



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Level 2 Diploma in Care (England)

**NOCN Level 2 Diploma in Care (England)**

Qualification No: 603/3609/2

### Operational Start Date

10 September 2018

### Version

2.0 – March 2019

### To know more about NOCN:

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**



Meets Skills for Health  
Design Criteria

[www.nocn.org.uk](http://www.nocn.org.uk)

## Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

This document is a resource for NOCN centres who wish to offer the NOCN Level 2 Diploma in Care (England) and provides guidance to support delivery of the qualification.

The qualification is relevant to individuals working in, or who would like to work in health care support and adult care settings.

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## Overview of Qualification

This qualification is vocationally based and as such, offers the opportunity for learners to demonstrate their knowledge, understanding and practical skills required to be an Adult Care Worker in an adult care setting or a Healthcare Assistant; Support Worker or Personal Assistant in a healthcare support environment.

This qualification can be used as a stand-alone qualification or as part of an Apprenticeship.

The NOCN Level 2 Diploma in Care (England) is a mandatory requirement in the Adult Care Apprenticeship standard. Learners must achieve this qualification and the other requirements of the Apprenticeship standard before they can progress to the specified End Point Assessment. A link to the Adult Care apprenticeship standard and assessment plan is here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/adult-care-worker/>

The NOCN Level 2 Diploma in Care (England) is **not** a mandatory requirement in the Healthcare Support Worker Apprenticeship Standard.

This qualification is for learners who wish to demonstrate knowledge, understanding and skills in the following areas:

- Communication in Care Settings
- Personal development in Care Settings
- Equality and inclusion in Care Settings
- Duty of Care
- Safeguarding and Protection in Care Settings
- Responsibilities of a Care Worker
- Person-centred Approaches in Care Settings
- Health, Safety and Wellbeing in Care Settings
- Handling Information in Care Settings
- Required Values and Behaviours

This qualification has been developed in response to the government's policy on reformed apprenticeships. The Sector Skills Councils - Skills for Health and Skills for Care have worked together to ensure that the core content of the NOCN Level 2 Diploma in Care (England) will enable transferable skills and knowledge between the health and adult care workforces.

## 1.1 Entry Requirements

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying at before enrolling them onto a programme of learning.

This qualification is available to learners aged **16** years or over.

Apprentices without Level 1 English and maths will need to achieve this level and take the test for level 2 English and maths prior to taking the End Point Assessment for the Adult Care Apprenticeship Standard. In addition, any other requirements of the Apprenticeship Standard must be met before the learner can progress through to End Point Assessment.

## 1.2 Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to:

- gain employment as a Healthcare Assistant/Support Worker or Adult Care Worker/Personal Assistant
- progress onto the NOCN Level 3 Diploma in Adult Care (England)
- progress onto the Level 3 Lead Adult Care Worker Apprenticeship.

## Qualification Details

### 1.1 Qualification Structure

The **NOCN Level 2 Diploma in Care (England)** is a **46** credit qualification with a Total Qualification Time (TQT) of 460, including 302 Guided Learning Hours (GLH).

Learners **must** achieve all **24** credits from the **9** mandatory units and a minimum of 22 credits from optional units.

The minimum number of credits to be achieved from Optional Group A Knowledge units is 2 credits.

The minimum number of credits to be achieved from Optional Group B Competence units is 14 credits.

**Mandatory Group** – The learner must achieve 24 credits from all nine units.

Component Title	Level	Credit Value	Unit Code
Communication in Care Settings	2	3	Y/616/2567
Duty of Care	2	1	M/616/2591
Equality and Inclusion in Care Settings	2	2	L/616/3084
Handle Information in Care Settings	2	1	J/616/2631
Health, Safety and Wellbeing in Care Settings	2	4	H/616/3088
Implement Person-centred Approaches in Care Settings	2	5	L/617/1752
Personal Development in Care Settings	2	3	K/616/2668
Responsibilities of a Care Worker	2	2	L/616/2632
Safeguarding and Protection in Care Settings	2	3	M/616/2509

**Optional Knowledge Group A** – The learner must achieve a minimum of 2 credits from this group.

The units in this group are optional; learners may take any combination of them to achieve the requirements of this qualification. Apprentices and Employers are able to select any combination of units which best fits the apprentice's workplace or specialism.

