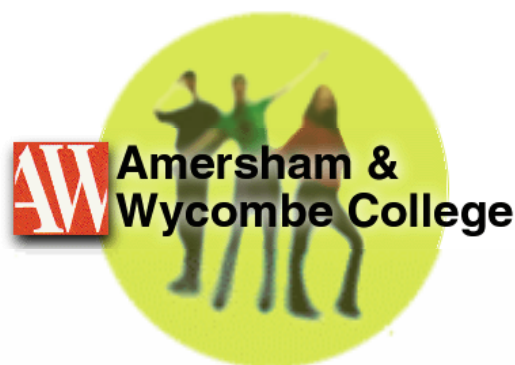


# *Adult Care*

NVQ Level 2 / SVQ Level 4/5

## Tutor Documentation

Produced By



As part of the NLN Materials Development Programme

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# **1. Supplier and Partners - Background**

## **AdVal**

AdVal, established in 1989, are a leading supplier to both the private and public sector of computer-based training; e-learning; plus training and management consultancy. e-Learning accounts constitute approximately  $\frac{2}{3}$  their £4m turnover. Recent clients have included Barclays Bank, University for Industry, Ministry of Defence, BP, Royal Bank of Scotland, Pfizer, Rank Leisure and the Department for Work & Pensions.

AdVal's approach is very much based on a partnership between all stakeholders, each bringing their respective knowledge and experience to the project. An incremental design and development methodology with regular review and approval points aims to ensure that content adheres to agreed specifications and standards.

AdVal is ISO-9001 certified and regularly runs projects under PRINCE2 methods.

## **Amersham & Wycombe College**

Amersham & Wycombe College was founded in 1973 as an Art & Design College in Amersham. Since then it has expanded to cover the range of F. E. programme areas on four sites. The College's mission is to ensure achievement through quality education and training. Some examples of the many ways in which the mission is implemented is shown below:

The College has recently been revalidated as an Investor in People (IIP) and is the holder of a Charter Mark through a comprehensive set of systems and procedures to ensure that the College is a quality experience for all students. A Quality Mark and a Beacon Award for English for Speakers of Other Languages (ESOL) and Language Support has also been awarded to the College.

Achievement results of the College are comparable or exceed national benchmarks. The College works with a range of partners, with AdVal Group Plc, with Buckinghamshire Chilterns University College (BCUC), with our local schools and employers. The College also manages a major educational contract with the Prison Service.

## 2. Design Approach

### Pedagogical Approach

In these materials case studies are used to provide an immersive and realistic environment so that students can relate to the materials from an experiential point of view. The case study, and the use of first person perspective, allows the student to experience the reasons behind, and the effects of, care decisions from a number of points of view. This variety of points of view can be very difficult to recreate in a traditional classroom, and may not be experienced at all in work based settings. Audio is widely employed, backed up by screen text, interactive graphics and high quality images in order to meet a wide range of learning styles and to provide a visually stimulating environment for the user.

### Technical approach

Content will be delivered in the form of individual Learning Units (LUs) each of about 20 mins duration. Each Learning Unit will comprise text, photos, still & animated graphics and streamed audio. From a design and production perspective, these learning units are regarded as separate, self-contained learning episodes, even though they share a common look and feel.

LUs are most likely to be used by lecturers to support some aspect of teaching (probably something which is not easy to teach or learn using traditional classroom methods). In other words, students are much more likely to dip in and out periodically under guidance, rather than take a number of LUs sequentially as a stand-alone "course". Some LUs may also be reused in a different context by students/lecturers on other courses of study.

LUs must be SCORM-compliant and will be run from a server under the control of a Virtual Learning Environment (VLE). Potential learners will include those with physical, language or cognitive disabilities, those who are blind or visually impaired and people who are hard of hearing or deaf; some learners may have multiple disabilities. Content must therefore comply with the following standards:

- W3C Web Content Accessibility Guidelines, 'Double A' (but 'Triple A' if possible)
- IITT standards for TBT Learning Materials
- IMS Guidelines for Developing Accessible Learning Applications

The minimum learner machine specification is as follows:

- CPU: Pentium 233 MHz
- RAM: 32 Mbytes
- Screen resolution: 800 x 600

*Note. This screen area includes the VLE frames and controls. The Learning Objects will be designed for 640 x 480 to allow space for these*

*other screen components. This will enable us to build screen which look 'hand-crafted' for most users, but which can still be scalable for others.*

