

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• TQUK Level 2 Diploma in Health and Social Care (Adults) for England (QCF)</li> </ul>
<b>Functional Skills</b>	<ul style="list-style-type: none"> <li>• TQUK/IQ Level 2 Award in Functional Skills English (QCF)</li> <li>• TQUK/IQ Level 2 Award in Functional Skills Mathematics (QCF)</li> </ul>
<b>Industry Requirements:</b>	<ul style="list-style-type: none"> <li>• Completed prior to enrolment: Enhanced Disclosure and Barring Service</li> <li>• Completed prior to completion: Care Certificate</li> </ul>
<b>Knowledge and Understanding</b>	<b>Practical</b>
<p><b>A. The job they have to do, their main tasks and responsibilities</b></p> <ol style="list-style-type: none"> <li>1. The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care</li> <li>2. Professional boundaries and limits of their training and expertise</li> <li>3. Relevant statutory standards and codes of practice for their role</li> <li>4. What the 'duty of care' is in practice</li> <li>5. How to contribute towards the development and creation of a care plan underpinned by the individuals preferences in regard to the way they want to be supported</li> <li>6. How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals</li> <li>7. How to access, follow and be compliant with regulations and organisational policies and procedures</li> </ol> <p><b>B. The importance of having the right values and behaviours</b></p> <ol style="list-style-type: none"> <li>8. How to support and enable individuals to achieve their personal aims and goals</li> <li>9. What dignity means in how to work with individuals and others</li> <li>10. The importance of respecting diversity and treating everyone equally</li> </ol> <p><b>C. The importance of communication</b></p> <ol style="list-style-type: none"> <li>11. The barriers to communication</li> <li>12. The impact of non-verbal communication</li> <li>13. The importance of active listening</li> <li>14. How the way they communicate can affect others</li> <li>15. About different forms of communication e.g. signing, communication boards etc</li> <li>16. How to find out the best way to communicate with the individual they are</li> </ol>	<p><b>A: The main tasks and responsibilities according to their job role</b></p> <ol style="list-style-type: none"> <li>1. Support individuals they are working with according to their personal care/support plan</li> <li>2. Ask for help from an appropriate person when not confident or skilled in any aspect of their role</li> <li>3. Provide individuals with information to enable them to have choice about the way they are supported</li> <li>4. Encourage individuals to participate in the way their care and support is delivered</li> <li>5. Ensure the individual knows what they are agreeing to regarding the way in which they are supported</li> <li>6. Contribute to the on-going development of care/support plans for the individual they support</li> <li>7. Support individuals with cognitive, physical or sensory impairments</li> </ol> <p><b>B. Treating people with respect and dignity and honouring their human rights</b></p> <ol style="list-style-type: none"> <li>8. Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates</li> <li>9. Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences</li> <li>10. Demonstrate empathy (understanding and compassion) for individuals they support</li> <li>11. Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs</li> </ol> <p><b>C. Communicating clearly and responsibly</b></p> <ol style="list-style-type: none"> <li>12. Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates</li> <li>13. Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes</li> </ol>

supporting

17. How to make sure confidential information is kept safe

**D. How to support individuals to remain safe from harm (Safeguarding)**

18. What abuse is and what to do when they have concerns someone is being abused

19. The national and local strategies for safeguarding and protection from abuse

20. What to do when receiving comments and complaints

21. How to recognise unsafe practices in the workplace

22. The importance and process of whistleblowing

23. How to address any dilemmas they may face between a person's rights and their safety

**E. How to promote health and wellbeing for the individuals they support and work colleagues**

24. The health and safety responsibilities of self, employer and workers

25. How to keep safe in the work environment

26. What to do when there is an accident or sudden illness

27. What to do with hazardous substances

28. How to promote fire safety

29. How to reduce the spread of infection

30. What a risk assessment is and how it can be used to promote person centred care safely

**F. How to work professionally, including their own professional development**

31. What a professional relationship is with the person being supported and colleagues

32. How to work together with other people and organisations in the interest of the person being supported

33. How to be actively involved in their personal development plan

34. The importance of excellent core skills in writing, numbers and information technology

35. What to do to develop, sustain and exhibit a positive attitude and personal resilience

36. Where and how to access specialist knowledge when needed to support performance of the job role

14. Identify and take steps to reduce environmental barriers to communication

15. Demonstrate they can check for understanding

16. Write clearly and concisely in records and reports

17. Keep information safe and confidential according to agreed ways of working

**D. Supporting individuals to remain safe from harm (Safeguarding)**

18. Recognise potential signs of different forms of abuse

19. Respond to concerns of abuse according to agreed ways of working

20. Recognise, report and challenge unsafe practices

**E. Championing health and wellbeing for the individuals they support and for work colleagues**

21. Promote the health and wellbeing of the individual they support

22. Move people and objects safely

23. Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene

24. Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition

25. Demonstrate how to keep people, buildings and themselves safe and secure

26. Carry out fire safety procedures when required

27. Use risk assessments to support individuals safely

28. Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health

29. Monitor and report changes in health and wellbeing for individuals they support

**F. Working professionally and seeking to develop their own professional development**

30. Reflect on own work practices

31. Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology

32. Demonstrate their contribution to their development plan

33. Demonstrate ability to work in partnership

	<p>with others to support the individual</p> <p>34. Identify sources of support when conflicts arise with other people or organisations</p> <p>35. Demonstrate they can work within safe, clear professional boundaries</p> <p>36. Show they can access and apply additional skills required to perform the specific job role competently</p>
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