Access to Fair Assessment.

# Purpose Statement

## Open Awards Level 2 Certificate and Diploma in Skills for Health and Care Professions (RQF)

The primary purpose of this qualification 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 progress to higher level learning and/or employment. For those already in employment, this qualification will contribute to your continued personal development and improved confidence and productivity in the workplace.



### Who is it for?

- Learners who are aspiring to work effectively in a health and care setting.
- Learners who are aiming to progress to a Level 3 qualification, including Access to Higher Education



### What does this qualification cover?

To achieve the Certificate, you will need to complete 16 credits and commit to 160 hours of learning. To achieve the Diploma, you will need to complete 37 credits and commit to 370 hours of learning.

You have the choice of completing the qualifications 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 the 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).

For both pathway routes, you will be required to complete a mandatory unit 'Health Care Practice' and a choice of generic optional units, including:

- Communication in the Workplace
- Protection and Safeguarding
- Mentor Skills
- Solving Problems in the Workplace



### What are the Entry Requirements?

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.



## What are the Progression Opportunities?

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

You may choose to progress onto a higher level employability qualification, including:

- Level 3 Access to Higher Education Diploma – Social Work and Social Studies
- Level 3 Access to Higher Education Diploma – Health and Care Professions
- Advanced Apprenticeships in Health and Social Care
- Level 3 Diploma in Health and Social Care
- Level 3 Certificate in Preparing to Work in Adult Social Care
- Level 3 Diploma for Children's Care, Learning and Development

Alternatively, you may choose to seek employment in one of many varied occupational areas. For example:

- Health Care Assistant
- School Lunchtime Supervisor
- Residential Support Worker
- Social Work Assistant
- Hospital Porter



## What are the Assessment Methods?

You will be required to complete a portfolio of evidence to achieve this qualification. Types of evidence included in your portfolio could include:

- Observation of performance
- Assessments
- Videos/photographs
- Reflective journals
- Questions/answers
- Worksheets
- Recorded discussions with your tutor



## Who supports this qualification?

This qualification was developed with and is supported by training providers and Further Education Colleges, including The Manchester College, St Helen's College, Transformation Academy Trust and Holistic Partnership Ltd.

# Qualification Structure

<b>Rules of Combination</b>	
<b>Certificate</b>	
Credit Value of the Qualification:	<b>16</b>
Minimum Credits to be achieved at the Level of the Qualification:	<b>16</b>
Mandatory Unit Group A:	<b>6 credits to be achieved</b>
Optional Unit Group B:	<b>Minimum of 3 credits to be achieved</b>
<b>For the Non-Endorsed Qualification</b> Pathway Groups: PA1, PA2, PA3	A minimum of 7 credits to be achieved from any combination of units from Pathway Groups: 1, 2, 3  <b>A minimum of 2 Pathway Groups must be chosen</b>
<b>For the Endorsed Pathway Qualification</b> Pathway Groups: PA1, PA2, PA3	A minimum of 7 credits to be achieved from <b>one</b> of the Pathway Groups: 1, 2, 3
<b>Diploma</b>	
Credit Value of the Qualification:	<b>37</b>
Minimum Credits to be achieved at the Level of the Qualification	<b>37</b>
Mandatory Unit Group A:	6 credits to be achieved
Optional Unit Group B:	Minimum of 7 credits to be achieved
<b>For the Non-Endorsed Qualification</b> Pathway Groups: PA1, PA2, PA3	A minimum of 24 credits to be achieved from any combination of units from Pathway Groups: 1, 2, 3  <b>A minimum of 2 Pathway Groups must be chosen</b>
<b>For the Endorsed Pathway Qualification</b> Pathway Groups: PA1, PA2, PA3	A minimum of 24 credits to be achieved from <b>one</b> of the Pathway Groups: 1, 2, 3

# Qualification Units

## Mandatory Unit Group A

Unit Reference Number	Unit Name	Credits	Level
F/615/9100	<a href="#">Health Care Practice</a>	6	Level Two