- Pages designed for printing will print onto standard A4. Printable PDF files require Adobe Acrobat Reader.
- All learning materials are compatible with Level 4 browsers and above
- Web connectivity via a 56 kbps modem or a network
- Operating system: Windows 95 or later
- CD drive: 24x speed
- HD with 100 Mbytes of free space
- Sound card (16 bit) with Speakers or Headphones
- SVGA Graphics card, 16 bit colour
- Keyboard & Mouse
- This subject matter is NOT designed for delivery on Macs

### 3. Aims and Objectives

To gain a competency accreditation, in adult care, the theory and practice of personal care for the elderly and disabled has to be covered. Many areas of intimate personal care, awareness of issues in private domestic settings, best and worst practice in a care home are very difficult to teach in classroom setting. These materials address these issues by:

- Placing the learning in a scenario that could not be easily replicated in a classroom.
- Ensuring that the learning is visually illustrated to make best use of the media available.

The benefit of this approach is substantial:

- Instances of best/worst care are difficult to teach or learn using conventional classroom methods such as lecturer/whiteboard/OHP.
- Multi-media materials on a computer can add dynamic element in terms of interactivity, clarity or repeatability of material.
- The material contains content where the on-line lesson acts as an exemplar.
- It allows lecturers and assessors to teach sensitive topics to a group simultaneously when similar opportunities for this work in a care home may be rare and thus time intensive to achieve with a whole group.
- Contentious issues, such as abuse of clients can be taught effectively, with the user being able to watch the build up to, the actual abuse and the aftermath. Something that may not be witnessed in practice.
- Students can revise and reflect on the issues independently.

### Subjects and levels

The material is written to match the needs of English NVQ Level 2/Scottish SVQ Level 4/5 students with additional materials developing some themes and concepts to Level 3 NVQ.

NVQ Level 2 Adult Care – approximate LU durations.

- LU 001A Coping At Home – Relationships – 15 minutes
  - LU 001B Coping At Home – Aids In The Home – 20 minutes
  - LU 001C Coping At Home – Health – 18 minutes
  - LU 002 Occasional Care In The Home – 30 minutes
  - LU 003 Regular Care In The Home – 25 minutes
  - LU 004 Decision To Move Into Care – 20 minutes
  - LU 005 The Home From Hell – 22 minutes
  - LU 006 Home Alone – 20 minutes
  - LU 007 Decision To Move To New Home – 25 minutes
  - LU 008 Allegation Of Abuse – 22 minutes
  - LU 009 The Home From Heaven – 20 minutes
  - LU 010 Declining Health – 22 minutes
- Total Approx. Duration = 4 hrs 30 minutes*

## **4. Target Audience**

The materials are designed to meet the needs of a wide range of age groups (16 to 50+) who are working or likely to work in an adult care setting. These users are likely to have a variety of academic achievements and will be undertaking a range of vocational courses with a common Care theme.

The target audiences are:

- Full time Health & Social Care students 16 – 19.
- Part time Health & Social Care and Adult care student 19+ in College and in the Workplace.
- Other FE students on nursing, or life and social skills courses.
- Voluntary sector learners or volunteers.

### **Qualification mapping**

See table 1 – Please note that the Qualification Mapping chart provided is correct as of January 2003.

## 5. Overview of Content

### Objectives:

LU 001A – COPING AT HOME - RELATIONSHIPS  
LU 001B – COPING AT HOME – AIDS IN THE HOME  
LU 001C – COPING AT HOME - HEALTH

These units look at differing aspects of the deteriorating care needs of an elderly couple and investigates:

- how their changing needs can be identified and addressed;
- the type of care they may require;
- the relationships with key people affecting their well-being; and
- how the stress of coping with day-to-day living at home can be reduced.

### LU 002 – OCCASIONAL CARE IN THE HOME

This unit looks at the occasional care needs of an elderly couple in their own home and explores:

- the needs of the couple in their own home;
- how these needs are met through both informal and formal arrangements; and
- the development of relationships with people who value them as individuals.

### LU 003 – REGULAR CARE IN THE HOME

This unit explores how an elderly couple can be supported by regular care in the home in order to:

- enable them to use different mobility appliances;
- enable them to exercise; and
- develop relationships with people who value them as individuals.

### LU 004 – DECISION TO MOVE INTO CARE

This unit looks at how an elderly stroke patient is assessed and a decision taken to recommend admission to a care home.

The decision to move into care is a difficult one, and the unit considers how this can be aided by:

- enabling individuals to prepare for and transfer to different care requirements;
- enabling elderly people to develop relationships with people who value them as individuals; and
- fostering people's rights and responsibilities.

