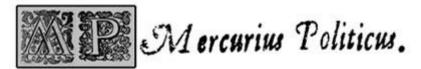# Level 2 Diploma in Health and Social Care (QCF)

This Level 2 Diploma is to guide and assess the development of knowledge and skills relating to the health and social care workforce. This qualification confirms competence in these areas for roles such as:
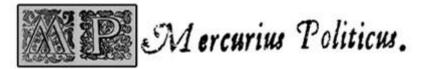
• Care assistants/support workers/key workers in residential settings
• Healthcare assistants / support workers in community and primary care environments
• Healthcare assistants / support workers in acute health environments
• Care assistants/support workers/key workers in domiciliary services

Qualification Facts	
QAN:	501/2302/6
Type:	QCF
Level:	2
Credit Value:	46
GLH:	319-396
Product Code:	L2DHSCAE
Offered in an apprenticeship framework	Yes

Contents

Section 3 – Centre Management Information System

Section 4 – Assessment Overview

- Observation
- Work Products
- Simulation
- Questioning
- Personal and Witness Accounts
- Assignments and Projects
- Recognition of Prior Achievement (RPL)
- Expert Witness Statements

Section 5 – Centre Staff

- Is there an effective introduction to each topic?
- Is the lesson plan followed?
- Is the overall timetable followed?
- Is the training producing a good level of interaction?
- Does the trainer ensure that every learner achieves the stated outcomes?

Section 6 - Appendix

Section One

1.1 Introduction

Welcome to the MERCURIUS POLITICUS Approved Centre Guidance Pack for the FAQ Level 2 Diploma in Health and Social Care (QCF). The aim of this pack is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this pack in detail and become fully conversant with the procedures and accompanying documents.

This guidance pack is a live document and, as such, will be updated when required. Centres will be informed via email when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the guidance pack is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data protection

MERCURIUS POLITICUS adheres to the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

MERCURIUS POLITICUS aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may complain in writing to MERCURIUS POLITICUS Centre Support. MERCURIUS POLITICUS will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Mercurius Politicus

Section Two

2.1 Qualification Outline

The purpose of this FAQ Level 2 Diploma in Health and Social Care (QCF) is to guide and assess the development of knowledge and skills relating to the health and social care workforce.

This qualification confirms competence in these areas for roles such as:
- Care assistants/support workers/key workers in residential settings
- Healthcare assistants / support workers in community and primary care environments
- Healthcare assistants / support workers in acute health environments
- Care assistants/support workers/key workers in domiciliary services
- Care assistants/support workers/key workers in day services
- Support workers in supported living projects
- Community-based care assistants/ support workers/key workers, including those working in specialist areas e.g. dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers & multidisciplinary health roles crossing traditional service barriers and delivery models

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Reference Service (LARS) Lite, where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number (Unit Reference Number), which is listed in this specification. The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with MERCURIUS POLITICUS.

2.2 Qualification Accreditation Number (QAN)

FAQ Level 2 Diploma in Health and Social Care (QCF): 501/2302/6

2.3 Credits

Minimum credits required to achieve the qualification: 46 Credits

2.4 Qualification Level

This qualification has been listed on the Qualifications Credit Framework (QCF) at: Level 2

2.5 Guided learning hours

Each of the units in these qualifications is allocated a number of guided learning hours (GLH) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit GLH for this qualification is given in each unit.

The guided learning hours (GLH) for this qualification are: 319-396

2.6 Rules of Combination (RoC)

The FAQ Level 2 Diploma in Health and Social Care (QCF) consists of 24 credits from 9 mandatory units in group A, between 2 – 7 credits from optional units in Group B1,and at least 15 credits from optional units in Group B2. By achieving specified units within groups C and D, learners can claim endorsed pathways: (Dementia) or (Adults with learning disabilities)

2.7 Age ranges

Pre 16:	No
16-18:	Yes
18+:	No
19+:	Yes

2.8 Units

Group M - Mandatory		
URN	Unit Name	Credit Value
A/601/8574	Principles of safeguarding and protection in health and social care	3
J/601/8576	The role of the health and social care worker	2
A/601/8140	Implement person centred approaches in health and social care	5
R/601/8922	Contribute to health and safety in health and social care	4
J/601/8142	Handle information in health and social care settings	1
F/601/5465	Introduction to communication in health, social care or children's and young people's settings	3
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	3
R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	1

Group B1		
URN	Unit Name	Credit Value
H/601/5703	Principles of supporting an individual to maintain personal hygiene	1
M/502/3146	Purpose and principles of Independent Advocacy	4
J/602/0103	Understand mental health problems	3
J/601/2874	Dementia Awareness	2
H/601/2879	The person centred approach to the care and support of individuals with dementia	2
A/601/2886	Understand equality, diversity and inclusion in dementia care	2

Group B1		
URN	Unit Name	Credit Value
K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	2
L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3
Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3
T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2
K/601/9493	Introduction to personalisation in social care	3
L/501/6737	The principles of Infection Prevention and Control	3
H/501/7103	Causes and Spread of Infection	2
R/501/6738	Cleaning, Decontamination and Waste Management	2
K/601/5315	Understand the context of supporting individuals with learning disabilities	4
T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	3
M/601/5316	Introductory awareness of Autistic Spectrum Conditions	2
M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3
M/601/7048	Principles of self-directed support	3
K/601/6285	Principles of positive risk taking for individuals with disabilities	2
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3
L/601/6117	Understand Physical Disability	2
J/601/5824	Understand the impact of Acquired Brain Injury on individuals	3
F/601/3442	Introductory awareness of sensory loss	2
Y/601/3446	Introductory awareness of models of disability	2
D/503/1839	Diabetes Awareness	6
J/503/1849	Understand the risks associated with diabetes emergencies	3
M/503/1862	Prevention and early detection of type 2 diabetes	2
F/503/3602	Basic awareness of diabetes	2

