Level 2 Diploma in Care

Criteria for qualification

For awarding organisations developing the new regulated qualifications framework (RQF) qualifications

September 2016

Context

Following the government's changed policy on qualifications and Apprenticeships across all sectors, the two sector skills councils responsible for the health and adult care workforces, Skills for Health and Skills for Care, have been working together to consider the future approach to adult care and health qualifications.

In doing so we are committed to the government agenda on integration and are therefore seeking to provide a greater clarity, transferability and opportunity for workers within and across the health and adult care workforce.

Both sector skills councils are committed to qualifications, which have at their core shared knowledge and skills that support the vision of employers providing integrated services and the portability of skills and knowledge across the health and adult care workforce.

At Level 2, there will be a common qualification for both health and adult care settings. There will be no barrier to entering either the adult care or health workforces.

It is the role of Skills for Care and Skills for Health to define the content of this specification. This is following consultation with employers, learning providers and those who use services.

The content links with the knowledge and skills required for the Apprenticeship standards 'Adult Care Worker' and 'Healthcare Support Worker'. The content is applicable to a variety of roles, examples of which are included below:

- adult care worker
- healthcare assistant/support worker
- personal assistant

Qualification criteria

The criteria below set out the minimum requirements for qualifications that develop and confirm the competence of those who work in health and adult care services in England.

The criteria are presented in two sections:

Section A: Summary of qualification content and accreditation requirements

Section B: Minimum content requirements for the qualification

Supporting information

A short glossary of key terms is included after each unit. Terms included in the glossaries are highlighted in bold within the criteria.

Section A: Summary of qualification content and accreditation

Content

All qualifications for the Level 2 Diploma in Care will require learners to demonstrate understanding and effective practice in the following areas:

Heading	Reference Code:
Communication	DC2A
Person development	DC2B
Values and behaviours	DC2C
Health and wellbeing	DC2D
Responsibilities	DC2E
Safeguarding	DC2F

Within each area, content is specified as one or more units which are the required core for the RQF Level 2 Diploma in Care.

The content links with requirements for the national occupational standards (NOS) for health and social care. Each section of the criteria begins with a table showing links to specific NOS as well as pre-existing qualifications and credit framework (QCF) units. The full suite of NOS can be found at:

http://www.skillsforcareanddevelopment.org.uk/Careersincare/working_to_a_standard.aspx

Accreditation

Qualifications developed to meet the criteria in this specification must also meet the General Conditions of Recognition set by Ofqual for fit for purpose qualifications. They should be valid, reliable, comparable, and manageable and minimise bias.

Assessment

In order for Skills for Care to approve a Level 2 Diploma in Care: Qualifications developed to meet the criteria in this specification must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development to complement Ofqual requirements.

In order for Skills for Health to provide support for the Level 2 Diploma in Care qualification: Awarding organisations should be working with Skills for Health and the other awarding organisations involved in the collaborative review.

Units

Qualifications developed to meet the criteria in this specification must be presented as units as indicated within the specification. This is to aid consistency and understanding amongst learners and their employers, as well as allowing for potential funding mechanisms based on unit achievement. In this document a reference code number has been assigned to each area of content designated as a unit.

Recognition of prior learning

To facilitate continuing professional development, units within this qualification will be assigned a credit value, so that they can be readily used for recognition of prior learning (RPL).

Skills for Care will consider alternative robust approaches to RPL.

Apprenticeships

The Level 2 Diploma in Care must be designed to align with the knowledge, skills and behaviours described in both the Level 2 Adult Care Worker and Level 2 Healthcare Support Worker Apprenticeship Standards.

Please note: Should SASE frameworks still be current at launch; the qualification will need to meet SASE requirements.

Total qualification time

It is anticipated that all Level 2 Diploma in Care qualifications will have a minimum total qualification time (TQT) of 460 hours, with approximately 260 hours allocated to the minimum content outlined under the first six headings of Section B of this document. This will allow for mandatory content to be covered in appropriate depth and takes account of additional content required for learners to contextualise their learning to their own work role.

Please note: Feedback suggests that TQT should not be significantly higher than the values above.

Section B: Minimum content requirements for the specification

LEVEL 2 DIPLOMA IN CARE

(The terms in bold are defined in a glossary at the end of each unit).

