

## Qualification Specification

**601/5570/X**

iCQ Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)



### Qualification Details

Title : iCQ Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)
Awarding Organisation : <a href="#">iCan Qualifications Limited</a>
Fees Price List Url : <a href="https://icanqualify.net">https://icanqualify.net</a>
Qualification Type : RQF
Qualification Sub Type : None
Qualification Level : Level 1
Qualification Sub Level : None
EQF Level : Level 2
Regulation Start Date : 27-Jan-2015
Operational Start Date : 01-Feb-2015
Offered In England : Yes
Offered In Wales : No
Offered In Northern Ireland : No
Assessment Language In English : Yes
Assessment Language In Welsh : No
Assessment Language In Irish : No
SSA : 1.3 Health and Social Care
Purpose : B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Sub Purpose : B1. Prepare for further learning or training
Total Credits : 25
Min Credits at/above Level : 25
Minimum Guided Learning Hours : 212
Maximum Guided Learning Hours : 234
Diploma Guided Learning Hours : 0
Barring Classification Code : ZZZZ
Overall Grading Type : Pass
Assessment Methods : Portfolio of Evidence
Structure Requirements : To achieve this qualification, learners must attain at least 25 credits. Learners must attain 20 credits from the 7 mandatory units in Group A, and at least 5 additional credits from the optional units in Group B.
Age Ranges : Pre-16 : Yes; 16-18 : Yes; 18+ : No; 19+ : Yes
Qualification Objective : This qualification is an introduction to health social care and children's and young people's settings and is for those who are wishing to develop their knowledge and understanding of this role

## Qualification Specification

### 601/5570/X

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#### Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
<b>OAG) Overarching Group</b>	<b>Yes</b>	0	2	0	25	0
└─ A) Group A - Mandatory Units	<b>Yes</b>	7	7	0	20	0
└─ B) Group B - Optional Units	<b>Yes</b>	16	2	0	5	0

#### Group A Group A - Mandatory Units

URN	Title	Level	GLH	Credit
<a href="#">A/602/6187</a>	Understand the range of service provision and roles within health and social care _adults and children and young people_, early years and childcare	1	26	3
<a href="#">D/502/9718</a>	Introductory awareness of person-centred support in health, social care and childrens and young peoples settings	1	18	2
<a href="#">J/602/6189</a>	Understand the principles and values in health and social care _adults and children and young people_, early years and childcare	1	26	3
<a href="#">R/502/9716</a>	Introductory awareness of equality and inclusion in health, social care and childrens and young peoples settings	1	25	3
<a href="#">R/602/6194</a>	Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare	1	24	3
<a href="#">T/602/6205</a>	Introduction to communication in health and social care _adults and children and young people_, early years and childcare	1	19	2
<a href="#">Y/502/9717</a>	Introductory awareness of health and safety in health, social care and childrens and young peoples settings	1	36	4

#### Group B Group B - Optional Units

URN	Title	Level	GLH	Credit
<a href="#">A/601/3407</a>	Human growth and development	1	18	2
<a href="#">D/602/6375</a>	Introduction to Dementia	1	30	3
<a href="#">F/602/6207</a>	Introduction to children and young people's development	1	26	3
<a href="#">H/502/9719</a>	Introductory awareness of working with others in health, social care and childrens and young peoples settings	1	16	2
<a href="#">H/602/6314</a>	Introduction to the physical care of babies and young children	1	30	3
<a href="#">H/602/6328</a>	Encourage children and young people to eat healthily	1	16	2
<a href="#">K/602/6301</a>	Understand the importance of engagement in leisure and social activities in health and social care	1	29	3
<a href="#">K/602/6315</a>	Introduction to the development of children and young people through play	1	15	2
<a href="#">L/602/6310</a>	Introduction to Learning Disability	1	30	3
<a href="#">L/602/6372</a>	Introduction to Sensory Loss	1	30	3
<a href="#">M/602/5022</a>	Introduction to disability awareness	1	8	1
<a href="#">R/602/6311</a>	Introduction to Physical Disability	1	30	3
<a href="#">T/602/6303</a>	Introduction to a Healthy Lifestyle	1	26	3
<a href="#">Y/502/9720</a>	Introductory awareness of the importance of healthy eating and drinking for adults	1	24	3
<a href="#">Y/602/6309</a>	Introduction to Autistic Spectrum Condition	1	30	3
<a href="#">Y/602/6374</a>	Introduction to Mental Health	1	30	3

