Training Qualifications UK

Qualification Specification

TQUK Level 2 Certificate in Caring for the Elderly (RQF)

Qualification Number: 603/5097/0

Version 2

Contents

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2 –2024	Rebranding
	Change of terminology from 'vulnerable adult to 'adult at risk' in:
	• Assessment guidance for A/C 1.1 in unit D/617/7927
	• LO1, A/C 1.1, 1.3, LO2, LO3, assessment guidance for 1.3, all in unit D/617/7930
	• A/C 2.3 in unit K/617/7932.

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 2 Certificate in Caring for the Elderly (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding relevant to working with the elderly.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Diploma in Care (RQF)
- Level 3 Diploma in Adult Care (RQF)
- Level 2 Certificate in Dementia Care (RQF)
- Level 2/3 Award in Awareness of Dementia (RQF)
- Level 2 Certificate in the Principles of Dementia Care (RQF)
- Level 3 Certificate in Understanding the Principles of Dementia Care (RQF)
- Level 3 Award in Awareness of End of Life Care (RQF)
- Level 2/3 Certificate in the Principles of End of Life Care (RQF)
- Level 3 Certificate in Working in End of Life Care (RQF)
- Level 2/3 Certificate in Preparing to Work in Adult Social Care (RQF)
- Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (RQF).

Structure

Learners must achieve all mandatory units.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of elderly care in the UK	D/617/7927	2	9	1
Maintaining health and well-being in elderly care	H/617/7928	2	17	2
Common health issues affecting individuals in elderly care	K/617/7929	2	31	4
Individual rights in elderly care	D/617/7930	2	23	3
Minimising risk in elderly care	H/617/7931	2	26	3
Communication in elderly Care	K/617/7932	2	9	3

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 115 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 45 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 160 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- 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
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service (LARS)](#)

Mandatory Units

Title:	Principles of elderly care in the UK
Unit reference number:	D/617/7927
Level:	2
Credit:	1
Guided learning hours:	9
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
1.	Understand the context of elderly care in the UK	1.1	Define the term "elderly person"
		1.2	Define the term "aging population"
		1.3	Describe the effects of an aging population on: • Society • The economy • The NHS • Social Care.
		1.4	Identify the different types of care that the elderly may need to access
2.	Understand the range of care available	2.1	Identify service users' physical, emotional and social needs in elderly care settings
		2.2	Outline the levels of care that can be offered according to service user needs
		2.3	Explain the level of care appropriate for service users in the following situations: • Immobile/unable to stand or walk, able to carry out own personal care • Limited mobility, not able to carry out own personal care • Mild dementia • Advanced/severe dementia.
3.	Understand regulation by the Care Quality Commission (CQC)	3.1	Explain the role of the Care Quality Commission (CQC) in elderly care settings
		3.2	Outline the CQC inspection ratings

Assessment Guidance:

1.1 Learner to define the term and contextualise to the role i.e. adult at risk/ fragility.

1.2 Learner to define the term and contextualise to the role. The learner to add the ratio of under 30 to over 65.

1.3 Learner to contextualise the effects to the below areas.

• Society
• The economy
• The NHS
• Social Care.

1.4 Learners may include

• Domiciliary
• Residential

- Nursing Home
- Elderly Shelter
- Hospice.

2.1 Physical (mobility) Emotional (family and friends) Social (day centres)

2.2 Learners may include

- Assisted living
- Residential social care
- Residential Nursing care
- Specialised residential care.

2.3 Learners to contextualise the situations below:

- Immobile/unable to stand or walk, able to carry out own personal care
- Limited mobility, not able to carry out personal care
- Mild dementia
- Advanced/severe dementia