<b>Component Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Unit Code</b>
Awareness of the Mental Capacity Act 2005	3	3	Y/616/2665
Awareness of Sensory Loss	2	2	R/617/1736
Causes and Spread of Infection	2	2	K/616/2587
Cleaning, Decontamination and Waste Management	2	2	A/616/3078
Dementia Awareness	2	2	F/616/2627
Diabetes Awareness	3	6	Y/617/1737
End of Life and Dementia Care	3	2	A/616/3100
Introduction to Personalisation in Social Care	3	3	K/601/9493
Introductory Awareness of Autistic Spectrum Conditions	2	2	M/601/5316
Introductory Awareness of Models of Disability	2	2	Y/601/3446
Principles of Positive Risk Taking for Individuals with Disabilities	2	2	K/601/6285
Principles of Self-directed Support	3	3	M/601/7048
Principles of Supporting an Individual to Maintain Personal Hygiene	2	1	H/601/5703
Principles of Supporting Individuals with a Learning Disability to Access Healthcare	2	3	T/601/8654
Purpose and Principles of Independent Advocacy	3	4	M/502/3146
Stroke Awareness	2	3	D/617/1738
The Person Centred Approach to the Care and Support of Individuals with Dementia	2	2	H/601/2879
The Principles of Infection Prevention and Control	2	3	L/616/2663
Understand Advance Care Planning	3	3	J/616/2502

Understand Equality, Diversity and Inclusion in Dementia Care	2	2	A/601/2886
Understand How to Support Individuals During the Last Days of Life	3	3	J/503/8137
Understand How to Support Individuals to be Part of a Community	2	3	K/504/2195
Understand How to Work in End of Life Care	2	3	A/503/8085
Understand Mental Health Problems	3	3	M/616/2641
Understand Mental Well-being and Mental Health Promotion	3	3	A/616/2576
Understand Physical Disability	2	2	L/601/6117
Understand the Context of Supporting Individuals with Learning Disabilities	3	4	Y/616/3315
Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3	Y/601/3544
Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	2	2	T/601/9416
Understand the Impact of Acquired Brain Injury on Individuals	2	3	J/601/5824

**Optional Competence Group B** – The learner must achieve a minimum of 14 credits from this group.

The units in this group are optional; learners may take any combination of them to achieve the requirements of this qualification. Apprentices and Employers are able to select any combination of units which best fits the apprentice’s workplace or specialism.

Component Title	Level	Credit Value	Unit Code
Administer Medication to Individuals, and Monitor the Effects	3	5	J/616/3150
Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks	2	3	H/601/9282
Assist in the Administration of Medication	2	4	F/616/2515
Assist the Practitioner to Carry Out Health Care Activities	2	2	D/616/2649
Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	F/616/3065



