NCFE CACHE

Sample Assessment Materials (SAMs)

NCFE CACHE Level 3 Technical Occupational Entry in Social Care (Diploma)

QN: 610/6200/5

DRAFT

Contents

Introduction

This qualification will be internally assessed via a portfolio of evidence. Centres should clearly timetable a representative number of assessment hours within their Scheme of Work. Internal assessments must be conducted outside of regular teaching and learning sessions, although they may be distributed throughout the duration of the unit.

A centre may choose to create their own internal assessment tasks. NCFE advise that Centres use the sample assessment material templates provided for setting their own contextualised assessments. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Further information around controls can be found in the internal assessment section in the qualification specification.

Unit 1 – Working in social care

This assessment requires you to understand social care provision, the associated legislation as set by parliament and how policies and procedures are applied to ensure adherence to legislation. You will show your understanding of professional standards, codes of conduct, and role and responsibilities, and how functions of social care provision and factors that impact on service delivery.

Task 1 – Report (LO1, LO2, LO3, LO4)

Write a report, using appropriate subheadings to show your understanding of the following:

a) the difference between health care and social care, provide appropriate examples to help explain your answer. (AC1.1)
b) Identify relevant legislation applicable to social care provision and service. For each legislation identified, provide a short summary of the key aims of the legislation. (AC3.2)
c) the relationship between legislation, regulation and policies and procedures (AC3.1)
d) relevant professional registers for social care practitioners and the importance of registration. (AC2.3)
e) the purpose of professional standards and codes of practice within social care. (AC4.1, AC4.2)
f) using a particular service provision / social care setting:

- how local policies and procedures relate to national legislation (AC2.1) and how they determine the policies and procedures in social care (AC2.2)
- how the legislation informs the policies and procedures within the identified service provision / social care setting (AC3.4)
- how to lead and support those within the service provision / social care setting ensures compliance with regulations within its policies and procedures (AC3.3)
- choose one professional standard used within social care in your chosen service provision / care setting and its relation to the practice of a social care practitioner (AC4.3)
- choose one code of practice used within social care in your chosen service provision / care setting and its relation to the practice of a social care practitioner. (AC4.4)

*** Note – for f) you can use information from your workplace setting or the information can be given by the college provider.**

Submission: Report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the difference between health care and social care	1.1 The difference between **health care** and **social care**	Describe the difference between health care and social care	Analyse the difference between health care and social care	Evaluate the difference between health care and social care and compare and contrast each approach
2. Understand legislation, policies and procedures in relation to social care	2.1 How **local policies and procedures** relate to national legislation	Describe how local policies and procedures in social care relate to and are	Analyse the relationship between local policies and procedures and national	Evaluate the importance of a relationship between local policies and procedures and

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.2 How local policies and procedures in social care are determined by national legislation	determined by national legislation	legislation, including how this informs social care provision, and the characteristics of social care roles that require professional registration	national legislation in the context of social care provision and the characteristics of social care roles that require professional registration
	2.3 The social care profession in England which requires the social care worker to be on a professional register	Summarise the requirement for a professional register in social care		
3. Understand the application of legislation, regulation, policies and procedures in relation to social care settings	3.1 The **relationship between legislation, regulation and policies and procedures**	Summarise how legislation, regulation and policies and procedures relate to social care settings	Discuss the relationship between legislation, regulation, policies and procedures, including how to support and lead others to ensure compliance with these within social care settings	Evaluate the relationship between legislation, regulation, policies and procedures in social care settings, including the importance of leading and supporting others to ensure compliance with regulations and organisational policies and procedures
	3.2 Legislation in relation to **social care settings**			
	3.3 How to lead and support others to ensure compliance with regulations and organisational policies and procedures	Describe how legislation, regulation, policies and procedures ensure and inform compliance in social care settings		
	3.4 How legislation informs policies and procedures in social care provision			
4. Understand the requirements of professional standards and codes of practice	4.1 **Professional standards and Codes of practice** within social care	Identify the key characteristics of professional standards and codes of practice within social care	Explain the requirements of professional standards and codes of practice within social care	Evaluate the purpose and requirements of professional standards and codes of practice

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	4.2 The purpose of professional standards and Codes of practice within the social care sector			within the social care sector
	4.3 The requirements of a professional standard used within social care			
	4.4 The requirements of a code of practice used within social care			

Task 2 – Presentation (LO5, LO6)

Create a presentation **or** a short booklet that can be used as an information guide aimed at your peer group. Ensure that your information includes relevant examples where appropriate.

