

# **Certificate in Personal Development & Learning for Unpaid Carers (3613)**

**Scheme handbook**



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# Contents

## Section 1

Guidance for centres & learners .....	4
Programme design and structure.....	4
Learner entry requirements.....	5
Assessment & quality assurance .....	5
Administration of the award .....	8
Appeals & equal opportunities .....	8
Centre & scheme approval .....	9

## Section 2

Award structure, assessment numbers, registration and certification.....	10
Links to Key Skills at Level 1 & 2 .....	11
Moral, ethical, spiritual, European dimension, environmental education & health and safety issues .....	12
Unit 1: Specification, assessment criteria and assignments .....	13
Unit 2: Specification, assessment criteria and assignments .....	15
Unit 3: Specification, assessment criteria and assignments .....	17
Unit 4: Specification, assessment criteria and assignments .....	19
Further information .....	21

# Section 1 Guidance for centres & learners

## Who is the award aimed at?

The award is aimed at people who are unpaid carers i.e. looking after a family member, partner or friend in need of help because they are ill, frail or have a disability, either currently or in the recent past. It does not address the needs or interests of young carers nor does it consider general parenting matters.

## Programme design and structure

### Programme design

The award is designed to build on and accredit the knowledge and skills of people who are currently, or have recently been active as unpaid carers. It offers an introduction to a broad range of personal development skills and to knowledge relevant to the role of the unpaid carer. There are also opportunities to gather evidence for and progression to the Key Skills units.

Successful completion of the award confirms learning at Level 2 on the National Qualifications Framework (equivalent level 5 Scotland). It does not direct learners to any particular vocational area. Instead, learners may choose a range of progression pathways: entry or re-entry into the workplace or further learning in an area of personal interest or related to employment within a number of occupational areas e.g. in the health or social care sector or in supervisory management.

A free electronic copy of the **Assessor Guide** can be obtained from [carers@cityandguilds.com](mailto:carers@cityandguilds.com)

Printed general support and assessment materials for this award are available from:

Publications Sales  
City and Guilds  
1 Giltspur Street  
London EC1A 9DD  
Telephone 020 7294 2850  
Facsimile 020 7294 2400

*Learning for Living*, online learning material which supports this qualification, is also available.

### Programme structure

The award has four units:

- Unit 1 Personal Development Planning for Carers
- Unit 2 The Needs of the Carer
- Unit 3 The Influences on and Impact of the Caring Role
- Unit 4 The Carer as Manager

Each unit contains

- a statement of aims
- the learning outcomes for the unit
- the assessment requirements for the unit.

It is **recommended** that, where appropriate, centres cover the following in the delivery of the programme

- Key/ Core Skills (such as Communication, Application of number, Information technology, Working with others, Improving own learning and performance, Problem solving)
- Health and safety considerations
- Equal opportunities
- Related European issues

It is **recommended** that 60 guided learning hours are allocated for the four units. Centres using the online learning resource, *Learning for Living*, should note that although 60 guided learning hours will be relevant to LSC funding, 60 hours of tutor time per candidate will not be required.

It is **recommended** that centres and learners complete an initial assessment plan to take into account

- any relevant prior learning
- the type of programme appropriate for the learner
- Key Skills strengths and weaknesses
- any open or distance learning materials, including *Learning for Living*, that will be used

## Learner entry requirements

- Learners must be either current or former adult unpaid carers.
- Centres will need to assure themselves that learners have the appropriate level of literacy skills to meet the learning requirements.

## Assessment & quality assurance

### The purpose of assessment

The purpose of assessment is to judge whether the learner has reached the required standard of knowledge and understanding.

### What will be assessed and how?

Assessment for the Certificate in Personal Development & Learning for Unpaid Carers is by means of unit assignments which require the learner to reflect on and apply their knowledge, skills and experience as carers.

There is one assignment for each unit. All assignments are set by City and Guilds. Each assignment will be assessed according to the assessment criteria listed against the learning

outcomes for each unit and will be graded passed or referred. All units must be completed for the full award.