Contribute to Support of Positive Risk-taking for Individuals	2	3	A/601/9546
Contribute to Supporting Group Care Activities	2	3	L/601/9471
Contribute to Supporting Individuals in the Use of Assistive Technology	2	3	H/617/1739
Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	2	3	J/602/0036
Contribute to the Care of a Deceased Person	2	3	Y/616/3086
Contribute to the Effectiveness of Teams	2	2	H/616/2667
Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	2	3	A/601/4895
Contribute to the Support of Infection Prevention and Control in Social Care	2	3	K/504/2200
Enable Individuals to Develop Strategies to Manage their Behaviour	3	8	M/616/3031
Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk	3	4	A/601/9191
Equality, Diversity and Inclusion in Dementia Care Practice	2	3	Y/601/9277
Facilitate Person Centred Assessment, Planning, Implementation and Review	3	6	H/601/8049
Managing Symptoms in End of Life Care	3	4	J/616/3049
Meet Food Safety Requirements When Providing Food and Drink for Individuals	2	2	T/601/9450
Monitor and Maintain the Environment and Resources during and after Healthcare Activities	2	3	F/616/2658
Move and Position Individuals in Accordance with their Care Plan	2	4	L/616/2629
Obtain and Test Capillary Blood Samples	3	4	H/616/3107
Obtain and Test Specimens from Individuals	2	2	Y/616/2634
Prepare Environments and Resources for Use During Healthcare Activities	2	3	R/601/8824
Prepare For and Carry Out Extended Feeding Techniques	3	4	H/616/2510
Prepare Individuals for Healthcare Activities	2	2	J/616/2645
Promote Nutrition and Hydration in Health and Social Care Settings	3	4	T/503/2575
Promote Positive Behaviour	3	6	R/616/2566

Promotion of General Health and Well-being	2	2	T/616/3080
Provide Agreed Support for Foot Care	2	3	R/616/3085
Provide Support for Sleep	2	2	A/616/3159
Provide Support for Therapy Sessions	2	2	D/601/9023
Provide Support to Manage Pain and Discomfort	2	2	K/616/2654
Select and Wear Appropriate Personal Protective Equipment for Work in Healthcare Settings	2	2	M/616/2655
Support Care Plan Activities	2	2	R/601/8015
Support Effective Communication with Individuals with a Sensory Loss	2	3	J/617/1734
Support Families of Individuals with Acquired Brain Injury	2	3	Y/617/1740
Support Independence in the Tasks of Daily Living	2	5	Y/616/3105
Support Individuals at the End of Life	3	6	K/616/3108
Support Individuals to Access and Use Information about Services and Facilities	2	3	H/616/2507
Support Individuals to Carry Out their own Health Care Procedures	2	2	K/616/2542
Support Individuals to Eat and Drink	2	2	H/616/3060
Support Individuals to Live at Home	3	4	K/616/3156
Support Individuals to Maintain Personal Hygiene	2	2	K/601/9963
Support Individuals to Manage Continence	2	3	F/616/2630
Support Individuals to Meet Personal Care Needs	2	2	D/616/2571
Support Individuals Undergoing Health Care Activities	2	3	T/616/3029
Support Individuals Who are Bereaved	3	4	D/616/2506
Support Individuals Who are Distressed	2	3	D/616/3025
Support Individuals with Cognition or Learning Difficulties	3	5	Y/616/3038
Support Person-Centred Thinking and Planning	2	5	L/601/6442

Support the Spiritual Wellbeing of Individuals	3	3	F/616/3048
Support Use of Medication in Social Care Settings	3	5	F/601/4056
Support Young People With a Disability to Make the Transition into Adulthood	3	5	F/602/0049
Understand and Enable Interaction and Communication with Individuals with Dementia	2	3	A/601/9434
Understand and Implement a Person Centred Approach to the Care and Support of Individuals with Dementia	2	3	F/601/3683
Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	T/601/9187
Undertake Agreed Pressure Area Care	2	4	D/616/3106
Undertake Personal Hygiene Activities with Individuals	2	3	D/616/2523
Undertake Physiological Measurements	3	3	D/616/3087
Work in Partnership with Families to Support Individuals	3	3	L/616/2596
Working as Part of a Team in Health and Social Care or Children and Young People's Settings	2	2	D/504/2193

### Barred Unit Combinations

*A/601/2886 Understand Equality, Diversity and Inclusion in Dementia Care*

is barred for use with:

*Y/601/3544 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion*

and:

*H/601/9282 Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks.*

In addition:

*H/601/9282 Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks.*

is barred for use with:

*Y/601/9277 Equality, Diversity and Inclusion in Dementia Care Practice*

and:

*A/601/9191 Enable Rights and Choices of Individuals with Dementia Whilst Minimising Risks*

## 1.2 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

### 1.3 Assessment and Evidence

This qualification is **internally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a Healthcare Assistant/Support Worker or Adult Care Worker/Personal Assistant job role.