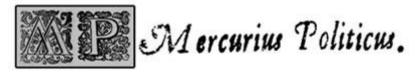| Group B2		
URN	Unit Name	Credit Value
Y/501/0598	Administer medication to individuals, and monitor the effects	5
F/601/3683	Understand and implement a person centred approach to the care and support of individuals with dementia	3
Y/601/9277	Equality, diversity and inclusion in dementia care practice	3
H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	3
T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3
A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	4
Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	4
F/601/4686	Equality, diversity and inclusion in dementia care practice	4
A/601/9434	Understand and enable interaction and communication with individuals with dementia	3
H/601/9024	Provide support for mobility	2
M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	2
D/601/8017	Support individuals to carry out their own health care procedures	2
Y/601/8632	Support participation in learning and development activities	3
T/601/8637	Support independence in the tasks of daily living	5
A/601/8025	Provide support for journeys	2
F/601/8026	Provide support for leisure activities	3
A/601/7926	Support individuals to access and use information about services and facilities	3
L/601/8143	Support individuals who are distressed	3
R/601/8015	Support care plan activities	2
M/601/8054	Support individuals to eat and drink	2
F/601/8060	Support individuals to meet personal care needs	2
J/601/8058	Support individuals to manage continence	3
R/601/8063	Provide agreed support for foot care	3
R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2
R/601/8256	Contribute to the care of a deceased person	3
L/601/9471	Contribute to supporting group care activities	3
T/601/8721	Undertake agreed pressure area care	4

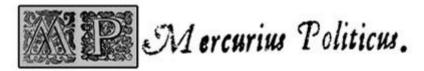| Group B2		
URN	Unit Name	Credit Value
L/601/8725	Support individuals undergoing healthcare activities	3
T/601/8850	Obtain and test capillary blood samples	4
J/601/8853	Obtain and test specimens from individuals	2
J/601/8027	Move and position individuals in accordance with their plan of care	4
T/601/9450	Meet food safety requirements when providing food and drink for individuals	2
Y/601/9490	Provide support for sleep	2
A/601/9546	Contribute to support of positive risk-taking for individuals	3
R/601/8578	Support individuals in their relationships	4
H/601/8049	Facilitate person centred assessment, planning, implementation and review	6
Y/601/7903	Support individuals to live at home	4
T/601/8282	Support Individuals With Specific Communication Needs	5
A/601/7909	Support individuals who are bereaved	4
H/601/8147	Work in partnership with families to support individuals	4
F/601/3764	Promote positive behaviour	6
F/601/4056	Support use of medication in social care settings	5
T/601/9495	Support individuals at the end of life	7
R/601/8824	Prepare environments and resources for use during healthcare activities	3
D/601/9023	Provide support for therapy sessions	14
K/601/9025	Provide support to manage pain and discomfort	2
A/601/8980	Prepare for and carry out extended feeding techniques	4
D/504/6101	First Aid Essentials	1
L/601/6442	Support person-centred thinking and planning	5
K/601/9963	Support individuals to maintain personal hygiene	2
J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	3
F/602/0049	Support young people with a disability to make the transition into adulthood	5
K/601/7047	Support parents with disabilities	6
Y/601/7352	Provide active support	3
J/602/0053	Support individuals with self-directed support	5
Y/601/6170	Work with other professionals and agencies to support individuals with a physical disability	3

Group B2		
URN	Unit Name	Credit Value
T/601/5804	Support families of individuals with Acquired Brain Injury	3
K/601/3449	Support effective communication with individuals with a sensory loss	3
A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	3
H/601/3451	Contribute to supporting individuals in the use of assistive technology	3
F/601/5160	Support individuals to negotiate environments	4

Pathway – Adults with Learning Disabilities

D1 - Learning Disabilities mandatory knowledge units		
URN	Unit Name	Credit Value
K/601/5315	Understand the context of supporting individuals with learning disabilities	4

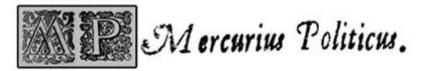| D2 - Learning Disabilities Optional Knowledge Units		
URN	Unit Name	Credit Value
H/601/5703	Principles of supporting an individual to maintain personal hygiene	1
M/502/3146	Purpose and principles of Independent Advocacy	4
F/602/0097	Understand mental well-being and mental health promotion	3
J/602/0103	Understand mental health problems	3
J/601/2874	Dementia Awareness	2
H/601/2879	The person centred approach to the care and support of individuals with dementia	2
A/601/2886	Understand equality, diversity and inclusion in dementia care	2
K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	2
L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3
Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3
T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2
K/601/9493	Introduction to personalisation in social care	3
L/501/6737	The principles of Infection Prevention and Control	3

D2 - Learning Disabilities Optional Knowledge Units		
URN	Unit Name	Credit Value
H/501/7103	Causes and Spread of Infection	2
R/501/6738	Cleaning, Decontamination and Waste Management	2
T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	3
M/601/5316	Introductory awareness of Autistic Spectrum Conditions	2
M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3
M/601/7048	Principles of self-directed support	3
K/601/6285	Principles of positive risk taking for individuals with disabilities	2
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3
L/601/6117	Understand Physical Disability	2
J/601/5824	Understand the impact of Acquired Brain Injury on individuals	3
F/601/3442	Introductory awareness of sensory loss	2
Y/601/3446	Introductory awareness of models of disability	2
D/503/1839	Diabetes Awareness	6
J/503/1849	Understand the risks associated with diabetes emergencies	3
M/503/1862	Prevention and early detection of type 2 diabetes	2
F/503/3602	Basic awareness of diabetes	2