## (B)Generic Optional Unit Group B

Unit Reference Number	Unit Name	Credits	Level
L/615/9147	<a href="#">Alcohol Awareness</a>	3	Level Two
K/507/6704	<a href="#">Applying Counselling Skills</a>	6	Level Two
H/615/9154	<a href="#">Assertiveness and Decision Making</a>	3	Level Two
K/615/9107	<a href="#">Career Planning</a>	3	Level Two
M/507/6705	<a href="#">Cleaning, Decontamination and Waste Management</a>	2	Level Two
L/504/5168	<a href="#">Communication in Teamwork</a>	1	Level Two
T/615/9112	<a href="#">Communication in the Workplace</a>	2	Level Two
J/615/9146	<a href="#">Conflict Resolution</a>	3	Level Two
A/507/6707	<a href="#">Counselling: Skills for the Workplace</a>	6	Level Two
M/615/9142	<a href="#">Critical Thinking</a>	2	Level Two
M/615/9108	<a href="#">Customer Service</a>	3	Level Two
D/615/9136	<a href="#">Dealing with Bullying</a>	2	Level Two
A/615/9113	<a href="#">Decision Making Skills</a>	1	Level Two
K/615/9155	<a href="#">Developing Meeting Skills</a>	2	Level Two
F/507/6708	<a href="#">Developing Personal Safety and Security Skills</a>	2	Level Two
T/615/9160	<a href="#">Disability, Society and the Law</a>	3	Level Two
A/615/9158	<a href="#">Diversity in Society</a>	3	Level Two
A/615/9144	<a href="#">Drug Awareness</a>	3	Level Two
R/615/9120	<a href="#">Health, Safety and First Aid at Work</a>	3	Level Two
J/507/6709	<a href="#">Introduction to Counselling</a>	3	Level Two
R/615/9134	<a href="#">Investigating a Career</a>	3	Level Two
T/615/9126	<a href="#">Issues of Substance Misuse</a>	1	Level Two
R/615/9117	<a href="#">Leadership and Teamwork</a>	3	Level Two
M/615/9139	<a href="#">Lesbian, Gay, Bisexual and Transgender Awareness</a>	3	Level Two
R/615/9151	<a href="#">Mediation</a>	3	Level Two
Y/615/9149	<a href="#">Mentoring</a>	1	Level Two
L/615/9150	<a href="#">Mentoring Practice</a>	2	Level Two
R/506/3574	<a href="#">Mentoring Skills</a>	3	Level Two
M/615/9156	<a href="#">Negotiation Skills</a>	3	Level Two
T/615/9143	<a href="#">Personal Study Skills</a>	4	Level Two
F/615/9145	<a href="#">Practical Presentation Skills</a>	3	Level Two
L/615/9102	<a href="#">Prejudice and Discrimination</a>	3	Level Two



A/507/6710	<a href="#">Principles of Dignity in Adult Health and Social Care Practice</a>	5	Level Two
H/615/9140	<a href="#">Protection and Safeguarding</a>	3	Level Two
J/615/9115	<a href="#">Referencing Skills</a>	1	Level Two
T/615/9157	<a href="#">Report Writing</a>	1	Level Two
J/615/9132	<a href="#">Research Skills</a>	3	Level Two
Y/615/9152	<a href="#">Research Skills and Practice</a>	1	Level Two
R/507/5224	<a href="#">Resilience Skills</a>	2	Level Two
D/615/9153	<a href="#">Sex and Relationships Education</a>	3	Level Two
M/506/3582	<a href="#">Signposting and Referral - Information, Advice and</a>	3	Level Two
F/615/9114	<a href="#">Solving Problems in the Workplace</a>	3	Level Two
L/615/9116	<a href="#">Stress and Stress Management Techniques</a>	3	Level Two
K/615/9124	<a href="#">Summarising Documents</a>	1	Level Two
H/615/9137	<a href="#">Teamwork Skills</a>	3	Level Two
K/615/9141	<a href="#">Understanding Change in the Workplace</a>	1	Level Two
J/615/9129	<a href="#">Understanding Discrimination</a>	3	Level Two
R/507/6714	<a href="#">Understanding Emotional Resilience</a>	1	Level Two
L/507/6744	<a href="#">Understanding Equality and Diversity</a>	1	Level Two
H/506/5653	<a href="#">Understanding Equal Opportunities</a>	3	Level Two
K/615/9110	<a href="#">Understanding Family Relationships</a>	3	Level Two
R/615/9148	<a href="#">Understanding Structures in the Workplace</a>	3	Level Two
A/615/9161	<a href="#">Understand Employment Responsibilities and Rights in</a>	3	Level Two
H/506/3451	<a href="#">Understand Routine Spoken English in Familiar</a>	5	Level Two
D/506/3545	<a href="#">Understand the Safe, Sensible and Social Use of</a>	3	Level Two
D/615/9105	<a href="#">Undertaking Professional Development</a>	3	Level Two
D/615/9119	<a href="#">Using ICT in the Workplace</a>	3	Level Two
Y/507/6715	<a href="#">Working with Dignity in Health and Social Care</a>	3	Level Two
R/506/3560	<a href="#">Writing Persuasive Text</a>	1	Level Two
J/506/3555	<a href="#">Writing to Convey Information</a>	2	Level Two