3.1 Learners to explain the role CQC has in regulating the sector.

3.2 Inspections ratings:

- Outstanding
- Good
- Requires improvement
- Inadequate

Title:	Maintaining health and well-being in elderly care	
Unit reference number:	H/617/7928	
Level:	2	
Credit:	2	
Guided learning hours:	17	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand individuality and independence	1.1	Explain the importance of maintaining individuality and independence within an elderly care setting
	1.2	Explain the benefits to the service users of promoting individuality and independence
	1.3	Identify ways to support the service user in maintaining individuality and independence
	1.4	Explain the importance of giving service users choices and give examples of choices available
2. Understand the importance of service users maintaining contact with and support from friends and family	2.1	Identify ways in which friends and family can support and maintain contact with service users in elderly care settings.
3. Understand how to maintain health and wellbeing of the elderly in care	3.1	Explain the nutritional requirements of the elderly
	3.2	Explain the importance of fluids in the elderly
	3.3	Explain the importance of physical activities for service users in elderly care settings.
	3.4	Give examples of physical activities for service users in elderly care settings.
	3.5	Explain the importance of mindfulness activities for service users in elderly care settings.
	3.6	Give examples of activities which can promote mindfulness and alternative therapies for service users in elderly care settings.
	3.7	Explain the importance of special adjustments for service users in elderly care settings.

Assessment Guidance:

1.1 Person centred approach/ diversity (religion beliefs)/ Active participation/ Choice/ Preferences

1.2 Benefits to include and explain: Social inclusion/ health and well- being/ exercising/ healthy diet

1.3 Give the service user choice, promote community inclusion, public transport

1.4 Sport events/leisure activities/holidays

2.1 Regular communication/ organised travel opportunities/ pen pals/Photographs to update individual on events

3.1 Balanced diet- monitoring salt, sugar, carbohydrate intake

3.2 Answers should include: functions of fluids in the body such as:

- Regulation of blood volume/pressure
- Healthy kidneys
- Healthy digestive system
- Regulating body temperature

Consequences of poor hydration to include: Impaired mental functions- memory, attention, concentration and reaction time; low blood pressure, weakness, dizziness, tiredness and increased risk of falls.

3.3

- combating depression
- promoting socialisation and avoiding loneliness
- improving mental wellbeing
- lessening the impact of Dementia and Alzheimer's
- improving physical health
- promoting sense of purpose

3.4 Physical activities could include: exercises to improve fitness and mobility

- stretching exercises
- musical exercise including aerobics
- chair exercises,
- dancing
- light gardening
- Hydrotherapy

3.5 Answers could include:

- maintaining mental and physical health
- increased ability to recognise health problems earlier
- avoiding depression

3.6 Improving self-awareness, Appreciating the present and not dwelling on the past or future-positive thinking Alternative therapies include Music therapy, Aromatherapy, sensory therapy and animal therapy.

3.7

- Physical (mobility, hearing)
- Emotional
- Social
- Dietary

Title:	Common health issues affecting individuals in elderly care	
Unit reference number:	K/617/7929	
Level:	2	
Credit:	4	
Guided learning hours:	31	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand how to deal with health issues in elderly care	1.1	List the most common health concerns that may arise in elderly care
	1.2	Explain the process for reporting a health issue
2. Understand the impact of dementia	2.1	Define the term "dementia"
	2.2	Identify different types of dementia
	2.3	Explain the effects on an individual of living with dementia
	2.4	Identify support that may be required for an individual living with dementia
	2.5	Explain how dementia can affect the family of an individual of living with dementia
	2.6	Identify support that may be required for the family of an individual of living with dementia
3. Understand urinary tract health issues	3.1	Explain what is meant by urinary tract infection (UTI)
	3.2	Give examples of common causes of urinary tract infection (UTI)
	3.3	Identify symptoms of a UTI
4. Understand pneumonia	4.1	Define the term "pneumonia"
	4.2	Identify symptoms of pneumonia
	4.3	Explain the long-term effects of pneumonia on an elderly individual
5. Understand wounds and healing	5.1	Identify different types of wounds likely to be sustained in a care setting
	5.2	Explain how to assess wounds and actions to take
	5.3	Define the term "tissue viability" relating to wound healing
	5.4	Describe complications that might slow wound healing
6. Understand depression	6.1	Define the term "depression"
	6.2	Describe signs and symptoms of depression
	6.3	Explain how to support an individual with depression
7. Understand arthritis	7.1	Define the term "arthritis"
	7.2	Describe signs and symptoms of arthritis
	7.3	Explain how to support individuals with arthritis
8. Understand end of life care	8.1	Define the term "end of life"
	8.2	Define the term "Advance care plan"
	8.3	Define the term "Hospice"

Assessment Guidance

1.1

- Common health concerns
- Mobility/ dementia/ sensory loss/ diabetes

1.2 Identify and record the issue. Refer the issue to a senior member of staff.

2.1 Learner to define the term and contextualise.

2.2

- Alzheimer's Disease.
- Vascular Dementia.
- Dementia with Lewy Bodies.