DC2A COMMUNICATION	
The content of this section links to:	
QCF	SHC 21 Introduction to communication in health, social care or children's and young people's settings F/601/5465 HSC 028 Handle information in health and social care settings J/601/8142
NOS	SCDHSC0021 Support effective communication

Unit DC2A1 Communication in care settings

Understand why communication is important in the **work setting** including:

- The different reasons why people communicate
- How effective communication affects all aspects of own work
- Why it is important to observe an **individual**'s reactions when communicating with them

Meet the communication and language needs, wishes and **preferences** of individuals including:

- Establish an individual's communication and language needs, wishes and preferences
- Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences
- Show how and when to seek advice about communication

Reduce barriers to communication including:

- Identify barriers to communication
- Demonstrate how to reduce barriers to communication in different ways
- Demonstrate ways to check that communication has been understood
- Identify sources of information and support or **services** to enable more effective communication

Apply principles and practices relating to confidentiality at work including:

- Understand the meaning of the term ‘confidentiality’
- Demonstrate confidentiality in day to day communication, in line with **agreed ways of working**
- Identify situations where information normally considered to be confidential might need to be passed on
- Understand how and when to seek advice about confidentiality

Glossary for DC2A1

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Preferences may be based on:

- beliefs
- values
- culture

Communication methods may include:

a) non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication
- vocabulary
- linguistic tone
- pitch

c) technological aids

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Unit DC2A2 Handle information in care settings

Understand the need for secure handling of information in care settings including:

- The legislation that relates to the recording, storage and sharing of information in care settings.
- Why it is important to have secure systems for recording and storing information in care settings.

Know how to access support for handling information including:

- Sources of guidance, information and advice about handling information.
- What actions to take when there are concerns over the recording, storing or sharing of information.

Handle information in accordance with agreed ways of working including:

- Keep records that are up to date, complete, accurate and legible.
- Follow agreed ways of working for:
  - recording information
  - storing information
  - sharing information

Glossary for DC2A2

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

DC2B PERSONAL DEVELOPMENT	
The content of this section links to:	
QCF	SHC 22 Introduction to personal development in health, social care or children's and young people's settings L/601/5470.
NOS	SCDHSC0023 Develop your own knowledge and practice GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.

Unit DC2B1 Personal development in care settings

Understand what is required to be competent in own work role including:

- The duties and responsibilities of own role.
- The **standards** that influence the way the role is carried out.
- The ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Reflect on own work activities including:

- Understand why reflecting on work activities is an important way to develop knowledge, skills and practice.
- Assess how well own knowledge, skills and understanding meet standards.
- Demonstrate the ability to reflect on work activities.

Agree **a personal development plan** including:

- Identify **sources of support** for own learning and development.
- Understand the process for agreeing a personal development plan and **who should be involved.**
- Contribute to drawing up own personal development plan.

Develop own knowledge, skills and understanding including:

- Show how a learning activity has improved own knowledge, skills and understanding.
- Show how reflecting on a situation has improved own knowledge, skills and understanding.
- Know why **continuing professional development** is important.

- Show how feedback from **others** has developed own knowledge, skills and understanding.
- Show how to record progress in relation to personal development.

Glossary for DC2B1

Standards may include:

- codes of practice
- regulations
- minimum standards
- national occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Who should be involved may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

Continuing Professional Development (CPD)

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

DC2C VALUES AND BEHAVIOURS

The content of this section links to:	
QCF	HSC 026 Implement person centred approaches in health and social care A/601/8140. SHC23 Introduction to equality and inclusion in health, social care or children's and young people's settings R/601/5471.
NOS	SCDHSC0024 Support the safeguarding of individuals. SCDHSC0026 Support individuals to access information on services and facilities. SCDHSC0234 Uphold the rights of individuals. GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.

Unit DC2C1 Implement person centred approaches in care settings

Understand person centred approaches for care and support including:

- The meaning of **person centred values.**
- Why it is important to work in a way that embeds person centred values.

- Why risk-taking can be part of a person centred approach.
- How using an **individual**'s **care plan** contributes to working in a person centred way.

Work in a person centred way including:

- Find out the history, **preferences**, wishes and needs of the individual.
- Apply **person centred values** in day to day work taking into account the history, preferences, wishes and needs of the individual.

Establish **consent** when providing care or support including:

- Understand the importance of establishing consent when providing care or support.
- Establish consent for an activity or action.
- Understand what steps to take if consent cannot be readily established.

Encourage **active participation** including:

- Understand how active participation benefits an individual.
- Understand possible barriers to active participation.
- Demonstrate ways to reduce the barriers and encourage active participation.

Support the individual's **right to make choices** including:

- Support an individual to make informed choices.
- Use agreed risk assessment processes to support the right to make choices.
- Understand why a worker's personal views should not influence an individual's choices.
- Understand how to support an individual to question or challenge decisions concerning them that are made by others.