Your presentation **or** booklet should include the following:
- the types of service provision for social care (AC5.1)
- the functions of national and local social care provision (AC5.2)
- the factors that influence the delivery of national and local care service provision (AC5.3)
- the roles, duties, and responsibilities of social care practitioners (AC6.1)
- the characteristics of different roles within social care settings. Provide an example to show a possible career development pathway a new social care practitioner could follow (AC6.2)
- the importance of social care practitioners working within their own limits, boundaries, and training of their job role. The impact on individuals and the service they support by not working within these (AC6.3)

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
5. Understand the functions of social care provision and factors which influence service delivery	5.1 The types of service provision for social care	Identify types of service provision for social care, describing the functions of local and national provision, and factors which influence service	Explain differences in types of service provision for social care, its functions locally and nationally, and key factors which	Evaluate differences between types of social care service provision, its functions locally and nationally, and key factors which influence
	5.2 The functions of national and local social care provision			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	5.3 **Factors** which influence national and local service delivery	delivery locally and nationally	influence local and national delivery	local and national delivery
6. Understand the roles and responsibilities of practitioners within social care	6.1 The roles, duties and responsibilities of social care practitioners 6.2 The characteristics of different roles within social care settings 6.3 The impact of social care practitioners not adhering to the professional boundaries, limits and training of their own job role	Describe the roles and responsibilities of social care practitioners, including the characteristics and professional boundaries within different roles, and how to access help when not confident or skilled in any aspect of a role	Discuss the roles and responsibilities of social care practitioners, the characteristics of different roles, the importance of professional boundaries, limits and training, and when it is appropriate to access role support and help	Evaluate the roles and responsibilities of social care practitioners, including the characteristics of different roles, the impact of not adhering to the professional boundaries, limits and training of their own job role, and why it is important to access help when not confident or skilled in aspects of the social care practitioner's role

Task 3 – Observation (LO6)

Plan and prepare to be observed on placement:

- accessing help when not confident or skilled in aspects of the social care practitioner's role.

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
6.4 Access help when not confident or skilled in aspects of the social care practitioner's role	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand the roles and responsibilities of practitioners within social care	6.4 Access help when not confident or skilled in aspects of the social care practitioner's role	Describe the roles and responsibilities of social care practitioners, including the characteristics and professional boundaries within different roles, and how to access help when not confident or skilled in any aspect of a role	Discuss the roles and responsibilities of social care practitioners, the characteristics of different roles, the importance of professional boundaries, limits and training, and when it is appropriate to access role support and help	Evaluate the roles and responsibilities of social care practitioners, including the characteristics of different roles, the impact of not adhering to the professional boundaries, limits and training of their own job role, and why it is important to access help when not confident or skilled in aspects of the social care practitioner's role

Unit 2 – Equality, diversity, dignity and rights in social care

Task 1 – Reference guide (LO1, LO2)

Create a reference guide to the legislation and codes of practice that relate to equality, diversity, and inclusive practice within the social care sector by completing this table. (AC2.1)

Note: that there is a section at the bottom of the table where you need to insert definitions of four words. (AC1.1)

Title of Legislation or Code of Practice	Purpose of Legislation or Code of Practice	Area(s) of Social Care that the Legislation or Code is Most Relevant to.
Equality Act 2010		
Human Rights Act 1998		
Mental Capacity Act 2005, 2007 and Mental Capacity (Amendment) Act 2019		
Care Act 2014		
Autism Act 2009		
Data Protection Act 1998		
Care Standards		
Definition of "Equality":		
Definition of "Diversity":		
Definition of "Inclusion":		
Definition of "Discrimination":		

Submission: Reference guide

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand equality, diversity and rights in social care	1.1 The characteristics of the following terms: • equality • diversity • inclusion • discrimination	Describe the characteristics of equality, diversity, inclusion, and discrimination and how they relate to rights in social care	Analyse the characteristics of equality, diversity, inclusion, and discrimination and explain their importance to supporting rights in social care	Evaluate the characteristics of equality, diversity, inclusion, and discrimination, analysing their features, including their importance to supporting rights in social care
2. Understand legislation and codes of practice in relation to inclusive practice in social care settings	2.1 The purpose of **legislation** and codes of practice relating to equality, diversity, inclusion, human rights and discrimination	Summarise legislation and codes of practice relating to equality, diversity, inclusion, human rights and discrimination in social care settings	Explain the purpose of legislation and codes of practice relating to equality, diversity, inclusion, human rights and discrimination, including how this supports inclusive working in social care	Evaluate the purpose of legislation and codes of practice relating to equality, diversity, inclusion, human rights and discrimination, including how this informs inclusive practice in social care settings