## LU 005 – THE HOME FROM HELL

This unit follows a new resident, as he arrives and settles in to his care home.

In the setting of a care home, this unit reviews the standards of:

- health and Safety;
- risk assessment and management;
- food preparation;
- helping clients to consume food and drink;
- enabling clients to maintain personal cleanliness;
- supporting clients in personal grooming and dressing; and
- maintaining effective communications with people.

## LU 006 – HOME ALONE

This unit will investigate:

- how loneliness and isolation may affect an isolated and elderly client's behaviour; and
- how to enable elderly people to develop relationships with people who value them as individuals.

## LU 007 – DECISION TO MOVE TO NEW HOME

This unit looks at a situation where an elderly couple's needs are not being met by their present care arrangements, and considers this situation from the point of view of the various individuals concerned as they:

- enable individuals to prepare for and transfer to different care requirements;
- enable elderly clients to develop relationships with people who value them as individuals; and
- foster people's rights and responsibilities.

## LU 008 – ALLEGATION OF ABUSE

This unit identifies how an elderly client is neglected and physically abused in his care home, contradicting his rights and the correct standards of care which should be in place in a care setting.

It investigates how to:

- enable elderly people to develop relationships with people who value them as individuals;
- foster people's rights and responsibilities; and
- maintain the confidentiality of information.

## LU 009 – HOME FROM HEAVEN

This unit follows an elderly couple as they arrive and settle in to the care home from heaven.

In the setting of a care home, this unit reviews the standards of:

- health and safety;
- risk assessment and management;
- food preparation;
- helping clients to consume food and drink;
- enabling clients to maintain personal cleanliness;
- supporting clients in personal grooming and dressing; and
- maintaining effective communications with people.

## LU 010 – DECLINING HEALTH

This unit investigates an elderly couple's changing care needs as their health declines. It looks at how to:

- enable elderly people to develop relationships with people who value them as individuals;
- foster people's rights and responsibilities;
- make appropriate arrangements for their eventual demise.

### **Learning Unit structure**

LUs are relatively linear in structure to avoid potential confusion between 'internal' and 'external' (VLE) navigation buttons. Help functions are provided through the "Information" button on each screen. This provides access to:

- **Information screen.** Gives information on LU and contact details.
- **Help screen.** Interactive guide to button and icon functionality.
- **Documentation screen.** Provides PDF format flowcharts, screen text and voice over scripts for each LU.

## **6. Orientation**

### **Navigation**

Navigation through each LU is by standard VLE 'forward', 'back' and 'menu' buttons, or by clicking hyperlink text or graphical objects within the LU.

Navigation around the programme is designed to be intuitive and is reinforced by both text and, often, audio instructions. All icons and buttons used have full text explanations provided, in the form of "alt text" tags, which are accessible by screen readers.

### **System adjustments**

Screen colours are only adjustable through the user's accessibility software such as ZoomText. Audio can be adjusted through the normal volume control screen for Windows, while the volume control for screen readers, such as Jaws, is accessible through the individual screen reader software controls.

## 7. Feedback

Detailed feedback is provided to both questions and activities that occur at key points throughout the learning units and at the end of each unit. This feedback is provided in text format with additional hidden screens being available for accessibility users. The feedback confirms the correct responses and in many cases expands the learning by adding additional or supplementary information, relevant to the question objectives.

The screenshot shows a software interface for a multiple-choice question. At the top right, there are icons for 'my notes' and 'information'. The main content area is titled 'QUESTION' and contains the text: 'What structured arrangements could be put in place to ensure Dennis and Joan have access to food and groceries? Select the 3 responses you believe are appropriate and then select Confirm.' Below this, a large blue feedback box is overlaid on the right side of the question. The feedback text reads: 'Well done, that's correct. Structured arrangements that could be put in place to ensure that they have access to food and groceries include:'. It lists three items: 'Home help to carry out shopping.', 'Provision of Meals on Wheels.', and 'Provision of frozen meals.' Below the list, it states: 'There is a real risk that malnutrition can occur with elderly people if they cannot do the shopping for food. An assessment should be requested from Social Services in order to have appropriate support put in place.' At the bottom of the feedback box, it says 'Select OK to continue.' and has an 'OK' button. To the right of the feedback box, there are five checkboxes. The first three are checked with yellow checkmarks, and the last two are unchecked. At the bottom of the interface, there are icons for 'glossary', 'pause', and 'replay'.