2.3 Loss of memory/ confusion/ loss of appetite/ weight loss/ challenging behaviours

2.4 Effective communication/ eye contact/ consistent routine/ balanced diet/ hydration/ family contact

2.5 Emotional strain/ frustration/ confusion

2.6 Counsellors support/ health practitioners advise/ awareness courses

3.1 Define the term and contextualise

3.2 Dehydration/ system collapse/ no balanced diet/ heatwaves

3.3 Pain/ blood in urine/ discomfort

4.1 Define the term and contextualise

4.2 Dry cough/ cold/ flu

4.3 Severe fragility/ weight loss/ loss of mobility

5.1 Pressure sores/ skin damage

5.2 Discolouration/ bleeding/ dryness/ skin discharge/ refer to knowledge specialist (appropriate trained staff)

5.3 Define the term and contextualise

5.4 Infections/ miss-treatments/ delayed treatments/ poor hygiene

6.1 Define the term and contextualise

6.2 Withdrawn/ isolation/ neglect/ self-neglect/ challenging behaviours

6.3 Referrals to GP/ Psychologist/ psychiatrist

7.1 Define the term and contextualise

7.2 Mobility/ imbalance/ joint pain/ swollen joints

7.3 Mobility equipment/ refer to GP for creams and medication

8.1 Learners should define "end of life" as well as contextualise it to a role in the elderly care setting

8.2 Learners should define "Advance care plan" as well as contextualise it to a role in the elderly care setting

8.3 Learners should define "Hospice" as well as contextualise it to a role in the elderly care setting

Title:	Individual rights in elderly care
Unit reference number:	D/617/7930
Level:	2
Credit:	3
Guided learning hours:	23
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to safeguard and protect adults at risk in elderly care settings	1.1 Define the term "adult at risk"
	1.2 Define the term "safeguarding"
	1.3 Explain what is meant by "safeguarding adults at risk"
2. Understand how to recognise that an adult at risk has been abused	2.1 Define the following types of abuse: • Physical abuse • Domestic violence or abuse • Sexual abuse • Psychological or emotional abuse • Financial or material abuse • Modern slavery • Discriminatory abuse • Organisational or institutional abuse • Neglect or acts of omission • Self-neglect.
	2.2 Describe the signs and symptoms of abuse in elderly care settings.
	2.3 Give reasons why abuse or harm is not always recognised
3. Understand how to respond to evidence or concerns that an adult at risk has been abused	3.1 Describe the actions to take in the event of suspicions or allegations that an individual is being abused or harmed by • another service user • staff member • family member
	3.2 Describe how to respond to a service user disclosing abuse or harm
	3.3 Explain why service users may not disclose neglect or abuse
	3.4 Outline procedures for reporting and recording disclosure or suspicion of abuse or harm
4. Understand equality and diversity in a care setting	4.1 Explain what is meant by equality and diversity
	4.2 Summarise the main purpose of the Equality Act 2010
	4.3 Describe examples of equality and diversity within the elderly care setting
	4.4 Explain how staff and carers can promote equality and diversity in the elderly care setting

5.	Understand legislation affecting patients' rights in a care setting	5.1	Summarise the main purpose of the Mental Capacity Act 2005
		5.2	Give examples of how the Mental Capacity Act supports: • People living with dementia • A person who has had a stroke
		5.3	Summarise the main purpose of Human Rights Act 1998
		5.4	Identify the impact of Human Rights Act within the elderly care settings
		5.5	Summarise the main points of the Care Act 2014 within elderly care setting.

Assessment Guidance:

1.1 Define the term and contextualise

1.2 Define the term and contextualise

1.3 Define and contextualise- emphasis on 'adult at risk'

2.1 Define all the terms and contextualise

2.2 Service user has trouble sleeping, depressed, confused, unexplainable weight loss, Displays of trauma, agitated acts, withdrawn, looks messy/unwashed, bed sores.