Support individuals' **well-being** including:

- Understand how individual identity and self-esteem are linked with well-being.
- Understand attitudes and approaches that are likely to promote an individual's well-being.
- Support an individual in a way that promotes a sense of identity and self-esteem.
- Demonstrate ways to contribute to an environment that promotes well-being.
- Recognise and respond to changes in physical and mental health.
- Importance of good nutrition and hydration.

Glossary for Unit DC2C1

Preferences may be based on:

- beliefs
- values
- culture

Person centred values include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

A **care plan** may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Well-being may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Unit DC2C2 Equality and inclusion in care settings

Understand the importance of equality and inclusion including:

- What is meant by:
  - diversity
  - equality
  - inclusion
  - discrimination
- Ways in which discrimination may deliberately or inadvertently occur in the **work setting.**
- How practices that support equality and inclusion reduce the likelihood of discrimination.

Work in an inclusive way including**:**

- Understand which legislation and codes of practice relating to equality, diversity and discrimination apply to own role.

- Show interaction with **individuals** that respects their beliefs, culture, values and preferences.
- Understand how to challenge discrimination in a way that encourages change.

Know how to access information, advice and support about diversity, equality and inclusion including:

- Sources of information, advice and support about diversity, equality and inclusion.
- How and when to access information, advice and support about diversity, equality and inclusion.

Glossary for Unit DC2C2
Work setting may include one specific location or a range of locations, depending on the context of a particular work role. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

DC2D HEALTH AND WELLBEING

The content of this section links to:	
QCF	HSC027 Contribute to health and safety in health and social care settings R/601/8922. ICO1 The principles of infection prevention and control L/501/6737.
NOS	SCDHSC0022 Support the health and safety of yourself and individuals Infection Prevention and Control NOS: IPC2, IPC4, IPC6.

Unit DC2D1 Health, safety and wellbeing in care settings

Understand own responsibilities, and the responsibilities of **others**, relating to health and safety in the **work setting** including:

- Legislation relating to general health and safety in a care work setting.

- The main points of the health and safety **policies and procedures** agreed with the employer.
- The main health and safety responsibilities of:
  - self
  - the employer or manager
  - others in the work setting
- **Tasks** relating to health and safety that should not be carried out without special training.
- How to access additional support and information relating to health and safety.

Understand the use of risk assessments in relation to health and safety including:

- Why it is important to assess health and safety hazards posed by the work setting or by particular activities.
- How and when to report potential health and safety risks that have been identified.
- How risk assessment can help address dilemmas between rights and health and safety concerns.

Understand procedures for responding to accidents and sudden illness including:

- Different types of accidents and sudden illness that may occur in own work setting.
- The procedures to be followed if an accident or sudden illness should occur.

Reduce the spread of infection including:

- Understand roles and responsibilities in the prevention and control of infection.
- Understand own role and responsibilities in relation to the prevention and control of infection.
- Understand the causes and spread of infection.
- Demonstrate the recommended method for hand washing.
- Demonstrate the **appropriate use of Personal Protective Equipment (PPE).**
- Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.

Move and handle equipment and other objects safely including:

- Identify legislation that relates to moving and handling.
- Understand principles for moving and handling equipment and other objects safely.
- Move and handle equipment or other objects safely.

Know how to handle hazardous substances and materials including:

- Which hazardous substances and materials may be found in the work setting.
- Safe practices for:
  - Storing hazardous substances
  - Using hazardous substances
  - Disposing of hazardous substances and materials

Understand how to promote fire safety in the work setting including:

- Practices that prevent fires from:
  - starting
  - spreading
- Emergency procedures to be followed in the event of a fire in the work setting.
- The importance of maintaining clear evacuation routes at all times.

Implement security measures in the work setting including:

- Use **agreed ways of working** for checking the identity of anyone requesting access to:
  - premises
  - information
- Implement measures to protect own security and the security of others in the work setting.
- Understand the importance of ensuring that others are aware of own whereabouts.

Know how to manage **stress** including:

- Common signs and indicators of stress in self and others.
- Factors that tend to trigger stress.
- Strategies for managing stress in self and others and how to access **sources of support.**

Glossary for DC2D1
Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Tasks that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

Appropriate use of Personal, Protective Equipment (PPE)

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Sources of support may include:

- formal support
- informal support
- supervision

- appraisal
- within the organisation
- beyond the organisation

DC2E RESPONSIBILITIES

The content of this section links to:	
QCF	HSC 025 The role of the health and social care worker J/601/8576. SHC24 Introduction to duty of care in health, social care or children's and young people's services H/601/5474.
NOS	SCDHSC0023 Develop your own knowledge and practice. SCDHSC0024 Support the safeguarding of individuals.

Unit DC2E1 Responsibilities of a care worker

Understand working relationships in care settings including:

- How a working relationship is different from a personal relationship.
- Different working relationships in care settings.