Unit Specification  
A/602/6187

Understand the range of service provision and roles within health and social care \_adults and children and young people\_, early years and childcare



Qualification Framework : RQF

Title : Understand the range of service provision and roles within health and social care \_adults and children and young people\_, early years and childcare

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 26

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: A/602/6187 : Understand the range of service provision and roles within health and social care \_adults and children and young people\_, early years and childcare**

**Know the range of service provision available in health and social care (adults and children and young people), early years and childcare**

**Assessment Criterion - The learner can:**

01.01 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area

01.02 Outline the purpose of provision offered by different types of service

01.03 Give examples of who would access different types of service provision

01.04 Outline the difference between statutory, and independent service provision

01.05 Outline how informal care contributes to service provision

**Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare**

02.01 Identify the range of job roles within different types of service

02.02 Identify the knowledge and skills required to work in a job role in the sector

02.03 Outline a range of progression routes for a worker within the sector

Unit Specification  
**D/502/9718**

Introductory awareness of person-centred support in health, social care and childrens and young peoples settings



Qualification Framework : RQF

Title : Introductory awareness of person-centred support in health, social care and children's and young people's settings

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 18

Unit Credit Value : 2

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: D/502/9718 : Introductory awareness of person-centred support in health, social care and childrens and young peoples settings**

**Understand what is meant by person-centred support in health, social care and childrens and young peoples settings**

**Assessment Criterion - The learner can:**

01.01	Define person-centred support
01.02	Outline the importance of finding out an individuals history, needs, wishes, likes and dislikes
01.03	Give examples of how to provide person-centred support when supporting individuals in day-to-day activities
<b>Know the importance to individuals of person-centred support in health, social care and childrens and young peoples settings</b>	
02.01	Outline the benefits to an individual of person-centred support
02.02	Give examples of how individuals can be in control of their care needs
02.03	Outline how assessing risk can assist person-centred support

Unit Specification  
J/602/6189

Understand the principles and values in health and social care \_adults and children and young people\_, early years and childcare



Qualification Framework : RQF

Title : Understand the principles and values in health and social care \_adults and children and young people\_, early years and childcare

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 26

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: J/602/6189 : Understand the principles and values in health and social care \_adults and children and young people\_, early years and childcare**

**Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare**

**Assessment Criterion - The learner can:**

01.01 Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare

01.02 Identify guidance and standards that underpin the principles and values

**Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare**

02.01 Describe why those who access services should be valued as individuals

02.02 Give examples of ways to value adults who access services

02.03 Give examples of ways to value children and young people who access services

02.04 Outline what is meant by person centred practice or child centred practice

02.05 Define confidentiality in the context of the sectors

02.06 Identify how confidentiality promotes respect for and values individuals

Qualification Framework : RQF

Title : Introductory awareness of equality and inclusion in health, social care and children's and young people's settings

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 25

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: R/502/9716 : Introductory awareness of equality and inclusion in health, social care and children's and young people's settings**

**Know the importance of equality and inclusion within health, social care and children's and young people's settings**

**Assessment Criterion - The learner can:**

- |       |   |
|-------|---|
| 01.01 | Define the terms equality and inclusion   |
| 01.02 | Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings |

**Know the affects of discriminatory attitudes and behaviours on individuals**

- |       |   |
|-------|---|
| 02.01 | Identify discriminatory attitudes                                     |
| 02.02 | Give examples of how discriminatory attitudes can affect individuals  |
| 02.03 | Identify discriminatory behaviours                                    |
| 02.04 | Give examples of how discriminatory behaviours can affect individuals |

**Know the factors that affect equality and inclusion of individuals**

- |       |   |
|-------|---|
| 03.01 | Identify social and physical barriers that may prevent equality and inclusion |
| 03.02 | Outline how barriers to equality and inclusion may be overcome                |
| 03.03 | Outline behaviours that may promote equality and inclusion                    |