D3 - Learning Disabilities mandatory competence units		
URN	Unit Name	Credit Value
L/601/6442	Support person-centred thinking and planning	5
Y/601/7352	Provide active support	3

D4 - Learning Disability optional competence units		
URN	Unit Name	Credit Value
Y/501/0598	Administer medication to individuals, and monitor the effects	5
F/601/3683	Understand and implement a person centred approach to the care and support of individuals with dementia	3
Y/601/9277	Equality, diversity and inclusion in dementia care practice	3
H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	3

D4 - Learning Disability optional competence units		
URN	Unit Name	Credit Value
T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3
A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	4
Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	4
F/601/4686	Equality, diversity and inclusion in dementia care practice	4
A/601/9434	Understand and enable interaction and communication with individuals with dementia	3
H/601/9024	Provide support for mobility	2
M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	2
D/601/8017	Support individuals to carry out their own health care procedures	2
Y/601/8632	Support participation in learning and development activities	3
T/601/8637	Support independence in the tasks of daily living	5
A/601/8025	Provide support for journeys	2
F/601/8026	Provide support for leisure activities	3
A/601/7926	Support individuals to access and use information about services and facilities	3
L/601/8143	Support individuals who are distressed	3
R/601/8015	Support care plan activities	2
M/601/8054	Support individuals to eat and drink	2
F/601/8060	Support individuals to meet personal care needs	2
J/601/8058	Support individuals to manage continence	3
R/601/8063	Provide agreed support for foot care	3
R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2
R/601/8256	Contribute to the care of a deceased person	3
L/601/9471	Contribute to supporting group care activities	3
T/601/8721	Undertake agreed pressure area care	4
L/601/8725	Support individuals undergoing healthcare activities	3
T/601/8850	Obtain and test capillary blood samples	4
J/601/8853	Obtain and test specimens from individuals	2
J/601/8027	Move and position individuals in accordance with their plan of care	4
T/601/9450	Meet food safety requirements when providing food and drink for individuals	2
Y/601/9490	Provide support for sleep	2
D4 - Learning Disability optional competence units		

URN	Unit Name	Credit Value
A/601/9546	Contribute to support of positive risk-taking for individuals	3
R/601/8578	Support individuals in their relationships	4
H/601/8049	Facilitate person centred assessment, planning, implementation and review	6
Y/601/7903	Support individuals to live at home	4
T/601/8282	Support Individuals With Specific Communication Needs	5
A/601/7909	Support individuals who are bereaved	4
H/601/8147	Work in partnership with families to support individuals	4
F/601/3764	Promote positive behaviour	6
F/601/4056	Support use of medication in social care settings	5
T/601/9495	Support individuals at the end of life	7
R/601/8824	Prepare environments and resources for use during healthcare activities	3
D/601/9023	Provide support for therapy sessions	2
K/601/9025	Provide support to manage pain and discomfort	2
A/601/8980	Prepare for and carry out extended feeding techniques	4
D/504/6101	First Aid Essentials	1
L/601/6442	Support person-centred thinking and planning	5
K/601/9963	Support individuals to maintain personal hygiene	2
J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	3
F/602/0049	Support young people with a disability to make the transition into adulthood	5
K/601/7047	Support parents with disabilities	6
Y/601/7352	Provide active support	3
J/602/0053	Support individuals with self-directed support	5
Y/601/6170	Work with other professionals and agencies to support individuals with a physical disability	3
T/601/5804	Support families of individuals with Acquired Brain Injury	3
K/601/3449	Support effective communication with individuals with a sensory loss	3
A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	3
H/601/3451	Contribute to supporting individuals in the use of assistive technology	3
F/601/5160	Support individuals to negotiate environments	4

2.9 Unit Specifications

Unit 1: Principles of safeguarding and protection in health and social care

Unit Reference Number: A/601/8574

Level: 2
Credit: 3

Unit Summary

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.
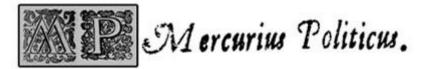
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
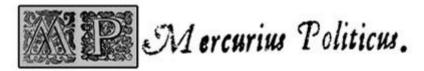
Relationship to Occupational Standards

This unit is linked to the national occupational standard HSC 24, HSC 240

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to recognise signs of abuse.	1.1 Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others
	1.2 Identify the signs and/or symptoms associated with each type of abuse.
	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse.
2 Know how to respond to suspected or alleged abuse.	2.1 Explain the actions to take if there are suspicions that an individual is being abused.
	2.2 Explain the actions to take if an individual alleges that they are being abused.
	2.3 Identify ways to ensure that evidence of abuse is preserved.
	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.

3 Understand the national and local context of safeguarding and protection from abuse.	3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
	3.3 Identify reports into serious failures to protect individuals from abuse.
	3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
4 Understand ways to reduce the likelihood of abuse.	4.1 Explain how the likelihood of abuse may be reduced by: • working with person centred values • encouraging active participation • promoting choice and rights
	4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
5 Know how to recognise and report unsafe practices.	5.1 Describe unsafe practices that may affect the well-being of individuals.
	5.2 Explain the actions to take if unsafe practices have been identified.
	5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Unit 2: The role of the health and social care worker

Unit Reference Number: J/601/8576

Level: 2
Credit: 2

Unit Summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
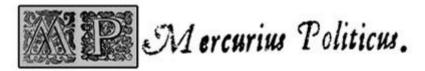
Assessment Guidance

This unit must be assessed in accordance with the Skills for Care and Development QCF Assessment principles. Learning Outcomes 2 and 3 must be assessed in a real work environment.