### (PA1) Health Unit Group

Unit Reference Number	Unit Name	Credits	Level
R/615/9179	<a href="#">Ageing and the Older Person</a>	3	Level Two
H/507/6703	<a href="#">Anatomy and Physiology for Health and Social Care</a>	10	Level Two
D/507/6716	<a href="#">Applied Health Improvement</a>	4	Level Two
H/507/6717	<a href="#">Approaches to Mental Health</a>	3	Level Two
K/507/6718	<a href="#">Arthritis Awareness</a>	3	Level Two
H/507/6720	<a href="#">Attention Deficit Hyperactivity Disorder - ADHD</a>	3	Level Two
K/507/6721	<a href="#">Autistic Spectrum Disorder</a>	3	Level Two
M/615/9187	<a href="#">Barriers to Health</a>	1	Level Two
M/507/6722	<a href="#">Basic Awareness of Diabetes</a>	2	Level Two
F/507/6739	<a href="#">Communication and Dementia</a>	1	Level Two
A/507/6724	<a href="#">Diet Advice in Lifestyle and Weight Management</a>	2	Level Two

K/615/9169	<a href="#">Eating Disorders</a>	1	Level Two
F/507/6725	<a href="#">Health Psychology</a>	3	Level Two
A/615/9189	<a href="#">Healthy Living</a>	3	Level Two
J/507/6726	<a href="#">Human Health and Disease</a>	3	Level Two
T/507/6740	<a href="#">Identifying Dementia</a>	1	Level Two
L/507/6727	<a href="#">Infection Prevention and Control in Health and Social</a>	3	Level Two
Y/507/6729	<a href="#">Introduction to Autism</a>	4	Level Two
R/507/6776	<a href="#">Introduction to Learning Disability</a>	1	Level Two
L/507/6730	<a href="#">Nutrition and Weight Management</a>	6	Level Two
R/507/6731	<a href="#">Physiology and Exercise</a>	6	Level Two
F/507/6711	<a href="#">Psychology</a>	3	Level Two
Y/507/6732	<a href="#">Social Psychology</a>	3	Level Two
D/507/6733	<a href="#">The Principles of Infection Prevention and Control</a>	3	Level Two
H/507/6734	<a href="#">The Sociology of Health</a>	3	Level Two
F/507/6742	<a href="#">Understand how to Provide Support to Manage Pain</a>	2	Level Two
A/507/6738	<a href="#">Understanding Dementia</a>	1	Level Two
J/615/9177	<a href="#">Understanding Depression</a>	2	Level Two
R/507/6745	<a href="#">Understanding Mental Health and Wellbeing</a>	2	Level Two
Y/507/6746	<a href="#">Understanding Mental Health Problems</a>	3	Level Two
T/507/6737	<a href="#">Understanding the Dangers of Using Legal Highs</a>	2	Level Two
J/615/9180	<a href="#">Understanding the Effects of a Medical Condition on a</a>	3	Level Two
J/508/4647	<a href="#">Understand Physical Disability</a>	2	Level Two
M/507/6736	<a href="#">Understand the Impact of Acquired Brain Injury on Individuals</a>	3	Level Two