Unit Specification  
R/602/6194

Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare



Qualification Framework : RQF

Title : Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 24

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: R/602/6194 : Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare**

**Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare**

**Assessment Criterion - The learner can:**

01.01	Define protection of vulnerable adults
01.02	Define safeguarding children
01.03	Explain the term harm, abuse and neglect in the context of: Protecting vulnerable adults Safeguarding children
01.04	Give examples of the indicators of harm, abuse and neglect
01.05	Identify what actions should be taken if there are concerns about harm, abuse and neglect
01.06	Describe the boundaries of confidentiality and when to share information
01.07	Explain who is responsible for protecting vulnerable adults and safeguarding children
01.08	Identify what organisations should do to protect vulnerable adults and safeguard children
01.09	Identify sources of support and information in relation to protection and safeguarding

Unit Specification  
**T/602/6205**

Introduction to communication in health and social care \_adults and children and young people\_, early years and childcare



Qualification Framework : RQF

Title : Introduction to communication in health and social care \_adults and children and young people\_, early years and childcare

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 19

Unit Credit Value : 2

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: T/602/6205 : Introduction to communication in health and social care \_adults and children and young people\_, early years and childcare**

**Know different methods of communication**

**Assessment Criterion - The learner can:**

01.01	Identify a range of communication methods
<b>Understand how to communicate with individuals</b>	
02.01	Outline how to identify an individuals communication and language needs, wishes and preferences
02.02	Identify a range of barriers to communication
02.03	Identify factors that promote communication and overcome barriers





Qualification Framework : RQF

Title : Introductory awareness of health and safety in health, social care and children's and young people's settings

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 36

Unit Credit Value : 4

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: Y/502/9717 : Introductory awareness of health and safety in health, social care and childrens and young peoples settings**

**Know the main responsibilities of workers and employers for health and safety in health, social care and childrens and young peoples settings**

**Assessment Criterion - The learner can:**

01.01	Outline key areas of health and safety related to a work setting
01.02	Outline employers responsibilities for health and safety
01.03	Outline workers responsibilities for health and safety
01.04	Give examples of health and safety training required in the work setting
<b>Understand the importance of assessing risk in relation to health and safety</b>	
02.01	Outline what is meant by risk
02.02	Give examples of hazards and their associated risks
02.03	Outline the purpose of a risk assessment
02.04	Identify occasions when a risk assessment is necessary
<b>Understand the importance of key areas of health and safety in relation to health, social care and childrens and young peoples settings</b>	
03.01	Outline the importance of protecting your own security and the security of others in the work setting
03.02	Outline the importance of safe moving and handling principles
03.03	Identify accidents and sudden illness that may occur in a health, social care, childrens or young peoples setting
03.04	Identify who might deal with accidents and sudden illness in the work setting
<b>Know what contributes to the reduction of the spread of infection in health, social care and childrens and young peoples settings</b>	
04.01	Describe how infection is spread
04.02	Identify methods that reduce the spread of infection
04.03	Describe the standard method of washing hands
04.04	Identify when personal protective equipment should be used

Qualification Framework	: RQF
Title	: Human growth and development
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 18
Unit Credit Value	: 2
SSAs	: 1.5 Child Development and Well-Being
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

Unit: A/601/3407 : Human growth and development	
<b>Know about human growth and development.</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify the main stages of growth and development across the human lifespan.
01.02	Outline what is meant by physical, intellectual, emotional and social development.
<b>Know factors which affect human growth and development.</b>	
02.01	Identify factors which may affect physical growth and development.
02.02	Outline circumstances or life events which may affect an individuals emotional and social wellbeing.
02.03	Outline the effects of ageing in the later stages of life.