Assessment activities must be robust in that they are

**Valid** Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

**Sufficient** Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.

**Reliable** Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

**Authentic** Evidence presented must be the learner's own work.

### 1.4 Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

### 1.5 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** within the Centres, NOCN Centres, Processes and Documents Section on [www.nocn.org.uk](http://www.nocn.org.uk)

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) for further details.

## 1.6 Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

## 1.7 Assessment and Evidence for the components

This qualification must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England.

The link to assessment strategy for this qualification, entitled '*Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England*' can be found below:

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Qualifications/Joint-SfC-SfH-Assessment-Principles-Oct-17-v1-final-version.pdf>

Centres can use the following assessment methods:

- Direct Observation of Performance in the Work Environment (this must be the main source of evidence for the skills based assessments)
- Practical examination
- Examining Products of Work
- Oral / Written Questioning
- Discussion with the Learner
- Use of Others (Witness Testimony)
- Looking at Learner Statements
- Recognising Prior Learning
- Simulation (where specified in the unit assessment requirements and then only where evidence cannot be generated through normal work activity.)
- Skills Tests
- Assignments
- Projects.
- Case Studies

Which can be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

[http://www.nocn.org.uk/qualifications\\_and\\_units/additional\\_qualification\\_documents](http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents).

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

## Centre Information

### 3.1 Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification, staff undertaking roles as part of the delivery and assessment of the qualification must meet specified requirements.

#### 3.1.1 Tutor Requirements

- NOCN expects that tutors are technically competent/subject matter experts in the specific topic they are delivering, hold or be registered as working towards, a recognised education and training qualification, have experience of delivering training within this subject area. The minimum expectation is that the level of competence of the Tutor should be at the same level as the training that is to be delivered.

#### 3.1.2 Assessor Requirements

- Assessor requirements are set out in the '*Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England*'. Additionally, NOCN expects that assessors have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification, preferably the Level 3 Certificate in Assessing Vocational Achievement (or a predecessor qualification such as D32/33 or A1). The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

#### 3.1.3 Internal Quality Assurer Requirements

NOCN requires centres to have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

- Internal quality assurer requirements are set out in the '*Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England*'.

Additionally, NOCN expects that an Internal Quality Assurers have experience in carrying out internal quality assurance activities and hold, or be registered as working



towards, a recognised Internal Quality Assurance qualification, preferably the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (or a predecessor qualification such as D34 or V1). The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

### 3.1.4 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

### 3.1.5 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

### 3.2 Offering the qualification

#### Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact:

[business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

Use Horizon to add this qualification to your centre.

#### New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website

<https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

## Component Information

This qualification consists of **nine mandatory** units and a choice from **ninety-two** optional units.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

The unit content for all mandatory units can be found in section 4.1. The optional unit content can be found in a separate unit document on the NOCN website.

## 1.1 Mandatory Components

<b>Title:</b>	<b>Communication in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	20
<b>Ofqual Reference Number:</b>	Y/616/2567
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings</p> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on: beliefs; values; culture.</p> <p><b>Communication methods</b> may include:</p> <ol style="list-style-type: none"> <li>a) non-verbal communication <ul style="list-style-type: none"> <li>• eye contact</li> <li>• touch</li> <li>• physical gestures</li> <li>• body language</li> <li>• behaviour</li> </ul> </li> <li>b) verbal communication <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• linguistic tone</li> <li>• pitch</li> </ul> </li> <li>c) technological aids</li> </ol> <p><b>Services</b> may include: translation services; interpreting services; speech and language services; advocacy services.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand why communication is important in the <b>work setting</b> .	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 <b>individual's</b> 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 <b>preferences</b> . 2.2 Demonstrate <b>communication methods</b> 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 and 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 <b>agreed ways of working</b> . 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.