Learners with significant experience may wish to claim the award independent of a structured learning programme. Such learners will be required to complete the relevant assignments in order to provide evidence of meeting the assessment criteria. Learners wishing to submit in this way will need the assistance and agreement of a mentor.

Assignments are normally presented in text format. However learners may negotiate use of audio or audio-visual recording of the assignment work. In all instances, centres will need to verify the authenticity of the submitted material.

Centres using the online learning resource, *Learning for Living*, should refer to the User Guide of the Tutor View and Centre View for instructions regarding online assessment.

Please note that online assessment is not compulsory. Centres may carry out assessments online or by using an offline paper based system.

### **Who is involved in assessment?**

There are a number of roles in assessment. Tutors may undertake the roles of assessor/ mentor for the same learner, but they cannot undertake the role of internal verifier where they have had any involvement in a learner's assessment. Independent assessors cannot be tutors of any part of the learning programme.

<b>The learner</b>	will be an individual who is or has been an unpaid carer
<b>The mentor</b>	learners wishing to obtain exemption from the learning programme or requiring support throughout the learning process will need a named mentor. Mentoring may be offered, where appropriate, using a range of methods, e.g. face-to-face, individual or group, e-mail, and telephone support.
<b>The assessor</b>	is responsible for making decisions about the evidence that the learner puts forward, for assessing the assignments. The assessor must have a minimum of two years experience in the care sector (e.g. paid and unpaid carers, those working or volunteering in carer support organisations etc.) and significant experience in the delivery of learning programmes and assessment. It is not essential for assessors to have 'A' units.
<b>The independent assessor</b>	is an assessor who will assess unit one from each candidate. The independent assessor cannot carry out any other role within the delivery of the learning, assessment or verification process. The independent assessor must be occupationally competent with a minimum of two years experience in the care sector and significant experience in the delivery of learning programmes and assessment. It is not essential for assessors to have 'A' units. Independent assessors cannot be tutors of any part of the learning programme.

### **The internal verifier**

validates the assessment decisions made by the assessor / independent assessor and ensures that all assessors in the centre are working to the correct standards. The internal verifier must have significant experience or knowledge of the care sector and of the delivery and assessment of learning. It is not essential for internal verifiers to have 'A' units.

Internal verification as a means of quality control is an important feature of the award. The internal verifier must ensure that all assessment is consistent, reliable and co-ordinated.

#### **Centres' internal quality monitoring systems should ensure that all assessors and internal verifiers**

- **share an understanding of content**
- **share an understanding of learning outcomes**
- **share an understanding of assignments and assessment criteria**
- **are allocated time to fulfil their roles adequately**

Centres should devise a communication structure that enables

- assessors and internal verifiers to meet formally and exchange ideas
- internal verifiers to meet formally to co-ordinate assessment and agree assessment decisions
- individual assessor/ learner meetings

### **The external verifier**

the external verifier is responsible, in the first instance, for the approval of the centre to operate this award. Centre monitoring will consist of checks to ensure that the centre continues to meet the approval requirements and is carrying out assessment and verification of learners as required.

External verifiers must have an appropriate level of knowledge, experience and skills in the care sector and either hold, or be working towards, TDLB unit D35 or Learning and Development unit V2

**A full explanation of centre responsibilities and the respective activities, tasks and responsibilities of the people involved in assessment can also be found in the City & Guilds document *Providing City & Guilds Qualifications, Section 2***

### **Quality Assurance for this award**

Centres offering this award will require a minimum of two assessors:

- The primary assessor will assess Units 2 to 4 completing the relevant tracking sheets
- The independent assessor will assess each learner for Unit 1 only

**The Assessor guide contains more information about this.**

The internal verification processes need to record and monitor the decisions made by both assessors. Centres are required to complete the forms **(contained in the Assessor Guide)** as part of the centre records of the assessment process.

External verification of this award will involve the sampling of completed assignments.

## Administration of the award

### Registration

Learners must be registered with City & Guilds as soon as their eligibility has been established.