Qualification Framework	: RQF
Title	: Introduction to Dementia
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: D/602/6375 : Introduction to Dementia</b>	
<b>Know the importance of a person centred approach when working with individuals with dementia</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline why it is important to recognise and value an individual with dementia as a person first
01.02	Give examples of how to use a person centred approach when working with individuals with dementia
<b>Know the main causes and effects of dementia</b>	
02.01	Outline what is meant by the term dementia
02.02	Give examples of causes of dementia
02.03	Outline the effects of dementia on individuals, families and carers
<b>Understand the importance of effective communication for individuals with dementia</b>	
03.01	Identify the benefits of effective communication on the lives of individuals with dementia
03.02	Outline how memory loss affects the use of spoken language in an individual with dementia
03.03	Give examples of techniques that can be used to facilitate communication with an



Qualification Framework	: RQF
Title	: Introduction to children and young people's development
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 26
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

Unit: F/602/6207 : Introduction to children and young people's development	
Know the main stages of children and young peoples development	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline the expected pattern of development for children and young people from birth to 19 years to include: Physical development Communication Intellectual development Social, emotional and behavioural development
Know the factors that affect children and young peoples development	
02.01	Identify the factors that affect children and young peoples development to include: Background Health Environment
Know how to support children and young peoples development	
03.01	Outline different ways to support children and young peoples development to include: Physical development Communication Intellectual development Social, emotional and behavioural development

Unit Specification  
H/502/9719

Introductory awareness of working with others in health, social care and childrens and young peoples settings



Qualification Framework : RQF

Title : Introductory awareness of working with others in health, social care and children's and young people's settings

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 16

Unit Credit Value : 2

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: H/502/9719 : Introductory awareness of working with others in health, social care and childrens and young peoples settings**

**Know how to work together with others**

**Assessment Criterion - The learner can:**

01.01	Outline why it is important to work with others
01.02	Outline ways of working together with others
01.03	Give examples of ways that work well when working with others
01.04	Give examples of ways that do not work well when working with others

**Understand partnership working in health, social care and childrens and young peoples settings**

02.01	Outline what partnership working means in health, social care and childrens and young peoples settings
02.02	Give examples of who partners might be
02.03	Outline the benefits of partnership working in health, social care and childrens and young peoples settings



Qualification Framework	: RQF
Title	: Introduction to the physical care of babies and young children
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.5 Child Development and Well-Being
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: H/602/6314 : Introduction to the physical care of babies and young children</b>	
<b>Know the physical care needs of babies and young children</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	. Identify care needs for babies and young childrens skin hair teeth nappy area
<b>Know how to support physical care routines for babies and young children</b>	
02.01	.Outline how to treat babies or young children with respect and sensitivity during physical care routines
02.02	.List ways of engaging with babies or young children during physical care routines that make the experience enjoyable
02.03	.Outline the principles of toilet training
<b>Know how to support safe and protective environments for babies and young children</b>	
03.01	.Describe how to provide a safe and hygienic environment for babies and young children
03.02	.Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills
03.03	.Identify what to do if concerned about the well-being of babies and young children
<b>Know the nutritional needs of babies and young children</b>	
04.01	.Outline the nutritional needs of babies
04.02	.Outline the nutritional needs of young children
04.03	.Give examples of healthy balanced meals for young children
04.04	.List nutritional allergies that may be experienced by babies and young children



Qualification Framework	: RQF
Title	: Encourage children and young people to eat healthily
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 16
Unit Credit Value	: 2
SSAs	: 1.5 Child Development and Well-Being
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: H/602/6328 : Encourage children and young people to eat healthily</b>	
<b>Know about healthy eating for children and young people</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify healthy eating principles for children and young people
01.02	Identify factors that influence food choice
<b>Know about activities to encourage children and young people to eat healthily</b>	
02.01	Outline a range of activities that encourage children and young people to eat healthily



Qualification Framework : RQF

Title : Understand the importance of engagement in leisure and social activities in health and social care

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 29

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

**Unit: K/602/6301 : Understand the importance of engagement in leisure and social activities in health and social care**

**Understand why leisure and social activities are important for an individuals well being and relationships**

**Assessment Criterion - The learner can:**

- |       |   |
|-------|---|
| 01.01 | Outline why leisure and social activities are important for an individuals well being |
| 01.02 | Outline how leisure and social activities support relationships                       |

**Know a range of leisure and social activities**

- |       |  |
|-------|--|
| 02.01 | Identify a range of leisure and social activities that take place within:<br>A local community<br>A persons own home<br>A residential or group living home<br>Day care provision |
|-------|--|