<b>Title:</b>	<b>Duty of Care</b>
<b>Level:</b>	2
<b>Credit Value:</b>	1
<b>GLH:</b>	7
<b>Ofqual Reference Number:</b>	M/616/2591
<b>Assessment Guidance:</b>	<p>This unit must be assessed in line with the relevant assessment principles.</p> <p><b>Candour</b> – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the implications of duty of care.	1.1 Define the term 'duty of care'. 1.2 Describe how duty of care relates to duty of <b>candour</b> . 1.3 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 <b>individual's</b> 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 the process to follow when responding to complaints. 3.2 Identify the main points of agreed procedures for handling complaints.

<b>Title:</b>	<b>Equality and Inclusion in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	17
<b>Ofqual Reference Number:</b>	L/616/3084
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcome 2 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings.</p> <p><b>Work Setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of equality and inclusion.	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination.</li> </ul> 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the <b>work setting</b> . 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 <b>individuals</b> that respects their beliefs, culture, values and preferences. 2.3 Describe how to challenge discrimination in a way that encourages change.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3. Know how to access information, advice and support about diversity, equality and inclusion.</p>	<p>3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion.</p> <p>3.2 Describe how to access information, advice and support about diversity, equality and inclusion.</p> <p>3.3 Identify when to access information, advice and support about diversity, equality and inclusion.</p>



<b>Title:</b>	<b>Handle Information in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	1
<b>GLH:</b>	10
<b>Ofqual Reference Number:</b>	J/616/2631
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcome 3 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people's health settings and adult care settings.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the need for secure handling of information in care settings.	1.1 Identify the legislation that relates to the recording, storage and sharing of information in <b>care settings</b> . 1.2 Explain why it is important to have secure systems for recording and storing information in a 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 <b>agreed ways of working</b> for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information.</li> </ul>

<b>Title:</b>	<b>Health, Safety and Wellbeing in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	4
<b>GLH:</b>	33
<b>Ofqual Reference Number:</b>	H/616/3088
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcomes 4, 5 and 8 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings.</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Health and safety</b> - this could be in relation to the safety of yourself, your colleagues or the people you support.</p> <p><b>Others</b> may include: team members; other colleagues; those who use or commission their own health or social care services; families, carers and advocates.</p> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to: use of equipment; first aid; medication; health care procedures; food handling and preparation.</p> <p><b>Use of Personal, Protective Equipment (PPE)</b> The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.</p> <p><b>Sources of support</b> may include formal support; informal support; supervision; appraisal; within the organisation; beyond the organisation.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.</p>	<p>1.1 Identify legislation relating to general health and safety in a care work setting.</p> <p>1.2 Outline the main points of the health and safety <b>policies and procedures</b> agreed with the employer.</p> <p>1.3 Outline the main <b>health and safety</b> responsibilities of:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the <b>work setting</b>.</li> </ul> <p>1.4 Identify <b>tasks</b> relating to health and safety that should not be carried out without special training.</p> <p>1.5 Explain how to access additional support and information relating to health and safety.</p>
<p>2. Understand the use of risk assessments in relation to health and safety.</p>	<p>2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities.</p> <p>2.2 Explain how and when to report potential health and safety risks that have been identified.</p> <p>2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns.</p>
<p>3. Understand procedures for responding to accidents and sudden illness.</p>	<p>3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting.</p> <p>3.2 Outline the procedures to be followed if an accident or sudden illness should occur.</p>
<p>4. Be able to reduce the spread of infection.</p>	<p>4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection.</p> <p>4.2 Explain the causes and spread of infection in care settings.</p> <p>4.3 Demonstrate the recommended method for hand washing settings.</p> <p>4.4 Demonstrate the <b>use of Personal Protective Equipment (PPE)</b> and when to use it.</p> <p>4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5. Be able to move and handle equipment and 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 Demonstrate how to move and handle equipment and objects safely.
6. Know how to handle hazardous substances and materials.	6.1 Describe hazardous substances and materials that may be found in the work setting. 6.2 Explain safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials.</li> </ul>
7. Understand how to promote fire safety in the work setting.	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading.</li> </ul> 7.2 Describe 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 <b>agreed ways of working</b> for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information.</li> </ul> 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 <b>stress</b> in self and others. 9.2 Identify circumstances and factors that tend to trigger stress in self and others. 9.3 Describe ways to manage stress and how to access <b>sources of support</b> .