Centres offering the qualification and using the online learning resource, *Learning for Living*, should refer to the Centre View user guide for instructions about how to register candidates online. Please do not use Form S or the Walled Garden for registrations if you are using *Learning for Living*.

Centres offering the qualification without using the online learning resource, *Learning for Living*, should submit registrations using Form S (Registration) or the Walled Garden under scheme number 3613 -01 or for units only 3613 -91

### Certification

When assignments have been successfully completed results should be submitted. Centres should note that results will **NOT** be processed by City and Guilds until verification records are complete.

Centres offering the qualification and using the online learning resource, *Learning for Living*, should refer to the Centre View user guide for instructions about how to submit candidate results.

Centres offering the qualification without using the online learning resource, *Learning for Living*, should submit results using Form S (results submission).

## Appeals & Equal Opportunities

Centres must have their own, auditable, appeals procedure. If a learner is not satisfied with the assessor's judgement of his/ her competence during the assessment process, or a learner feels that the opportunity for assessment is being denied, the internal verifier and centre co-ordinator should, in the first instance, address the problem. If, however, the problem cannot be resolved, City & Guilds will arbitrate and the external verifier may be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact City & Guilds regional or national office.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. The regulatory authorities require City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to. The City & Guilds equal opportunities policy appears in the Directory of Vocational Awards

## Centre & scheme approval

In order to access this award, learners will have to register with a City & Guilds centre which has been approved to offer this particular award.

Existing City & Guilds approved centres do not need to gain centre approval again. They need only apply for scheme approval. Organisations which are not already a City & Guilds approved centre will need to gain both centre and scheme approval.

Full details of the process for both centre and scheme approval are given in *Providing City & Guilds qualifications – a guide to centre and scheme approval* which is available from City & Guilds' national/ regional offices. The local Care, Health and Community Advisor will also be able to offer help and may be contacted via the national/ regional offices.

The organisation will need to complete CAP (Centre Approval Form), QAP (Qualification Approval Form) and CAF (Credit Application Form) as appropriate.

The City & Guilds regional/ national office will send a copy of the forms to an External Verifier who will make mutually convenient arrangements for an approval visit. If centres already have centre approval, the External Verifier may carry out a remote scheme approval. The External Verifier will complete a report, which will either recommend approval or provide advice on what needs to be done in order to gain approval.

The centre will normally receive formal notification of the approval decision within two weeks of the regional/ national office receiving the External Verifier's report and recommendation.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval to offer a particular City & Guilds qualification for reasons of malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds

## Section 2 Award structure, assessment numbers, registration and certification

### Award structure

For the award of a certificate, learners must successfully complete the assessments for all units

### Assessment numbers

		Assessment components required
Unit 1	Personal Development Planning for Carers	Set assignment
Unit 2	The Needs of the Carer	Set assignment
Unit 3	The Influence and Impact of the Caring Role	Set assignment
Unit 4	The Carer as Manager	Set assignment

### Registration and certification

- Learners must be registered at the beginning of their course.
- Centres offering the qualification and using the online learning resource, *Learning for Living*, should refer to the Centre View user guide for instructions about how to register candidates online. Please do not use Form S or the Walled Garden for registrations if you are using *Learning for Living*.
- Centres offering the qualification without using the online learning resource, *Learning for Living*, should submit registrations using Form S (Registration) or the Walled Garden under scheme number 3613 -01 and using the unit-route 3613 -91
- When assignments have been successfully completed results should be submitted. Centres should note that results will **NOT** be processed by City and Guilds until verification records are complete.
- Centres offering the qualification and using the online learning resource, *Learning for Living*, should refer to the Centre View user guide for instructions about how to submit candidate results.
- Centres offering the qualification without using the online learning resource, *Learning for Living*, should submit results using Form S (results submission).