Work in ways that are agreed with the employer including:

- Understand why it is important to adhere to the agreed scope of the job role.
- Access full and up-to-date details of **agreed ways of working.**
- Implement agreed ways of working.

Work in partnership with **others** including:

- Understand why it is important to work in partnership with others.
- Demonstrate ways of working that can help improve partnership working.
- Identify skills and approaches needed for resolving conflicts.
- Demonstrate how and when to access support and advice about:
  - partnership working
  - resolving conflicts

Glossary for DC2E1
Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers. **Others** may include: ▪ team members ▪ other colleagues ▪ those who use, or commission their own, care and support services ▪ families, carers and advocates

Unit DC2E2 Duty of care

Understand the implications of duty of care including:

- The meaning of 'duty of care'.
- How duty of care relates to duty of candour.
- How duty of care affects own work role.

Understand support available for addressing dilemmas that may arise about duty of care including**:**

- Dilemmas that may arise between the duty of care and an **individual**'s rights.
- Where to get additional support and advice about how to resolve such dilemmas.

Know how to respond to complaints including:

- The process to follow when responding to complaints.
- The main points of agreed procedures for handling complaints.

Glossary for Unit DC2E2
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

DC2F SAFEGUARDING

The content of this section links to:	
QCF	HSC 024 Principles of safeguarding and protection in health and social care A/601/8574.
NOS	SCDHSC0024 Support the safeguarding of individuals.

Unit DC2F1 Safeguarding and protection in care settings

Know how to recognise signs of abuse including:

- What is meant by the following terms:
  - physical abuse
  - domestic violence
  - sexual abuse
  - psychological abuse
  - financial/material abuse
  - modern slavery
  - discriminatory abuse
  - organisational abuse
  - neglect/acts of omission
  - self-neglect
- The signs and/or symptoms associated with each of these types of abuse.
- **Factors** that may contribute to an **individual** being more vulnerable to abuse.

Know how to respond to suspected or alleged abuse including:

- The **actions to take** if there are suspicions that an individual is being abused.
- The actions to take if an individual alleges that they are being abused.
- Ways to ensure that evidence of abuse is preserved.

Understand the national and local context of safeguarding and protection from abuse including:

- National policies and **local systems** that relate to safeguarding and protection from abuse.
- The roles of different agencies in safeguarding and protecting individuals from abuse.

- Reports into serious failures to protect individuals from abuse.
- Sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Understand ways to reduce the likelihood of abuse including**:**

- How the likelihood of abuse may be reduced by:
  - working with **person centred values**
  - encouraging **active participation**
  - promoting choice and rights
- The importance of an accessible complaints procedure for reducing the likelihood of abuse.

Know how to recognise and report **unsafe practices** including:

- Unsafe practices that may affect the wellbeing of individuals.
- The actions to take if unsafe practices have been identified.
- The **action to take** if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Understand principles for online safety including:

- The potential risks presented by:
  - use of electronic communication devices
  - use of the internet
  - use of social networking sites
  - carrying out financial transactions online
- Ways of reducing the risks presented by each of these types of activity.
- The importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices.

Glossary for DC2F1

Domestic abuse should include acts of control and coercion.

Factors may include:

- a setting or situation
- the individual

In this unit, **individual** will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others

Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Person centred values include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion

- courage
- communication
- competence
- partnership

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

ADDITIONAL REQUIREMENTS

The LEVEL 2 DIPLOMA IN CARE must include some additional areas of content that can be taken as optional units. These should be sufficient in range, number, level and content to enable learners to contextualise their learning to meet their own specific development needs. Pre-existing QCF units may be taken as the starting point for content where applicable.

For Adult Care: Optional units are likely to be drawn from the following areas:

Specialisms e.g.

- Acquired brain injury
- Autism
- Dementia
- Diabetes
- End of life care
- Learning disability
- Mental health
- Multiple conditions and/or disabilities
- Parkinson's
- Sensory loss
- Stroke care

Clinical skills e.g.

- Medication administration
- Pressure area care
- Test specimens

Aspects of support e.g.

- Assistive technology
- Foot care
- Managing incontinence
- Managing pain and discomfort
- Nutrition
- Personalisation
- Positive behaviour support
- Supporting families and carers
- Therapy

This is not an exhaustive list and intends only to provide suggestions. Awarding organisations are encouraged to develop innovative optional units to meet the needs of their learners and people receiving care and support.

For Health: Skills for Health has identified existing unit content which maps to the Healthcare Support Worker Apprenticeship Standard for priority inclusion as optional units in the Level 2 Diploma in Care. For a copy of this document please contact nadine.singh@skillsforhealth.org.uk