Task 2 – Report (LO3)

Write a report about how legislation and care standards related to inclusive practice are applied in a specific social care workplace. What are the roles of specific policies and procedures in that workplace in meeting the requirements of legislation and standards? What policies and procedures are required by legislation? (AC3.1)

Submission: Report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the requirements of professional standards and codes of practice in relation to inclusive practice in social care	3.1 The purpose and requirements of professional standards and codes of practice for inclusive practice within the social care sector	Summarise the purpose and requirements of professional standards and codes of practice for inclusive practice within social care	Explain the purpose and requirements of professional standards and codes of practice in relation to inclusive practice, and how to support others to understand the importance of equality, diversity and inclusion in social care	Evaluate the purpose and requirements of professional standards and codes of practice, considering how this informs inclusive practice in social care, and why it is important to support others to understand the value of equality, diversity and inclusion in social care

Task 3 – Professional discussion (LO3)

Take part in a professional discussion with at least one other colleague/student (in addition to your assessor) about the importance of equality, diversity and inclusion in social care. (AC3.2)

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the requirements of professional standards and codes of practice in relation to inclusive practice in social care	3.2 Support **others** to understand the importance of equality, diversity and inclusion in social care	Summarise the purpose and requirements of professional standards and codes of practice for inclusive practice within social care	Explain the purpose and requirements of professional standards and codes of practice in relation to inclusive practice, and how to support others to understand the importance of equality, diversity and inclusion in social care	Evaluate the purpose and requirements of professional standards and codes of practice, considering how this informs inclusive practice in social care, and why it is important to support others to understand the value of equality, diversity and inclusion in social care

Task 4 – Wall display (LO4)

Create a wall display that could be set up within a building where social care is provided. This should include the principles of dignity in social care and how these are applied when working with service users and the families and friends of service users in that social care setting. You can either create the wall display as a teaching resource for staff or as a statement for service users and others of what can be expected in respect of the attitudes, behaviours and practices of staff. (AC4.1, AC4.2)

Submission: Wall display

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand dignity in social care	4.1. The principles of dignity in social care 4.2. The factors which ensure dignity is central to social care when working with: • **individuals** • **support circles**	Identify principes of dignity in social care, describing how to ensure dignity is central when working with individuals, their families, carers and others	Explain principles of dignity and their importance in social care, including the factors which ensure dignity is central when working with individuals, their families, carers and others	Evaluate the factors which ensure dignity is central when working with individuals, their families, carers and others in relation to the importance of principles of dignity in social care

Task 5 – Observation (LO4)

Plan and prepare to be observed.

Mr. Ahmed is a 78-year-old man receiving domiciliary care following a stroke. He has limited mobility and requires assistance with personal hygiene, including bathing and dressing. He lives with his daughter, who is his primary carer, and occasionally feels embarrassed about needing help.

During your morning visit support Mr. Ahmed with his daily routine and your assessor will observe you and how you maintain the dignity of individuals, their families, carers and others. (AC4.3)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
4.3 Demonstrate how to maintain dignity of individuals, their families, carers and others	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand dignity in social care	4.3 Demonstrate how to maintain dignity of individuals, their families, carers and others	Identify principes of dignity in social care, describing how to ensure dignity is central when working with individuals, their families, carers and others	Explain principles of dignity and their importance in social care, including the factors which ensure dignity is central when working with individuals, their families, carers and others	Evaluate the factors which ensure dignity is central when working with individuals, their families, carers and others in relation to the importance of principles of dignity in social care

Task 6 – Article (LO5, LO6)

Write an article for a magazine aimed at workers in social care settings. You can write in a general way, with examples from various care settings or you can concentrate on a specific type of care setting. You can illustrate your article with drawings or photographs as long as no actual service users are identifiable. (AC5.1, AC5.2, AC5.3, AC5.4, AC6.1)

Your article should contain the following information:
- how to promote equality, diversity, and inclusion
- examples of how to make that specific social care service, or social care services in general, more inclusive
- what the role of the social care practitioner is in relation to inclusive practice
- examples of how service user needs can be met in a more inclusive way
- how to support other staff in promoting equality, inclusion, and rights
- how to challenge those staff not working in a way that promotes further movement towards greater equality, diversity, and inclusion.