<b>Title:</b>	<b>Implement Person-Centred Approaches in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	5
<b>GLH:</b>	39
<b>Ofqual Reference Number:</b>	L/617/1752
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings.</p> <p><b>Person centred values include:</b> individuality, rights, choice, privacy, independence, dignity, respect, care, compassion, courage, communication, competence, partnership.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>A <b>care plan</b> may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p><b>Preferences</b> may be based on: beliefs; values; culture.</p> <p><b>Consent</b> means informed agreement to an action or decision; the process of establishing consent will vary according to an individual’s assessed capacity to consent (‘mental capacity’).</p> <p><b>Active participation</b> is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Well-being</b> may include aspects that are: social; emotional; cultural; spiritual; intellectual; economic; physical.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand person-centred approaches for care and support.	1.1 Define <b>person-centred values</b> . 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 <b>individual's care plan</b> contributes to working in a person-centred way.
2. Be able to work in a person-centred way.	2.1 Find out the history, <b>preferences</b> , 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 <b>consent</b> 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 <b>active participation</b> 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 OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>6. Be able to promote individuals' well-being.</p>	<p>6.1 Explain how an individual identity and self-esteem are linked with <b>well-being</b>.</p> <p>6.2 Describe attitudes and approaches that are likely to promote an individual's well-being.</p> <p>6.3 Support an individual in a way that promotes a sense of identity and self-esteem.</p> <p>6.4 Demonstrate ways to contribute to an environment that promotes well-being.</p> <p>6.5 Recognise and respond to changes in physical and mental health.</p> <p>6.6 Explain the importance of good nutrition and hydration.</p>

<b>Title:</b>	<b>Personal Development in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	23
<b>Ofqual Reference Number:</b>	K/616/2668
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings.</p> <p><b>Standards</b> may include: codes of conduct and practice; regulations; minimum standards; National Occupational Standards.</p> <p><b>Sources of support</b> may include: formal support; informal support; supervision; appraisal; within the organisation; beyond the organisation.</p> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Who should be involved</b> may include: the individual; carers; advocates; supervisor, line manager or employer; team members; other professionals.</p> <p><b>Continuing Professional Development (CPD)</b> refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.</p> <p><b>Others</b> may include: team members; other colleagues; those who use or commission their own health or social care services; families, carers and advocates.</p>



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand what is required for competence in own work role.</p>	<p>1.1 Describe the duties and responsibilities of own role            1.2 Identify standards, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role.            1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice.</p>
<p>2. Be able to reflect on own work activities.</p>	<p>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.</p>
<p>3. Be able to agree a personal development plan.</p>	<p>3.1 Identify <b>sources of support</b> and how they can be used for own learning and development.            3.2 Describe the process for agreeing a <b>personal development plan</b> and <b>who should be involved</b>.            3.3 Contribute and agree to own personal development plan.</p>
<p>4. Be able to develop own knowledge, skills and understanding.</p>	<p>4.1 Describe how a learning activity has improved own knowledge, skills and understanding.            4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding.            4.3 Explain the importance of <b>continuing professional development</b>.            4.4 Describe how feedback from <b>others</b> has developed own knowledge, skills and understanding.            4.5 Demonstrate how to record progress in relation to personal development.</p>