Physical abuse- unexplainable bruises

Emotional abuse- caregiver saying hurtful words, ignoring the service user. Service user not seeing friends or family.

Abandonment- leaving the service user alone without help Neglect- Caregiver does not try respond to the service user

2.3 Lack of communication/ over communication/ dismissed due to the service users personality/ fragile (elderly bruise remarkably easy)

3.1 Learner to contextualise the below

- another service user
- staff member
- family member.

3.2 Reassure/ confirm confidentiality/ record verbal dialog (word by word)/ report to line manager

3.3 Fear/ familiarity with abuser/ lack of trust in the system

3.4 Word by word recordings/ report to line manager/ maintain confidentiality/ monitor investigation/ escalate to CQC

4.1 Define equality and diversity include the differences between.

4.2 Learner to research the Equality Act

4.3

- Residents are treated fairly with no discrimination and have equal access to facilities, treatments
- Activities are offered to all regardless of their abilities
- Service users choice with what they eat i.e halal
- All individuals are treated with the same level of respect
- All individuals are treated fairly to meet their needs
- All individuals and their homes and are treated with respect
- There is no discrimination in treatment or services offered
- All individuals are treated fairly to meet their needs
- The privacy of individuals' homes is respected and protected.

4.4

- keep up to date with legislation
- encourage individuals to take part in activities- social inclusion/ communal areas
- give all the same opportunities/ offer options (diet)
- reassure individuals that no discrimination is tolerated
- demonstrate commitment to equality at all times
- challenge/report any discriminatory behaviour
- treat all individuals fairly
- demonstrate commitment to equality at all times
- challenge/report discriminatory behaviour by other professionals.

5.1 Learner to research Mental Capacity Act. Mention the Mental Capacity Act amendment act 2019.

5.2 Since the MCA Amendment Act 2019 was passed in May 2019 the deprivation of liberty safeguards are now referred to as Liberty Protection Safeguards.

5.3 Learner to research Human Rights Act The Articles are 2,3,5,8 and 14.

5.4 Freedom of movement/ consent/ how you treat someone generally

5.5 Learner to research the Care Act

Title:	Minimising risk in elderly care
Unit reference number:	H/617/7931
Level:	2
Credit:	3
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of risk assessment in elderly care settings	1.1	Explain the principles of risk assessment in the elderly care setting
		1.2	Describe the five stages of a risk assessment in elderly care settings
2.	Understand manual handling in elderly care settings	2.1	Summarise the main points of the Manual Handling Operations Regulations
		2.2	Explain with examples the role of manual handling in the elderly care settings.
3.	Understand risks from hazardous substances in elderly care settings	3.1	Summarise the main points of the Health and Safety Act 1974 relevant to elderly care settings
		3.2	Identify the legislation that relates to the use and control of substances that are hazardous to health
		3.3	Give examples of substances found in care settings that could be hazardous
		3.4	Explain how health and safety can be improved by reducing risk from hazardous substances
4.	Understand the risk of infection in elderly care settings	4.1	Explain what is meant by the term infection
		4.2	Explain the importance of infection control within elderly care settings
		4.3	Describe common causes of infection in elderly care settings
		4.4	Describe procedures that are used to reduce the spread of infection in elderly care settings
		4.5	Identify cleaning and chemical agents used in elderly care settings
5.	Understand how to deal with accidents in elderly care settings	5.1	Describe the types of accidents which commonly occur in elderly care settings
		5.2	Explain why trained first aiders must be present in the workplace
		5.3	Describe the role and responsibilities of a first aider
		54.	Explain how to help prevent slips, trips and falls within the elderly care setting
		5.5	Explain how to report injuries and disease within elderly care settings
6.	Understand the safe administration of medicines in elderly care settings	6.1	Give examples of the types of medication most commonly used in elderly care settings
		6.2	Outline the importance of keeping accurate records of medication management: • Administration • Storage • Dispose
		6.3	Describe ways that medicines are administered in

			elderly care settings
		6.4	Give examples of safe storage locations for medicine in elderly care settings