Relationship to Occupational Standards

This unit is linked to the national occupational standard HSC 23, HSC 227.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand working relationships in health and social care.	1.1 Explain how a working relationship is different from a personal relationship.
	1.2 Describe different working relationships in health and social care settings.
2 Be able to work in ways that are agreed with the employer.	2.1 Describe why it is important to adhere to the agreed scope of the job role.
	2.2 Access full and up-to-date details of agreed ways of working.
	2.3 Implement agreed ways of working.
3 Be able to work in partnership with others.	3.1 Explain why it is important to work in partnership with others.
	3.2 Demonstrate ways of working that can help improve partnership working.
	3.3 Identify skills and approaches needed for resolving conflicts.
	3.4 Demonstrate how and when to access support and advice about: • partnership working • resolving conflicts

Unit 3: Implement person centred approaches in health and social care

Unit Reference Number: A/601/8140

Level: 2
Credit: 5

Unit Summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement person centred approaches.
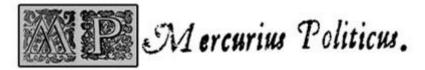
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.
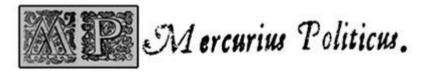
Relationship to Occupational Standards

This unit is linked to the national occupational standard HSC 24, HSC 26, HSC 234

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand person centred approaches for care and support	1.1 Define person-centred values
	1.2 Explain why it is important to work in a way that embeds person centred values
	1.3 Explain why risk-taking can be part of a person centred approach
	1.4 Explain how using an individual's care plan contributes to working in a person centred way
2 Be able to work in a person-centred way.	2.1 Find out the history, preferences, wishes and needs of the individual
	2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
3 Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support
	3.2 Establish consent for an activity or action
	3.3 Explain what steps to take if consent cannot be readily established
4 Be able to encourage active participation	4.1 Describe how active participation benefits an individual
	4.2 Identify possible barriers to active participation
	4.3 Demonstrate ways to reduce the barriers and encourage active participation
5 Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices
	5.2 Use agreed risk assessment processes to support the right to make choices
	5.3 Explain why a worker's personal views should not influence an individual's choices
	5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
6 Be able to promote individuals' well-being	6.1 Explain how individual identity and self-esteem are linked with well-being
	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
	6.3 Support an individual in a way that promotes a sense of identity and self esteem
	6.4 Demonstrate ways to contribute to an environment that promotes well-being

Unit 4: Contribute to health and safety in health and social care

Unit Reference Number: R/601/8922

Level: 2
Credit: 4

Unit Summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.
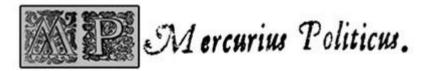
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4, 5, and 8 must be assessed in a real work environment
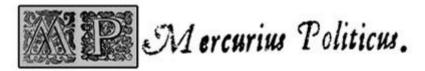
Relationship to Occupational Standards

This unit is linked to the national occupational standard HSC 22, HSC 221, HSC 223

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a health or social care work setting
	1.2 Describe the main points of the health and safety policies and procedures agreed with the employer
	1.3 Outline the main health and safety responsibilities of: • self • the employer or manager • others in the work setting
	1.4 Identify tasks relating to health and safety that should not be carried out without special training
	1.5 Explain how to access additional support and information relating to health and safety
2 Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
	2.2 Explain how and when to report potential health and safety risks that have been identified
	2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur
4 Be able to reduce the spread of infection	4.1 Demonstrate the recommended method for hand washing
	4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5 Be able to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling
	5.2 Explain principles for moving and handling equipment and other objects safely
	5.3 Move and handle equipment or other objects safely
6 Know how to handle hazardous substances and materials	6.1 Identify hazardous substances and materials that may be found in the work setting
	6.2 Describe safe practices for:

	• storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
7 Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: • starting • spreading
	7.2 Outline emergency procedures to be followed in the event of a fire in the work setting
	7.3 Explain the importance of maintaining clear evacuation routes at all times
8 Be able to implement security measures in the work setting	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: • premises • information
	8.2 Implement measures to protect own security and the security of others in the work setting
	8.3 Explain the importance of ensuring that others are aware of own whereabouts
9 Know how to manage own stress	9.1 Identify common signs and indicators of stress
	9.2 Identify circumstances that tend to trigger own stress
	9.3 Describe ways to manage own stress

Unit 5: Handle information in health and social care settings

Unit Summary

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.
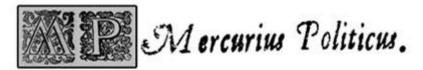
Assessment Guidance

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcome 3 must be assessed in a real work environment.