<b>Title:</b>	<b>Responsibilities of a Care Worker</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	16
<b>Ofqual Reference Number:</b>	L/616/2632
<b>Assessment Guidance:</b>	<p>This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings.</p> <p><b>Agreed ways of working</b> include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include: team members and colleagues; other professionals; individual people who require care or support; families, friends, advocates or others who are important to individual people.</p>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand working relationships in care settings.	1.1 Explain how a working relationship is different from a personal relationship. 1.2 Describe different working relationships in <b>care settings</b> .
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 <b>agreed ways of working</b> . 2.3 Work in line with agreed ways of working. 2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4. Be able to work in partnership with others.</p>	<p>3.1 Explain why it is important to work in partnership with <b>others</b>.</p> <p>3.2 Demonstrate ways of working that can help improve partnership working.</p> <p>3.3 Identify skills and approaches needed for resolving conflicts.</p> <p>3.4 Access support and advice about:</p> <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts.</li> </ul>

<b>Title:</b>	<b>Safeguarding and Protection in Care Settings</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	26
<b>Ofqual Reference Number:</b>	M/616/2509
<b>Assessment Guidance</b>	<p>This unit must be assessed in line with the relevant assessment principles.</p> <p><b>Care settings</b> eg. adult, children and young people’s health settings and adult care settings.</p> <p><b>Domestic abuse</b> should include acts of control and coercion.</p> <p><b>Factors</b> may include: a setting or situation; the individual.</p> <p>An <b>individual</b> will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p>The <b>actions to take</b> constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates: a colleague; someone in the individual’s personal network; the learner; the learner’s line manager; others.</p> <p><b>Local systems</b> may include: employer/organisational policies and procedures; multi-agency adult protection arrangements for a locality.</p> <p><b>Whistle blowing</b> A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.</p> <p><b>Person centred values include:</b> individuality; rights; choice; privacy; independence; dignity; respect; partnership; care; compassion; courage; communication; competence.</p> <p><b>Active participation</b> is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Unsafe practices</b> may include: poor working practices; resource difficulties; operational difficulties.</p> <p><b>Well-being</b> may include aspects that are: social; emotional; cultural; spiritual; intellectual; economic; physical; mental.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand principles of safeguarding adults.</p>	<p>1.1 Explain the term safeguarding.            1.2 Explain own role and responsibilities in safeguarding individuals.            1.3 Define the following terms:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• <b>Domestic abuse</b></li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others.</li> </ul> <p>1.4 Describe harm.            1.5 Describe restrictive practices.</p>
<p>2. Know how to recognise signs of abuse.</p>	<p>2.1 Identify the signs / symptoms associated with each of the following types of abuse:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others.</li> </ul> <p>2.2 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse.</p>
<p>3. Know how to respond to suspected or alleged abuse.</p>	<p>3.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused.            3.2 Explain the actions to take if an individual alleges that they are being abused.            3.3 Identify ways to ensure that evidence of abuse is preserved.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4. Understand the national and local context of safeguarding and protection from abuse.</p>	<p>4.1 Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse.</p> <p>4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.</p> <p>4.3 Identify factors which have featured in reports into serious cases of abuse and neglect.</p> <p>4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle blowing</b>.</p> <p>4.5 Identify when to seek support in situations beyond your experience and expertise.</p>
<p>5. Understand ways to reduce the likelihood of abuse.</p>	<p>5.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> <li>• working with <b>person centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal safety.</li> </ul> <p>5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.</p> <p>5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention.</p>
<p>6. Know how to recognise and report unsafe practices.</p>	<p>6.1 Describe unsafe practices that may affect the well-being of individuals.</p> <p>6.2 Explain the actions to take if unsafe practices have been identified.</p> <p>6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.</p>
<p>7. Understand principles for online safety.</p>	<p>7.1 Describe the potential risks presented by:</p> <ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online.</li> </ul> <p>7.2 Explain ways of reducing the risks presented by each of these types of activity.</p> <p>7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices.</p>



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