### (PA2) Childcare and Wellbeing Unit Group

Unit Reference Number	Unit Name	Credits	Level
D/615/9198	<a href="#">Caring for Babies under Twelve Months</a>	3	Level Two
H/507/6748	<a href="#">Changing Roles and Responsibilities in Adolescence</a>	3	Level Two
Y/615/9202	<a href="#">Child Protection</a>	3	Level Two
L/615/9195	<a href="#">Children's Social and Emotional Development</a>	3	Level Two
H/615/9199	<a href="#">Cognitive Development of Children</a>	3	Level Two
K/507/6749	<a href="#">Contribute to Children and Young People's Health and Safety</a>	3	Level Two
J/506/3460	<a href="#">Contribute to the Support of Positive Environments for Children and Young People</a>	3	Level Two
H/507/6751	<a href="#">Dealing with Challenging Behaviour within Peer Activities</a>	1	Level Two
K/507/6752	<a href="#">Demystifying Child Sexual Exploitation</a>	1	Level Two
J/615/9194	<a href="#">Food and Nutrition for Children</a>	3	Level Two
M/507/6753	<a href="#">Impact of Childhood Sexual Abuse</a>	1	Level Two
A/615/9192	<a href="#">Meeting the Physical Needs of Children</a>	3	Level Two

R/507/6759	<a href="#">Support Children and Young People with Disabilities and Special Educational Needs</a>	4	Level Two
J/507/6757	<a href="#">Support the Protection of Children and Vulnerable People from Gambling Related Harm</a>	4	Level Two
F/615/9193	<a href="#">The Importance of Play</a>	3	Level Two
L/615/9200	<a href="#">The Intellectual and Language Development of Children</a>	3	Level Two
R/615/9201	<a href="#">The Physical Development of Children</a>	3	Level Two
H/615/9204	<a href="#">The Principles of Listening to Children</a>	3	Level Two
J/507/6760	<a href="#">The Role of the Domestic and Sexual Abuse/Violence Practitioner</a>	6	Level Two
L/506/3458	<a href="#">Understanding Children's Social and Emotional Development</a>	3	Level Two
L/507/6761	<a href="#">Understanding Cyberbullying</a>	1	Level Two
M/615/9206	<a href="#">Understanding How Children Learn</a>	3	Level Two
R/507/6762	<a href="#">Understand Partnership Working in Services for Children and Young People</a>	2	Level Two
A/615/9208	<a href="#">Understanding the Risks of Cyberbullying</a>	3	Level Two

### (PA3) Social Care Unit Group

Unit Reference Number	Unit Name	Credits	Level
D/507/6764	<a href="#">Care Planning in End of Life Care</a>	2	Level Two
L/615/9214	<a href="#">Care Planning Skills for the Care Worker</a>	6	Level Two
T/507/6723	<a href="#">Communication and Social Interaction in Individuals with Autism</a>	3	Level Two
L/507/6775	<a href="#">Developing Communication Skills in a Learning Disability Setting</a>	3	Level Two
R/506/3543	<a href="#">Developing Skills to Provide Personal Care in Care Settings</a>	3	Level Two
R/615/9215	<a href="#">Domestic Abuse Awareness</a>	2	Level Two
D/615/9217	<a href="#">Health Promotion in Care Settings</a>	3	Level Two
D/507/6747	<a href="#">Induction in Safer Moving and Handling of People in a Care Setting</a>	1	Level Two
J/615/9213	<a href="#">Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings</a>	1	Level Two
H/507/4448	<a href="#">Introduction to Training for Travel Trainer</a>	3	Level Two
M/506/3419	<a href="#">Principles of Communication in Adult Social Care Settings</a>	2	Level Two
H/506/3417	<a href="#">Principles of Diversity, Equality and Inclusion in Adult Social Care</a>	2	Level Two
Y/506/3544	<a href="#">Principles of Personal Development in Adult Social Care Settings</a>	2	Level Two
A/615/9211	<a href="#">Providing Personal Care to Support Individuals to Eat and Drink</a>	3	Level Two