Relationship to Occupational Standards

This unit is linked to the national occupational standard HSC 21

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the need for secure handling of information in health and social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care
	1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting
2 Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information
	2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3 Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible
	3.2 Follow agreed ways of working for: • recording information • storing information • sharing information

Unit 6: Introduction to communication in health, social care or children's and young people's settings

Unit Reference Number: F/601/5465

Level: 2
Credit: 3

Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.
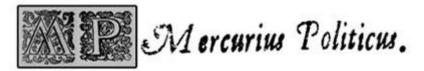
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Relationship to Occupational Standards

This unit is linked to the national occupational standards CCLD 201, GEN 22 and HSC21.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate
	1.2 Explain how effective communication affects all aspects of own work
	1.3 Explain why it is important to observe an individual's reactions when communicating with them
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences
	2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
	2.3 Show how and when to seek advice about communication
3 Be able to reduce barriers to communication	3.1 Identify barriers to communication
	3.2 Demonstrate how to reduce barriers to communication in different ways
	3.3 Demonstrate ways to check that communication has been understood
	3.4 Identify sources of information and support or services to enable more effective communication
4 Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'
	4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
	4.3 Describe situations where information normally considered to be confidential might need to be passed on
	4.4 Explain how and when to seek advice about confidentiality

Unit 7: Introduction to personal development in health, social care or children's and young people's settings

Unit Reference Number: L/601/5470

Level: 2
Credit: 3

Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.
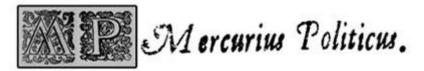
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Relationship to Occupational Standards

This unit is linked to the national occupational standard CCLD 204, GEN 12 GEN 13, HSC 23

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role
	1.2 Identify standards that influence the way the role is carried out
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2 Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
	2.2 Assess how well own knowledge, skills and understanding meet standards
	2.3 Demonstrate the ability to reflect on work activities
3 Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development
	3.2 Describe the process for agreeing a personal development plan and who should be involved
	3.3 Contribute to drawing up own personal development plan
4 Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding
	4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding
	4.3 Show how feedback from others has developed own knowledge, skills and understanding
	4.4 Show how to record progress in relation to personal development

Unit 8: Introduction to equality and inclusion in health, social care or children's and young people's settings

Unit Reference Number: R/601/5471

Level: 2
Credit: 2

Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.
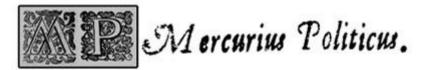
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

Relationship to Occupational Standards

This unit is linked to the national occupational standard CCLD 203, GEN 12, GCU 5, HSC 24, HSC 234

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of equality and inclusion	1.1 Explain what is meant by: • diversity • equality • inclusion • discrimination
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2 Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
	2.3 Describe how to challenge discrimination in a way that encourages change
3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
	3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

Unit 9: Introduction to duty of care in health, social care or children's and young people's settings

Unit Reference Number: H/601/5474

Level: 1
Credit: 2

Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.
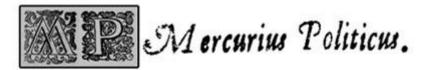
Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment principles.

Relationship to Occupational Standards

This unit is linked to the national occupational standard CCLD 203 HSC 24 GCU 2

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how the duty of care affects own work role
2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Identify the main points of agreed procedures for handling complaints

2.10 Unique Learner Number

It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank but MERCURIUS POLITICUS will not be able to send these achievements to the Personal Learning Record (PLR)

2.11 What level of Functional Skills will be required?

There is no specific entry requirement. Learners will need to have Minimum Core Skills in literacy, numeracy & IT skills in order to successfully complete as they will need to achieve the minimum core requirement of personal skills in these areas.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification and any associated needs should be recorded in appropriate learning plans.

2.12 What physical requirements will the programme demand of the learner, such as, is this programme suitable for visually impaired learners?

Learners are not restricted on the basis of physical capacities.

Learners should be guided on the requirements of employment in the sector, and on whether the qualification will contribute to the achievement of their career goals. Learners must be able to meet the required assessment criteria for this qualification.

2.13 Language

MERCURIUS POLITICUS qualifications and assessment materials will be provided through the medium of English. The language used within this qualification is subject to scrutiny to ensure that it is plain, clear, free from bias and appropriate to the level. Further information on language requirements can be found in the document
'Position statement on Welsh and Irish' on the MERCURIUS POLITICUS website.
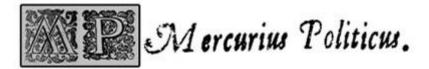
2.14 Learners with proven Special Consideration

The MERCURIUS POLITICUS procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is available for download from the MERCURIUS POLITICUS website.

2.15 Guidance notes on delivery

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

The programme may be applied flexibly, in accordance with learners' needs and local circumstances. Facilitators/assessors are encouraged to repeat sessions that learners have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

Delivery via Blended learning

Centres may choose to deliver this qualification via blended learning. 'Blended learning' means the combination of delivery by face-to-face methods and learner self-study.

When delivering blended learning, personnel competency requirements must be met and learner support systems must be provided in line with the Centre Guidance contained in this document. Such requirements include the allocation of a mentor to actively support each learner, the usage of qualified and experienced teachers for delivery and assessment and the initial assessment of learners prior to commencement of the course. Learners should be given access to an adequately resourced centre where they will be given this support and where they can complete.

It is important to note that delivery entirely via distance learning is not appropriate, due to these requirements.

If you are delivering these courses via blended learning, you may be using learning and assessment materials produced by a training provider. Any training materials used for assessment purposes must either be endorsed by MERCURIUS POLITICUS beforehand or approved by the MERCURIUS POLITICUS standards verifier prior to their usage.

Likewise, plans of assessment and assignment tasks must be approved to MERCURIUS POLITICUS prior to the first assessment being undertaken by the learners. This approval process will be carried out by the standards verifier either electronically (or using other forms of correspondence), or at an initial moderation visit.