## Links to Key Skills at Level 1 & 2

<b>Certificate in Personal Development &amp; Learning for Unpaid Carers Units</b>	<b>Key Skills Level 1 Units &amp; Elements</b>	<b>Key Skills Level 2 Units &amp; Elements</b>
1. Personal Development Planning for Carers	C1.1 C1.2 C1.3 IT1.1 IT1.2 WO1.1 WO1.2 WO1.3 LP1.1 LP1.2 LP1.3	C2.1a C2.1b C2.2 C2.3 IT2.1 IT2.2 IT2.3 WO2.1 WO2.2 WO2.3 LP2.1 LP2.2 LP2.3
2. The Needs of the Carer	C1.1 C1.2 C1.3 N1.1 N1.2 N1.3 IT1.1 IT1.2	C2.1a C2.1b C2.2 C2.3 N2.1 N2.2 N2.3 IT2.1 IT2.2 IT2.3
3. The Influences on and Impact of the Caring Role	C1.1 C1.2 C1.3 IT1.1 IT1.2 WO1.1 WO1.2 WO1.3	C2.1a C2.1b C2.2 C2.3 IT2.1 IT2.2 IT2.3 WO2.1 WO2.2 WO2.3
4. The Carer as Manager	C1.1 C1.2 C1.3 N1.1 N1.2 N1.3 IT1.1 IT1.2 WO1.1 WO1.2 WO1.3 PS1.1 PS1.2 PS1.3	C2.1a C2.1b C2.2 C2.3 N2.1 N2.2 N2.3 IT2.1 IT2.2 IT2.3 WO2.1 WO2.2 WO2.3 PS2.1 PS2.2 PS2.3

- the links to the Communication units at level 1 and 2 assume the learner will present their knowledge evidence for the award in a mix of written and verbal forms. In cases where learners use only one of these methods, there may not be full coverage of the Key Skills criteria for Communication.
- links to the Information Technology units are possible where learners have access to IT equipment. If this is the case many of the tasks could meet the requirements for IT1.1, IT1.2, IT2.1, IT2.2 and IT 2.3

## Moral, ethical, spiritual, European dimension, environmental education & health and safety issues

Unit	<b>Moral, Ethical &amp; spiritual</b>	<b>European dimension</b>	<b>Environmental education</b>	<b>Health &amp; safety</b>
	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
1 Personal Development Planning for Carers	Understand the components and use of assertive behaviour	Understand the principles of effective communication.	Understand and apply knowledge of the learning process to own life.	Understand and apply planning skills.
2 The Needs of the Carer	Understand the requirements for his/her health and well-being.  Understand the impact of caring on carers.	Understand the requirements for his/ her health and well-being.	Understand the requirements for his/her health and well-being.	Recognise the sources of stress and identify strategies to manage this.  Understand the requirements for his/ her health and well-being.
3 The Influences on and Impact of the Caring Role	Understand interpersonal behaviour.  Develop an awareness of diversity within society.  Understand the significance of loss in caring relationships.  Understand how relationships are affected by social and personal Circumstances.	Develop an awareness of diversity within society.  Understand how relationships are affected by social and personal Circumstances.		Understand the significance of loss in caring relationships.
4 The Carer as Manager	Understand health and safety practice in the home care setting.  Understand how care services are planned and delivered.  Understand how care service decisions are made and how the process may be influenced.	Develop an awareness of sources of financial services.  Understand how care services are planned and delivered.  Understand how carer service decisions are made and how the process may be influenced.		Understand health and safety practice in the home care setting.  Understand how care services are planned and delivered.

# Unit 1: Specification, assessment criteria and assignments

## Personal Development Planning for Carers

### Rationale

The aim of this unit is to enable the learner to develop his/her personal effectiveness through an understanding of the importance of communication, assertiveness and the recognition and development of existing knowledge, skills and experience.

There are learning five outcomes to this unit. The learner will be able to:

- understand and apply knowledge of the learning process to his/her own life
- understand the principles of effective communication
- understand the characteristics and value of assertive behaviour
- recognise his/her skills and identify how these can be used
- understand and apply planning skills.

### Assessment of the Unit

The learning outcomes of this unit will be assessed using **all** the assessment criteria listed. The assessment will take the form of a set assignment. The assignment is designed to provide the learner with the opportunity to demonstrate that he/she has met the learning outcomes. The time required for learners to demonstrate the requisite skills and understanding will vary according to their abilities, motivation and prior experience. This unit will be assessed by the independent assessor.