H/507/6765	<a href="#">Support Families of Individuals with Acquired Brain Injury</a>	3	Level Two
T/507/6771	<a href="#">Support Individuals to Meet Personal Care Needs</a>	2	Level Two
A/507/6772	<a href="#">Therapeutic Approaches for Activity Provision in Social Care</a>	2	Level Two
K/506/3547	<a href="#">Understand How to Handle Information in Social Care Settings</a>	1	Level Two
Y/615/9216	<a href="#">Understand Person-Centred Approaches in Adult Social Care Settings</a>	4	Level Two
H/506/3272	<a href="#">Understand the Role of the Social Care Worker</a>	1	Level Two
J/507/6774	<a href="#">Understanding Challenging Behaviour in a Learning Disability Setting</a>	3	Level Two

# Delivering this Qualification

## Becoming a Centre

To deliver this qualification you must be a recognised Open Awards centre. For more information, [click here](#) or contact the team on 0151 494 2072

## Already Recognised? How to Deliver

If you are already a recognised Open Awards centre, you can deliver this qualification by completing a [New Qualification Request Form](#) via the Open Awards portal. For more information, see the [Centre Handbook](#), or contact the team on 0151 494 2072.

## Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

Short courses (15 weeks or less) within 25 working days of the course start date.  
Full year long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via the Open Awards portal. More information can be found in our [Centre Handbook](#).

## Quality Assurance

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please [see our website](#) for more information.

### Centre Staff Requirements

It is expected that centres will have occupationally competent staff with relevant sector experience for their role in the delivery of the units/qualifications being offered. For this qualification, staff involved in the delivery of this qualification are expected to have, as a minimum, a Level 3 qualification in a related subject.

Centres are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

### Assessment

Open Awards units and qualifications have been designed around the principle that the learner will build evidence towards the achievement of the assessment criteria over a period of time.

Each learner is required to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met.

Tutors and Assessors need to ensure that all evidence presented in a portfolio is:

**Valid:** it should be clearly demonstrating the knowledge or skills that are set out in the assessment criteria. It should be clearly the work of the learner.

**Reliable:** which means that it 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 show their achievement because of their individual background or experience.

Assessors are required to review and assess all learner evidence and must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit. Assessors will also ensure that the evidence produced by the learner is their own work.

Assessors retain records (e.g. Feedback Sheets, Individual Progress Records, Group Progress Records) on behalf of the centre which are made available and used by the centre's internal verifier / AIV and Open Awards Quality Reviewer / External Verifier.

## **Verification and Standardisation**

Verification is the process by which assessment decisions are confirmed. Centres delivering this qualification have a responsibility to conduct internal verification led by a trained internal verifier.

Centre approval compliance monitoring and External verification is carried out by Open Awards Quality Reviewers/External Verifiers who will confirm that the centre is assessing to standard and ensure that there are robust quality assurance systems embedded.

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

Centres are required to contribute to national standardisation as requested by Open Awards and also to carry out appropriate internal standardisation. Open Awards offers Standardisation events that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on [our website](#).

Internal standardisation involves ensuring that, where there is more than one tutor/assessor delivering Open Awards provision or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

## **Recognition of Prior Learning and Achievement (RPL)**

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 may 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. It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalences 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 see our [Recognition of Prior Learning Policy](#).

## Appendices and Links

Appendix Name
<a href="#">Access to Fair Assessment Policy</a>
<a href="#">Centre Handbook</a>
<a href="#">Customer Service Statement</a>
<a href="#">Enquiries, Complaints and Appeals Policy</a>
<a href="#">Equality and Diversity Policy</a>
<a href="#">Glossary of Terms</a>
<a href="#">Invoicing Policy</a>
<a href="#">Malpractice and Maladministration Policy</a>
<a href="#">Marketing Your Open Awards Course</a>
<a href="#">Plagiarism Policy</a>
<a href="#">Privacy Policy</a>
<a href="#">Recognition of Prior Learning Policy and Procedures</a>
<a href="#">Sanctions Policy</a>
<a href="#">Standardisation Policy</a>
<a href="#">Unannounced Visits Guidance</a>

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