Assessment Guidance:

1.1 Define term and contextualise to the role and environment- some examples

- Identify hazards including those common to all staff and residents and those specific to the individual or a specific activity
- Assess risk of each hazard causing harm
- Identify measures that can be taken to reduce risk of harm
- Review risk assessments regularly

1.2 Use the 5 stages and contextualise to role and environment

2.1 Learner to research the Manual Handling Operations Regulations.

2.2 Hoist, Wheelchair, walking frame, sliding boards, walking sticks

3.1 Learners to research:

- Health and Safety Act 1974 3.2
- The Control of Substances Hazardous to Health Regulations 2002 (COSHH)

3.3 Cleaning products/ medication

3.4 Lockable cabinet/ labelling/ waste management/ coloured bins

4.1 Define the term and contextualise

4.2 Prevent outbreak/ height hygiene standard

4.3 Open wounds/ poor hygiene/ dehydration/ lack of personal protective equipment (PPE)

4.4 Use of PPE/ hand gel/ hand wash technique

4.5 Bleach/ liquid soap/ cleaning all equipment/ hand gel

5.1 Slips/ Trips/ Fall/ Burns(lack of senses)

5.2 Deliver initial care until medical help is on scene

5.3 Attend individual/ first intervention/ call specialist

5.4 Thorough risk assessment/ environment regularly monitored (carpet, wet floors, unattended objects, electrics/ equipment)

5.5 Assess injury, record injury. Report injury, seek medical help

6.1 Injections/ diabetes/ tablets- relate to common illnesses

6.2

- To monitor that individuals have received correct medication
- To monitor medication use and identify misuse or theft
- To be able identify any side effects of medication

- To ensure that shift changes of staff do not lead to errors

6.3 2 members of staff to administer medication. Note medication down on mark sheet (MAR) administered oral, topical, anal

6.4 Prevent overdose, under dose, loss of medication

6.5 Lockable cabinets/ fridges/ labelling/ MAR chart / blister packs

Title:	Communication in elderly care
Unit reference number:	K/617/7932
Level:	2
Credit:	1
Guided learning hours:	9
Learning outcomes	Assessment criteria
The learner will:	The learner can:

1.	Understand the importance of communication in elderly care settings	1.1	Describe a range of communication methods that may be used in elderly care
		1.2	Identify the roles of those people likely to be involved in multidisciplinary teams who work within elderly care settings
		1.3	Describe why effective communication between families, friends and care staff is important
2.	Understand how to communicate with a client moving into a care home and their family	2.1	Identify factors that may indicate that a service user would benefit from moving into a care home
		2.2	Identify emotions service users may feel when first entering care home
		2.3	Describe effective ways for care staff to communicate with adults at risk during the process of moving into care home
3.	Understand the skills required to work in elderly care settings	3.1	Describe the term "person-centred approach"
		3.2	Identify characteristics and skills that may be needed for working in elderly care
		3.3	Identify common interventions that might be needed

Assessment Guidance:

1.1 Verbal/ non- verbal

Clear communication/eye contact/ simplistic wording/tones and pace/ facial expressions/ posture/ proximity

1.2 Psychiatrists, Psychologists, Occupational therapist, Doctors, Social Workers, Physiotherapists, Specialist Nurses, GPs; family and carers may also be involved

1.3 Everyone is on the 'same page'. Everyone communicates the same message to the service user. No misunderstandings

2.1 Significant deterioration in physical health/ mental health/ mobility/ signs of loneliness/ isolation/ depression

Struggling to live alone even with friends and family/ paid carers help

2.2 Confusion/ helpless/ sadness/ burden/ anger/ anxious/ nervous/ fear

2.3 Answers to include:

- Involve family/friends
- Involve the individuals preferences

3.1 Learner to define the term and contextualise to a role or environment

3.2 Answers to include:

- Good listening skills
- Ability to multitask
- Good timekeeping/punctuality
- Empathy
- Positive cheerful outlook
- Quick thinking
- Willingness to learn
- Willing and able to take responsibility.

3.3 Answers to include:

- administration of medication
- turning individual to prevent bed sores
- assisting in feeding
- controlling pain
- falls prevention