**Unit title: Personal Development Planning for Carers**

Learning outcomes	Assessment criteria
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>1 Understand and apply knowledge of the learning process to his/her own life</li> <li>2 Understand the principles of effective communication.</li> <li>3 Understand the characteristics and value of assertive behaviour.</li> <li>4 Recognise his/her skills and identify how these can be used.</li> <li>5 Understand and apply planning skills.</li> </ol>	<p>The learner has achieved this outcome because s/he can:</p> <ol style="list-style-type: none"> <li>1.1 Describe how the following can affect learning: past experiences, motivation, age and physical factors.</li> <li>1.2 Identify own learning style and outline <b>two</b> ways to improve learning and remembering.</li> <li>1.3 Identify <b>three</b> interests or skills s/he wishes to improve and develop a plan for doing so.</li> <li>2.1 Define the purpose of communication</li> <li>2.2 Identify the skills required for effective communication</li> <li>3.1 Define the concept of assertiveness.</li> <li>3.2 Identify the key features of assertive behaviour.</li> <li>3.3 Select <b>one</b> form of assertive behaviour and describe its usefulness in his/her life.</li> <li>4.1 Identify his/her skills in <b>four</b> of the following categories: organisational, financial, technical, interpersonal, practical caring, hobbies/interests.</li> <li>4.2 Identify how these can be used in <b>two</b> of the following categories: employment, training, volunteering, hobby/ personal interest.</li> <li>5.1 Identify <b>three</b> techniques to assist with developing and setting goals.</li> <li>5.2 Identify <b>two</b> work-life balance issues and describe how time management strategies may be applied to help resolve them.</li> </ol>

## Unit 2: Specification, assessment criteria and assignments

### **The Needs of the Carer**

#### **Rationale**

The aim of this unit is to enable learners to develop an awareness of their own needs for health and well being.

There are three outcomes to this unit. The learner will be able to

- understand the requirements for his/her health and well-being.
- recognise the sources of stress and identify strategies to manage this
- understand the impact of caring on carers

#### **Assessment of the Unit**

The learning outcomes of this unit will be assessed using **all** the assessment criteria listed. The assessment will take the form of a set assignment. The assignment is designed to provide the learner with the opportunity to demonstrate that he/she has met the learning outcomes. The time required for learners to demonstrate the requisite skills and understanding will vary according to their abilities, motivation and prior experience.

**Unit title: The Needs of the Carer**

**Learning outcomes**

**Assessment outcomes**

The learner should be able to:

The learner has achieved this outcome because s/he can:

- 1 Understand the requirements for his/her health and well-being.
- 2 Recognise the sources of stress and identify strategies to manage this.
- 3 Understand the impact of caring on carers.

- 1.1 Outline the essential requirements for healthy living in each of the following categories: physical, social, emotional and spiritual.
- 1.2 Describe the impact of **two** of the following lifestyle choices: alcohol use, smoking, drug-taking, sexual activity.
- 1.3 Identify **two** sources of assistance for personal health care management.
- 1.4 Describe **two** approaches to improving the quality of life and evaluate their relevance to his/her own life.
- 2.1 Define stress and outline its positive and negative effects.
- 2.2 Identify **three** sources of stress and describe possible reactions to them.
- 2.3 Select **four** stress management techniques and describe their possible use in his/her own life situation.
- 3.1 Identify **four** main features of the role of the unpaid carer and its potential impact on the individual.
- 3.2 Outline **three** areas of possible tension for the carer in the caring role.
- 3.3 Identify the rights and responsibilities of the carer and the cared-for-person.
- 3.4 Identify **two** sources of support for the carer and outline how these may be used and accessed.

# Unit 3: Specification, assessment criteria and assignments

## **The Influences on and Impact of the Caring Role**

### **Rationale**

This unit aims to enable learners to understand how the caring role is influenced by society and how the role influences the carer both as an individual and in his/her relationships with others.