**Understand how a person centred approach supports individuals in leisure or social activities**

- |       |  |
|-------|--|
| 03.01 | Describe how to find out about the interests and preferences of individuals  |
| 03.02 | Outline the benefits for individuals of a person centred approach when taking part in leisure or social activities   |
| 03.03 | Describe different types of support that individuals may need to take part in leisure and social activities within:<br>The community<br>Their own home<br>A residential home or group living arrangement |
| 03.04 | Give examples of how to promote independence through leisure and social activities   |





Qualification Framework	: RQF
Title	: Introduction to the development of children and young people through play
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 15
Unit Credit Value	: 2
SSAs	: 1.5 Child Development and Well-Being
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: K/602/6315 : Introduction to the development of children and young people through play</b>	
<b>Know the importance of play for children and young peoples development and well being</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify how play supports children and young peoples development and well-being
01.02	Outline the difference between adult directed play and child initiated play
<b>Know factors that promote inclusive and stimulating play environments</b>	
02.01	Outline what is meant by inclusive and stimulating play
02.02	Describe an environment that supports inclusive and stimulating play
02.03	Identify a range of activities that promote inclusive and stimulating play



Qualification Framework	: RQF
Title	: Introduction to Learning Disability
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: LJ602/6310 : Introduction to Learning Disability</b>	
<b>Know the importance of a person centred approach when working with individuals with a learning disability</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline why it is important to recognise and value an individual with a learning disability as a person first
01.02	Give examples of how to use a person centred approach when working with individuals with a learning disability
<b>Know the main causes of learning disability</b>	
02.01	Outline what is meant by the term learning disability
02.02	Give examples of causes of learning disability
<b>Understand the importance of effective communication for individuals with a learning disability</b>	
03.01	Identify the impact of effective communication on the lives of individuals with a learning disability
03.02	Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability
03.03	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language

Qualification Framework	: RQF
Title	: Introduction to Sensory Loss
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

Unit: LJ602/6372 : Introduction to Sensory Loss	
Know the importance of a person centred approach when working with individuals with sensory loss	
Assessment Criterion - The learner can:	
01.01	Outline why it is important to recognise and value an individual with sensory loss as a person first
01.02	Give examples of how to use a person centred approach when working with individuals with sensory loss
Know the main causes of sensory loss	
02.01	Outline the main causes of sensory loss
Understand the importance of effective communication for individuals with sensory loss	
03.01	Outline factors that need to be considered when communicating with individuals with: Sight loss Hearing loss Deafblindness
03.02	Identify the benefits of effective communication on the lives of individuals with sensory loss
03.03	Outline how information can be made accessible to individuals with sensory loss

Qualification Framework	: RQF
Title	: Introduction to disability awareness
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 8
Unit Credit Value	: 1
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

Unit: M/602/5022 : Introduction to disability awareness	
<b>Know the difference between the terms disability and impairment</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify what disability means
01.02	Outline conditions which cause disability
01.03	Identify what impairment means
<b>Know how key legislation protects people who have a disability</b>	
02.01	List current disability related legislation
02.02	Outline the rights of disabled people in line with current disability related legislation
<b>Understand attitudes and barriers faced by people who have a disability</b>	
03.01	Outline the types of difficulties faced by disabled people including: social and financial issues negative attitudes physical barriers institutional barriers
<b>Understand the social model of disability and how it is put into practice</b>	
04.01	Identify what is meant by the social model of disability
04.02	Explain key differences between the medical model of disability and the social model of disability
04.03	Outline the reasons why the social model focuses on disability and not impairment
04.04	Outline the type of language used when applying the social model
04.05	Explain how the social model of disability can be used in practice

Qualification Framework	: RQF
Title	: Introduction to Physical Disability
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: R/602/6311 : Introduction to Physical Disability</b>	
<b>Know the importance of a person centred approach when working with individuals with a physical disability</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline why it is important to recognise and value an individual with a physical disability as a person first
01.02	Give examples of how to use a person centred approach when working with individuals with a physical disability
<b>Know the main causes of physical disability</b>	
02.01	Give examples of conditions that cause physical disability
<b>Know how the challenges of living with a physical disability can be addressed</b>	
03.01	Identify factors that have a disabling effect on an individual
03.02	Give examples of how to challenge discriminatory attitudes
03.03	Outline the effects that having a physical disability can have on an individuals day to day life
03.04	Give examples of how individuals can be in control of their care needs
03.05	Outline the importance of promoting independence for individuals with physical disability
03.06	Give examples of ways to promote the inclusion of individuals with physical disability in society