Materials for approval can be sent directly to the Qualifications Manager. A standard MERCURIUS POLITICUS observation form is available for use by centres and can be downloaded from the MERCURIUS POLITICUS website.

2.16 Grading

Assessment is competent / not competent. There is no grading.

2.17 Determining and Reporting of Results

The MERCURIUS POLITICUS procedures on registration and certification, assessment and internal quality control are available in the following document:
- Centre Guidance Pack – Guidance for the delivery and assessment of qualifications awarded by Mercurius Politicus
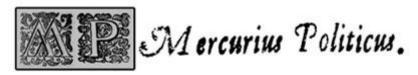
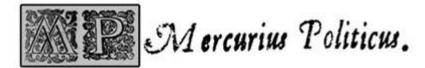## 2.18 Opportunities for progression

Learners who achieve the Level 2 Diploma in Health and Social Care (QCF) may progress onto the Level 3 Diploma in Health and Social Care (QCF), Alternatively QCF units may appear in other larger qualifications on the QCF, you can check this by visiting the Register of Regulated Qualifications at http://register.ofqual.gov.uk, use the URN to search for the unit and click on linked unit to the view the units of other qualifications.

2.19 Pre-course procedures

MERCURIUS POLITICUS qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to these qualifications.

Mercurius Politicus.

2.20 Interview procedure

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as learners for one of these qualifications.

2.21 Initial Assessment

It is important that centres carry out some form of initial assessment that identifies what competence and knowledge a learner already has and any proven and documented needs which should be taken into account. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification. This should be recorded so that centres can identify any associated needs and record this in appropriate plans.

2.22 Learner Support

Support for literacy, numeracy and language

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:
- The support available to the learner within the centre during his/her programme of study
- Any specific support that might be necessary to allow the learner to access the assessment for the qualification
- Diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.
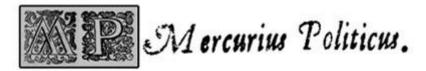
During the recruitment process centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

Reasonable adjustments to assessment and special considerations to accommodate individual learner needs are allowed by MERCURIUS POLITICUS procedures and must be notified to MERCURIUS POLITICUS in advance of the assessment. See the MERCURIUS POLITICUS document "Guidance on Reasonable adjustments and Special Consideration" which can be downloaded from our website.

2.23 Individual learning plans

All learners must have an individual learning plan that records their needs, prior learning and progress on the learning programme. The learning plan provides the basis for action planning to enable the learner to work towards their qualification. It should identify any learning and professional needs and a plan to address these needs. Learning plans should be negotiated and agreed with individual learners and recorded in a format that details:

- Learner details
- Existing relevant qualifications e.g. literacy and numeracy qualifications, subject specialist qualifications
- Details of any evidence offered for prior learning
- Results of initial assessments in literacy and numeracy
- Details of those supporting the learner e.g. tutor, mentor, subject specialist
- Any additional support required by the learner

- Action planning
- Feedback and monitoring
- Record of progress.

In addition, individual learning plans should cover the personal development of minimum core requirements for skills in English, Mathematics and ICT and address any needs identified.

2.24 Mentor support

It is good practice for centres to appoint a mentor to support learners throughout the programme. The mentor must understand the requirements of the programme and must be a qualified and experienced teacher. Mentors should be subject specific and provide learners with specific guidance on teaching their specialist subject. Mentors should have some training in mentoring skills.

2.25 Subject specialist support

It is good practice for learners to have access to subject specialist resources at the appropriate level and other teachers and mentors who should be able to offer specialist support.

2.26 Learning resources

Centres will need to ensure that learners have access to all appropriate resources to support their learning on the programme. Resources are likely to include:

- Appropriate general and subject specific texts
- ICT resources
- A suitably equipped venue and resources
- Other resources to support identified needs of learners.

2.27 Tutorial support

Tutorial support should be provided to learners whether on classroom based, work-based or distance learning programmes. Learners should be provided with details of how to contact their tutor and arrange tutorials as appropriate.

Section Three

Parnassus: Centre Management Information System

3.1 Registration & Certification - Introduction to Parnassus

Parnassus is our online Centre Management Information System, which all our approved centres are required to use as part of the administration processes.

In Parnassus you will be able to:

- Register your events
- Register your learners
- Register grade results for certification

Only appointed persons authorised by the Centre Coordinator will be granted access to Parnassus. The named person(s) will be given a username and password in order to gain access to Parnassus and they will receive full training and support from a member of the administration team at MERCURIUS POLITICUS.

For further information on Parnassus, a Centre Guidance pack, including a User Guide for Parnassus, is available for download from the website.

3.2 Learner Registration

The Centre must register learners onto Parnassus prior to the start date of the event and must ensure all details are complete and correct to avoid possible amendment charges.

Centres must provide the following learner information:

- First Name
- Surname
- Date of Birth
- Ethnic Origin
- Disability
- Unique Learner Number (ULN)
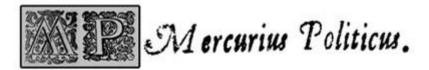- Special Considerations

Upon registration with MERCURIUS POLITICUS, each Learner will be issued with a MERCURIUS POLITICUS Learner Identification Number. This number will record the complete Learner journey form qualification through to certification. All subsequent qualifications will be linked to the Learner number with MERCURIUS POLITICUS systems.

The Approved Centre will receive email confirmation of the MERCURIUS POLITICUS Identification Learner Number for each
Learner registered and also a confirmation of registration on to the requested qualification.

3.3 Certification

MERCURIUS POLITICUS will ensure all certificates are sent to print and dispatched within 5 working days after the grade results have been submitted into Parnassus. The Approved Centre will be notified immediately if there is any reason for a delay.