### Multiple Choice Question Screen with Feedback

The screenshot shows a software interface for an activity. At the top right, there are icons for 'my notes' and 'information'. The main content area is titled 'Shopping - Activity' and contains the text: 'Take a few minutes to consider what the benefits are to Dennis and Joan of delegating these responsibilities, and how they may feel about the loss of control over a part of their daily routine.' Below this, it says: 'Use 'My Notes' to record your thoughts. When you have finished select 'Feedback' to compare and contrast your answers, before selecting forward to look at how Dennis and Joan's nutritional needs are met.' To the right of the main text, a large blue feedback box is overlaid. It contains two sections: 'Benefits to Dennis and Joan:' with a list of three items: 'Provides essential support.', 'Enables Dennis and Joan to retain control of their daily lives.', and 'Delegating tasks allows people to stay in their own homes for longer.' Below this, it says 'Feelings:' with a list of two items: 'Vulnerability over losing control of lives.' and 'Anxiety in dealing with strangers, especially where money is concerned.' At the bottom of the feedback box, there is an 'OK' button. At the bottom of the interface, there are icons for 'glossary', 'pause', and 'replay'.

### Activity Screen with Feedback

The activities also employ an interactive notepad, accessed through the “My Notes” button, where the users record their answers and thoughts. The feedback, especially the feedback and student notes relating to the activities, could be used by tutors as a basis for discussion, further coursework or student centred activity. They may also provide evidence for student portfolios.

The screenshot shows a web browser window titled "Notes - Microsoft Internet Explorer". The main content area has a yellow header with the title "Shopping - Activity" and a sub-header "my notes information". Below the header, there is a text prompt: "Take a few minutes to consider what the benefits are to Dennis and". A small icon of a shopping list is visible. Below the prompt, there is a "my notes" button and a text box containing the question: "Delegating responsibilities. What are the benefits to Dennis and Joan of delegating these responsibilities. How may they feel about losing control over part of their daily routine? Compare and contrast your answers with the feedback." Below the text box, there is a large white area for notes, containing the following text: "Benefits: Access to fresh food, Proper nutrition, Able to remain in own home, Visits by volunterers. Feelings: Loss of routine contact with community and friends, Anxiety - especially over money, Vulnerability". At the bottom of the screen, there are icons for "PRINT", "SAVE", and "close".

**Activity Screen with active “My Notes” pad.**

## **8. Using the Product**

### **a. Methods of use**

The materials can be used directly for Adult Care and in all Health and Social Care courses in pre-nursing and nursing courses. It is also a useful resource for Citizenship and Life and Social Skills courses. In addition, the materials could be used for refresher training for those already qualified in a care setting. Whilst the LUs follow on the story of the deterioration of the clients through a series of learning units, the issues in the home setting and those in the care home can be used separately. Groups, who provide volunteers to assist adults in the home setting, hospitals and hospices, might also find these materials valuable.

### **b. Preparation for use**

These materials should have been uploaded to your college VLE by your network administrator. If they have not been, please ask them to download the materials from the NLN website (<http://www.nln.ac.uk/materials>). The VLE will provide a navigation “wrapper” for the materials. When viewed on-line through the user college’s VLE, the lecturers will need to be familiar with and follow the college’s own instructions and procedures.

If your college does not have a VLE, the materials can also be navigated using the NLN’s Independent Navigation Tool or LRN viewer (for Window’s operating systems only). Your network administrator should be able to provide you with advice and practical assistance in accessing the materials.

### **c. Use in the curriculum**

Whilst the programme is predicated on the NVQ/SVQ Standards it can make a valuable contribution to other parts of the curriculum.

For the S/NVQs it provides underpinning knowledge and triggers to suggest assessment opportunities for candidates and assessors. For College based courses, the material supports general Health & Social Care, Nursing and Social & Life Skills courses and contribute to specific units linked to different qualifications.

All full list of the learning units is provided in Appendix 1. All are applicable to the courses identified in the Academic/Vocational qualifications.

Key Skills of Communication, Application of Number, Improving Own Learning, Problem Solving and Working with Others can all be contextualised within the materials. It is a particularly valuable resource for the wider key skills.