Qualification Framework	: RQF
Title	: Introduction to a Healthy Lifestyle
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 26
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: T/602/6303 : Introduction to a Healthy Lifestyle</b>	
<b>Know what contributes to a healthy lifestyle</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline factors that contribute to a healthy lifestyle
01.02	Outline benefits of living a healthy lifestyle
<b>Know how activities contribute to a healthy lifestyle</b>	
02.01	List activities in the local area that support a healthy lifestyle
02.02	Select activities that support a healthy lifestyle
02.03	Identify the benefits of selected activities on personal well-being as a result of taking part in activities
<b>Know what contributes to an unhealthy lifestyle</b>	
03.01	List activities and choices that hinder a healthy lifestyle
03.02	Outline how these activities and choices can have a negative effect on personal well-being
<b>Know how to develop a personal healthy lifestyle plan</b>	
04.01	Identify positive and negative aspects of own lifestyle
04.02	Produce an action plan to improve own health and well-being



Qualification Framework : RQF
Title : Introductory awareness of the importance of healthy eating and drinking for adults
Unit Level : Level 1
Unit Sub Level : None
Guided Learning Hours : 24
Unit Credit Value : 3
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: Y/502/9720 : Introductory awareness of the importance of healthy eating and drinking for adults</b>	
<b>Understand the importance of healthy eating</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline what is meant by a balanced diet
01.02	Give examples of the effects on health if a diet is not balanced
01.03	Give examples of ways that food can contribute to helping an individual to stay healthy
01.04	Outline ways to inform individuals to eat a balanced diet
<b>Understand the importance of drinking enough to stay healthy</b>	
02.01	State the recommended daily fluid intake to stay healthy
02.02	Outline how drinking enough can help to stay healthy
02.03	Identify the effects to health of not drinking enough
02.04	Give examples of signs of not drinking enough
02.05	Outline ways to encourage individuals to drink enough to stay healthy



Qualification Framework	: RQF
Title	: Introduction to Autistic Spectrum Condition
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: Y/602/6309 : Introduction to Autistic Spectrum Condition</b>	
<b>Know the importance of a person centred approach when working with individuals with an autistic spectrum condition</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline why it is important to recognise and value an individual with an autistic spectrum condition as a person first
01.02	Give examples of how to use a person centred approach when working with individuals with an autistic spectrum condition
<b>Understand the concept of Autistic Spectrum Condition</b>	
02.01	Outline what is meant by the term autistic spectrum condition
02.02	Give examples of behavioural characteristics associated with autistic spectrum condition
02.03	Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition
02.04	Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition
<b>Understand the importance of effective communication for individuals with an autistic spectrum condition</b>	
03.01	Identify the benefits of effective communication on the lives of individuals with an autistic spectrum condition
03.02	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language
03.03	Outline the use of visual communication systems for individuals with an autistic spectrum condition



Qualification Framework	: RQF
Title	: Introduction to Mental Health
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 1.3 Health and Social Care
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the <a href="#">Online iCQ Assessment Guidance</a> .

<b>Unit: Y/602/6374 : Introduction to Mental Health</b>	
<b>Know the importance of a person centred approach when working with individuals with mental health problems</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Outline why it is important to recognise and value an individual with mental health problems as a person first
01.02	Give examples of how to use a person centred approach when working with individuals with mental health problems
<b>Know the main factors that can cause mental health problems</b>	
02.01	Outline factors that affect mental health
02.02	Give examples of a range of mental health problems
<b>Understand the importance of effective communication with individuals who have mental health problems</b>	
03.01	Identify the benefits of effective communication on the lives of individuals with mental health problems
03.02	Outline why it is important to use active listening skills with individuals who have mental health problems