MERCURIUS POLITICUS delivers all certificates to the Approved Centre's examinations office using the Royal Mail Recorded Delivery service, where a signature is required upon receipt. In the unlikely event that certificates have been lost during delivery, the centre must inform MERCURIUS POLITICUS as soon as they are aware.

3.4 Replacement Certificates

In the event that Replacement Certificates are required, the Approved Centre must complete and return the Replacement Certificate form which can be downloaded from the MERCURIUS POLITICUS website.

Any associated fees are detailed in the MERCURIUS POLITICUS Qualification and Price List which can also be found on the
MERCURIUS POLITICUS website.

3.5 Unit Certification

With multiple unit qualifications, the learner may ask for unit Certification. However all assessment components must be passed within the unit and pass the centre quality assurance process before the unit certificate will be released.

Section Four

Assessment Overview

4.1 Planning for evidence

Assessors must take responsibility for assessment planning with learners. This will involve agreeing a number of issues with learners including:

- finding the best source of evidence to use for particular units

- finding the best way of assessing the learner

- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to learners

4.2 Assessing the evidence

It is not necessary for learners to meet all the criteria every time they carry out an activity but it is necessary that all learners produce their own evidence to meet all assessment criteria. They must consistently provide enough evidence for assessors to believe that the learner is competent in their working environment.

They must:
- plan with the learners

- assess learner performance, knowledge and understanding

- look at the evidence

- question and give feedback to the learner working towards these qualifications.

They should also be satisfied that the learner has demonstrated competence when meeting the assessment criteria. All criteria must be completed before the assessor can sign the unit off as complete.
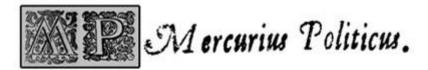
4.3 Assessment Methods

Where appropriate, qualifications can be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Evidence can take many forms including:

Observation
Observation at work is a common method used in assessment within the QCF. Observation can be organised in a variety of ways:
- By continuously working alongside the assessor/witness

- By arranging to work alongside the assessor at specific times

- By the assessor planning to visit when particular activities are planned

- By arranging with the assessor for particular activities to take place before a visit.

Observation or other types of evidence, e.g. personal statements, records of question and answers or witness testimonies may be used. It is also possible to use tape recordings, video or other technologies to record performance.

Work products

Work products refer to any work the learner has undertaken themselves that shows a level of understanding or skill. This work may have been done as part of a job or, where permissible, it may have come from a simulation that is as close to a real working environment (RWE) as possible.

Product evidence may be used a great deal. The exact nature of this evidence will depend on the nature of the learner's work. Examples of product evidence include letters, memos, lists, spread-sheets, presentations and reports. Certificates showing achievement are also considered to be product evidence.

Work products must be wholly or partially the result of work the learner has undertaken. To ensure authenticity, the products may need to be countersigned by a person in a position of responsibility who is able to vouch that the products are the learner's unaided work.

Simulation

For this qualification simulation is not allowed unless specified in the unit criteria.

Throughout the QCF the emphasis is on the learner being able to carry out real work activities so assessment will normally be carried out in the workplace itself. The QCF standards will indicate any units where simulation may be used.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, care must be taken to ensure that the conditions in which the learner is assessed in mirror the work environment, i.e., that it is a realistic working environment (RWE).

Questioning

The learner will have to prove that they have the required knowledge and understanding for each unit. They will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not they have the necessary knowledge and understanding. Questions may be asked in many forms such as short-answer questions, through projects, multiple-choice tests, case studies, or assignments.

There is likely to be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. Sometimes, the assessor will need to discuss with the learner the work they have done and record it on a question and answer form. This is known as professional discussion.

Personal and witness accounts

The assessor will not be able to observe everything a learner does. On such occasions, statements (testimonies) from other people who have observed the learner working can be useful sources of evidence for the QCF as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced.

Assignments and projects

Assignments and projects are also useful ways to collect evidence. However, the learner should ensure they are not being asked for a competence that is not required by the standards.

Recognition of Prior 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 already possess and so not need to develop through a course of learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be:

- valid

- reliable.

- Safe

- Fair

Expert witness statements

An expert witness might be the learner's line manager, a colleague or a customer. The learner will need to work with the assessor to make sure that the provided witness statements are acceptable.
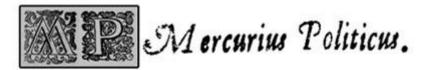
4.4 Evidence

All evidence should be:
- Valid.
  It relates to the Learning outcomes and Assessment criteria the learner is trying to achieve and claim.
- Authentic.
  The evidence, or an identified part of it (e.g. a report), was produced by the learner.
- Sufficient.
  It must cover all the areas of competence being claimed for.

The learner should check carefully that their evidence meets all of the above. If they are in any doubt about whether to use a piece of evidence, the learner should ask their assessor for guidance.

Evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities that the learner performs outside of work. It can also be produced in various formats, e.g. the learner's own reports, testimonies from colleagues, supervisors or members of the public, projects, models, audio tapes, photographs, video.

4.5 SSC Assessment Strategies

The FAQ Level 2 Diploma in Health and Social Care (QCF) must be assessed according to the Sector Skills Council Assessment Principles, which can be downloaded from the Qualifications section of the MERCURIUS POLITICUS website.

Section Five

Centre Staffing

5.1 Centre Staffing

Approved centres must ensure that there are a sufficient number of people either trained or qualified to assess the number of learners they anticipate to register. They must also ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of learners and assessors.