### **d. Printing the materials**

There are a number of printable documents contained within each LU:

- The information screen provides PDF format flowcharts, screen text and voice over scripts for each LU. These are viewed and printed normally through an Adobe Acrobat screen.
- The “My Notes” button provides access to a Flash-based notepad that can be used to write and print free format notes for each screen within an LU. The notepad can be scaled and positioned as required by each user; however, having typed text in to the notepad the user must select “Save” before closing the notepad down and moving onto the next screen, else the information will be lost. The notepad can be left open while the user moves through a number of screens, this allows notes for one screen to be used as reference for other screens, once again the notes need to be saved before closing the notepad. Because of VLE constraints, only a very limited amount of data can be saved within the Frame. Clicking the “Save” button will therefore save the text entered on that screen only, and for that session only; however, different text can be saved on every page. The print function only prints the notes for a single screen, and only the area which is visible will be printed.
- Individual screens can be saved and printed using the keyboard’s “Print Screen” functionality, or screen capture software, and a proprietary drawing package.

**e. Adapting the materials**

Illustrations and screens from the material can be copied for use as handouts, or individual pages used as overhead slides.

The structure of LUs can be modified, please refer to the Adult care technical documentation for further details of how this can be achieved.

## 9. Accessibility Information for Tutors and Learners

Potential members of the target audience may have a range of physical, sensory, language and cognitive difficulties. To assist these users in gaining access to this material, the following accessibility guidelines have been considered:

- IITT standards for TBT Learning Materials.
- IMS Guidelines for Developing Accessible Learning Applications.

Graphics, icons, buttons and links have alt text descriptions which describe what the item is, and in the case of most links, describe the effect that selection will have. The material is generally accessible through the keyboard, via suitable assistive software.

Audio is used widely to enhance the learning.

Screen reader users must press Control key as each page loads so that the inbuilt audio will be heard – a 'replay' button is available if some of the audio is missed. Not all of the screens have audio – user can wait for screen reader to read information or use cursor keys to go through text on page. Some of these pages may have additional information available – the information may appear as 'Flash' selectable buttons – advice to users to access only through the links list and not through the selectable buttons.

If user wishes to go back a page, the inbuilt audio will not replay automatically – user will have to use 'replay' button or use screen reader to read information.

### a. Information page

Text for screen readers is presented in main frame – information to users to navigate to main frame and use document read to access information – this information is presented in one page. Users will be able to listen to all the information given about navigation. A Links List will enable the user to access the documentation associated with the Learning Object – this includes Programme Structure, Screen Text and Audio Script – these all open in a new browser window as Acrobat pdf files – ensure users have the Acrobat plug-in available - the latest version of Acrobat is 6.0 1.

In Acrobat, user should select 'Edit' - Preferences / Internet and uncheck the box for 'Display pdf in browser' – this enables a new window to open which JAWS is able to access. Users can then read the pdf file and close the browser window to return to the Learning Object.

### b. Additional information items

Throughout the Learning Objects, the user will encounter in-built audio – on some screens, the audio will include instruction to the learner about navigation – this could be instruction to "select forward to continue" – or –

“select the Case File / Medical Notes / Post It Note / Skills Development Gauge to continue or begin”. The in-built audio does not always tell the user about the additional items of information, or to select forward to continue. If a screen reader user is using the in-built audio, they may potentially miss important information items as these are not part of the audio. These additional information items are reproduced on text only additional information screens, accessible through the Links List.

**As these additional information screens do NOT have audio – screen reader users must use document read or cursor keys to access information on these screens – all additional information screens have ‘return’ buttons to take user back to the last screen visited – if user uses Alt + left cursor key, this will also take user back one screen – users must be aware that in-built audio will NOT play when going back – user must either use ‘replay’ option or use screen reader to read text on screen.**

**Some screens only have audio for the first sentence – screen reader users must make sure they use either cursor keys or document read to read information on the screen.**

#### **c. Question screens**

Users can access the questions either by using the links list or using the tab key to select answers, then tab to ‘Confirm’ button – only accessible through the tab key, this button does not appear on the links list. When ‘confirm’ button is accessed, user must use Insert + cursor down to read feedback immediately – tab to OK button to close feedback popup and retry question or select forward to continue. These screens contain inbuilt audio for the question but user must use screen reader to read feedback.

#### **d. Notes**

When opening the My Notes window, allow the screen reader to read all information before typing in own information. The Notes window opens a new browser window and will read ‘Macromedia Flash Movie Start’ before reading any relevant information – the user can also use cursor keys to go back and read the information again. To input text, use ‘Forms’ mode on. Users must save their Notes before closing window, if window is closed before saving, the information entered will be lost. Each Note is applicable only to the page where it is accessed from – expert users could cut information from Notes pages and paste into another application such as Word or Notepad – in this way, the user can build up their own Notes and be able to convert into Braille, large print etc.