There are four learning outcomes to this unit. The learner will be able to

- Develop an awareness of diversity within society
- Understand how relationships are affected by social and personal circumstances.
- Understand interpersonal behaviour.
- Understand the significance of loss in caring relationships.

### **Assessment of the Unit**

The learning outcomes of this unit will be assessed using **all** the assessment criteria listed. The assessment will take the form of a set assignment. The assignment is designed to provide the learner with the opportunity to demonstrate that he/she has met the learning outcomes. The time required for learners to demonstrate the requisite skills and understanding will vary according to their abilities, motivation and prior experience.

**Unit title: The Influences on and Impact of the Caring Role**

Learning outcomes	Assessment criteria
<p>The learner should be able to :</p> <p>1 Develop an awareness of diversity within society.</p> <p>2 Understand how relationships are affected by social and personal circumstances.</p> <p>3 Understand interpersonal behaviour.</p> <p>4 Understand the significance of loss in caring relationships.</p>	<p>The learner has achieved this outcome because s/he can:</p> <p>1.1 Identify <b>four</b> aspects of social diversity and describe their impact on the caring role.</p> <p>1.2 Outline how Human Rights are defined and protected within society.</p> <p>2.1 Explain the terms: a 'personal relationships' b 'families'</p> <p>2.2 Identify the major social and cultural influences on: a family life b significant personal relationships</p> <p>2.3 Outline <b>two</b> ways in which the caring role impacts on relationships with others and how these can be managed.</p> <p>3.1 Define behaviour and explain the role of learning in it.</p> <p>3.2 Outline what factors determine acceptable and unacceptable behaviour.</p> <p>3.3 Outline <b>two</b> ways in which behaviour can be changed.</p> <p>4.1 Define grief and identify the range of reactions to loss.</p> <p>4.2 Outline the reasons for recognising loss and describe social and cultural influences on grief and loss.</p> <p>4.3 Describe factors which may help in living with loss and resolving grief.</p>

## Unit 4: Specification, assessment criteria and assignments

### **The Carer as Manager**

#### **Rationale**

This unit aims to enable learners to develop a broader understanding of the role of the carer in influencing and managing support services and agencies in the home care setting.

There are four learning outcomes to this unit. The learner will be able to

- Understand health and safety practice in the domestic care setting
- Develop an understanding of personal money management.
- Understand how care and related services are planned and delivered.
- Understand how care and related service decisions are made and how the process may be influenced

#### **Assessment of the Unit**

The learning outcomes of this unit will be assessed using **all** the assessment criteria listed. The assessment will take the form of a set assignment. The assignment is designed to provide the learner with the opportunity to demonstrate that he/she has met the learning outcomes. The time required for learners to demonstrate the requisite skills and understanding will vary according to their abilities, motivation and prior experience.

**Unit title: The Carer as Manager**

Learning outcomes

Assessment criteria

The learner should be able to:

The learner has achieved this outcome because s/he can:

- 1 Understand health and safety practice in the domestic care setting.
- 2 Develop an understanding of personal money management.
- 3 Understand how care and related services are planned and delivered.
- 4 Understand how care and related service decisions are made and how the process may be influenced.

- 1.1 Outline how the carer can prevent accidents in the home.
- 1.2 Describe the key elements and importance of food hygiene.
- 1.3 Recognise how guidance in respect of safe personal care applies to his/her caring role
- 2.1 Identify the main welfare and tax benefits available to carers and the cared-for-person.
- 2.2 Outline the key features of **three** major schemes which facilitate financial security and budgeting.
- 3.1 Identify **three** types of service provision and outline how at a local level these are planned, run and funded.
- 3.2 Describe the rights of the carer during the assessment for and ongoing review of **two** services.
- 4.1 Outline how decisions are made at local and national level in respect of the availability of **one** service.
- 4.2 Identify and describe **three** ways of influencing the provision of services

## Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

<b>Region</b>	<b>Telephone</b>	<b>Facsimile</b>
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
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