Approved centres must have verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient, and also provide quality assured training for those people identified as being responsible for verification. There must be a standardisation system in place to ensure that all assessments are consistent and fair

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance.

Therefore, centres must ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

Centres must also ensure that there is sufficient time to conduct effective assessment and internal verification.

5.2 Criteria for Assessors

Assessors must demonstrate that they:
- have credible expertise in their subject area relevant to the level(s)/units they are assessing or verifying.
- keep themselves up-to-date with developments in practice within their subject area;
- have a thorough understanding of the NOS for their subject area at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:
- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications

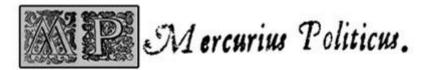Hold one of the following qualifications or their recognised equivalent
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess Learner Performance Using a Range of Methods, or
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence.

Show current evidence of continuing professional development in assessment and quality assurance.

5.3 Criteria for Verifiers

All those who quality-assure these qualifications internally must:
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
- Show current evidence of continuing professional development in assessment and quality assurance.

Hold one of the following assessor qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment, or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess Learner Performance Using a Range of Methods, or
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence.

Hold one of the following internal quality assurance qualifications or their recognised equivalent

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice,
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct Internal Quality Assurance of the Assessment Process, or
- D34 Internally Verify the Assessment Process.

5.4 Criteria for Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.

5.5 Criteria for External Quality Assurers

The External Quality Assurers will need to hold the same qualification requirements as the Assessor and Verifiers as well as:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
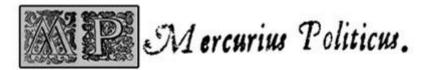- Level 4 V2 or D35
- D35

5.6 Centre Internal Quality Assurance

Internal quality assurance is the key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

5.7 Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of MERCURIUS POLITICUS Qualifications. Training and assessment must be able to provide a suitable
teaching area/environment conducive to learners' learning i.e. well lit, well ventilated and of adequate size

5.8 Monitoring the skills of trainers

There should be a quality assurance plan, which includes provision for monitoring the skills of trainers at least once a year. A copy of the monitoring assessment should be put in the relevant trainer's portfolio.

There should be a course evaluation procedure, based on learner feedback, covering at least:
- the ability of trainers;

- structure and content of the course;

- the equipment used;

- the training premises used.

5.9 Centre Complaints procedure

Training centres should have a complaints procedure which is given to each learner before training begins.

5.10 Syllabus

The course content is made up of the learning outcomes and assessment criteria for the units that make up the qualification. The training should include all these elements but where practicable, can be tailored to meet the needs of individuals and/or their employers.

5.11 Lesson plans

There needs to be a lesson plan for each syllabus topic, containing aims, objectives and outcomes. A combination of theory and practical tests will help the trainer assess each learner's understanding of a given topic.

5.12 Training equipment

It is important there is a sufficient range of equipment to support all elements of the training. Where appropriate, there should be procedures in place for maintaining hygiene when using equipment.
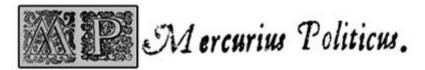
5.13 Training venue

The premises should be conducive to learning. Training centres do not need to use their own training premises; the use of hired premises or client facilities is acceptable. Training centres should ensure that all premises used are fit for purpose.

5.14 Preparation and planning

Are there adequate and sufficient training aids for the course?
Training aids should be appropriate and clearly contribute towards achievement of the stated objectives. All learners should benefit from the training aids used.

Is the classroom conducive to effective teaching and learning?
All learners require their own working area. They should be able to hear and see the trainer at all times. There should be adequate space for theory and practical work to facilitate effective learning.

Are lesson plans of sufficient quality and detail?
If a lesson plan has no strict format, it is recommended that it includes:

- time allocated for each session;

- learning objectives (a statement to show what the learner is expected to achieve by the end of the session);

- trainer and learner activities during the session;

- teaching methods and equipment to be used;

- a method of assessing the learner's understanding.

5.15 Effective delivery

Is there an effective introduction to each topic?
The trainer should introduce each topic effectively. This will enable the learner to understand the objectives of each session.

Is the lesson plan followed?
It is important to follow the lesson plan. Every learner group has different learning needs and abilities. The trainer should be aware of this and make allowances when applying the constraints of the lesson plan.
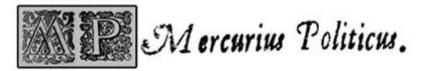
Is the overall timetable followed?
The trainer should ensure that all training follows the specified timescales. Session times should follow the lesson plans and course syllabus. Overrunning may affect subsequent sessions and proper delivery of their content.

Is training producing a good level of interaction?
The trainer should encourage and ensure full participation and involvement of all learners in all aspects of the training. It is recommended that a single trainer teaches no more than 12 learners so each individual receives an appropriate level of support.

Does the trainer ensure that every learner achieves the stated outcomes?
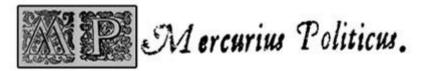Assessments should be continuous to make sure the learner has gained the relevant knowledge, skills and understanding relating to each element of the course. Only when they can demonstrate this, should they move to the next subject area. Assessment methods recorded in lesson plans may include theory tests, practical work or question and answer sessions, as appropriate.
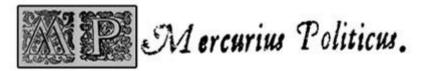
Section Six

6.1 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing

Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly;
Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of

	to raise to a higher rank, status degree etc
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose

6.2 Definitions

Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance

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