Print option will open a Print dialogue box – user to make own selection to print

## **10. Publication and Copyright Information**

Published NVQ standards purchased by the College were used to structure the materials. These standards are available for use in FE.

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Table 1 – Qualification Mapping chart (correct as of January 2003)

Subject	Topic	Learning Object	Subjects also applicable	Key skills/Core skills also applicable	Academic/Vocational Qualification	Job Specific (NVQ)	English Level	National Qual. (Scottish)			
Care	Adult Care		Access to Healthcare Nursing Life & Social Skills Health & Social Care	Communication Application of Number Improving Own Learning Problem Solving Working with others	GNVQ Foundation - Investigating Health & Social Care Service provision GNVQ Intermediate - All mandatory units of GNVQ Intermediate and Specifically Meeting the Needs of Individuals in different Care settings. Vocational A Level – Mandatory Units – Equal Opportunities and Individual's Rights; Communicating in Health and Social Care; Physical Aspects of Health and Social Well-being. Optional Units – Planning health and social care provision; Social and health psychology in residential care settings; Investigating care strategies; Working in care organizations; Promoting independence and autonomy; Ethical and legal aspects of health and social care	NVQ	L2	Intermediate ½ Level 2 SNVQ			
		1.2.1 Occasional Care in the Home								CL1.1 Develop relationships with people who value them as individuals	
										CU1.3 Minimise the risks associated with Health Emergencies	
		1.3.1 Regular Care in the Home								W3.1 Enable individuals to prepare for and transfer to different care requirements	
										Z 6.1 Enable clients to exercise	
										Z 6.2 Enable clients to use mobility appliances	
										CU1.3 Minimise the risks associated with Health Emergencies	
		1.3.2 Decision to move into Care Home								CL1.1 Develop relationships with people who value them as individuals	
										O1.1 Foster peoples rights and responsibilities	
										O1.3 Maintain the confidentiality of information	
							W3.1 Enable individuals to prepare for and transfer to different care requirements				

Table 1 – Qualification Mapping chart (correct as of January 2003)

Subject	Topic	Learning Object	Subjects also applicable	Key skills/Core skills also applicable	Academic/Vocational Qualification	Job Specific (NVQ)	English Level	National Qual. (Scottish)
		1.4.1 The Care Home from Hell					CU1.2 Promote standards of Health & Safety in Working Practice	
							CU1.3 Minimise the risks associated with Health Emergencies	
							NC1.2.1 Help clients to get ready for eating & drinking	
							N.C. 12 2 Help clients to consume food & drink	
							Z9.1 Enable clients to maintain their personal cleanliness	
							Z 9.2 Support clients in personal grooming & dressing	
		1.4.2.Deterioration of Single Occupant					W3.1 Enable individuals to prepare for and transfer to different care requirements	
							W3.2 Enable individuals to prepare for and transfer to different care requirements	
		1.5.2 Good Care Home	Access to Healthcare Nursing Life & Social Skills Health & Social Care	Communication Application of Number Improving Own Learning Problem Solving Working with others	GNVQ Foundation - Investigating Health & Social Care Service provision GNVQ Intermediate - All mandatory units of GNVQ Intermediate and Specifically Meeting the Needs of Individuals in different Care settings. Vocational A Level – Mandatory Units – Equal Opportunities and Individual's Rights; Communicating in Health and Social Care; Physical Aspects of Health and Social Well-being. Optional Units – Planning health and social care provision; Social and health psychology in residential care settings; Investigating care strategies; Working in care organizations; Promoting independence and		CL1.1 Develop relationships with people who value them as individuals	
							Z 6.1 Enable clients to exercise	
							Z 6.1 Enable clients to use mobility appliances	
							CU1.3 Minimise the risks associated with Health Emergencies	

Table 1 – Qualification Mapping chart (correct as of January 2003)

Subject	Topic	Learning Object	Subjects also applicable	Key skills/Core skills also applicable	Academic/Vocational Qualification	Job Specific (NVQ)	English Level	National Qual. (Scottish)
					autonomy; Ethical and legal aspects of health and social care		W3.1 Enable individuals to prepare for and transfer to different care requirements	
		1.6 The inevitable decline					O1.1 Foster peoples rights and responsibilities	
							O1.3 Maintain the confidentiality of information	
							W3.1 Enable individuals to prepare for and transfer to different care requirements	