Submission: Article

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
5. Understand how to work in an inclusive way	5.1 How to promote equality, equity, diversity and inclusion 5.2 How to challenge those not working inclusively in a way that promotes change 5.3 How to improve inclusive practice in a care service 5.4 How to support others in promoting equality, inclusion and rights	Summarise ways to promote equality, equity and diversity and ensure others work inclusively	Discuss the importance of promoting and supporting others with equality, equity, and diversity in social care, including how to make a care service more inclusive and how to challenge those not working inclusively in a way that promotes change	Evaluate the impact of promoting and supporting others with equality, equity, and diversity in social care, including how to make a care service more inclusive, and why it is important to challenge those not working inclusively to promote change
6. Understand the role of the social care practitioner in relation to inclusive practice	6.1 How to meet individuals' needs through inclusive practice	Describe how social care practitioners can meet individuals' needs through inclusive practice	Explain what is meant by inclusive practice and how social care practitioners can meet individuals' needs through inclusive practice	Evaluate the importance of inclusive practice by practitioners in social care, including the impact this approach can have on individuals' needs

Unit 3 – Duty of care

Task 1 – Information sheet (LO1)

In 2018 the Care Quality Commission (CQC) published a press release featuring a court case about a failure of Duty of Care. Here is an extract:

'*Rushcliffe Care Limited, which ran Partridge Care Centre in Harlow, was fined and ordered to pay a £170 victim surcharge, plus £17,826.37 costs, after admitting it failed to provide safe care and treatment to one of its residents in a prosecution brought by the Care Quality Commission.*'

[Essex care home company fined after admitting it failed to provide safe care - Care Quality Commission (cqc.org.uk)](http://cqc.org.uk)

Prepare information for an information sheet for new social care practitioners in a social care centre which includes:

- the meaning, purpose, and features of 'duty of care' (AC1.1)
- the potential impact of failing in 'duty of care' on the individual service user, the social care practitioner, and the social care organisation. (AC1.2)

Submission: Information sheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand what is meant by 'Duty of Care' in social care	1.1 The purpose and features of Duty of Care	Describe the purpose and features of duty of care in social care	Explain the purpose and features of duty of care, including the impact of non-adherence for individuals, practitioners and social care organisations within the care sector	Evaluate the purpose and features of duty of care, including how rights are promoted in social care services and the impact and implications of non-adherence for individuals, practitioners and social care organisations within the care sector
	1.2 The impact of not adhering to duty of care in social care for the: • **individual** • social care practitioner • social care organisation	Describe the impact of not adhering to duty of care in social care for the individual, social care practitioners, and social care organisations		

Task 2 – Table of information (LO1)

Andy is a social care student who is preparing for an assessment. He has researched examples of how rights are promoted in social care services and has started to write flash cards to help him revise. The first card states 'Provide information so service users can make choices' and the second card 'Ensure basic needs are met (such as food, shelter)'.

Complete a table which includes: (AC1.3)
- five further examples of how rights are promoted in social care services
- the benefits of promoting rights in social care services

- the difficulties encountered in promoting rights in social care services.

Submission: Table of information

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand what is meant by 'Duty of Care' in social care	1.3 **How rights are promoted** in social care services	Describe how to promote rights in social care services	Discuss how rights are promoted in social care services.	Evaluate the purpose and features of duty of care, including how rights are promoted in social care services and the impact and implications of non-adherence for individuals, practitioners and social care organisations within the care sector

Task 3 – Written report (LO1)

Britney is a support worker at a day centre for adults who are over sixty-five years old. Britney's manager has arranged an afternoon trip for service users. They will travel in a minibus to visit a museum and have afternoon tea in the café there. The manager instructs Britney to 'make sure at least twelve service users agree to go to make the cost of the minibus hire worthwhile'.
Write a report including references which explains the issues arising from this scenario including:
(AC1.4, AC1.5)

- what is meant by informed consent
- legal requirements of establishing informed consent in social care
- what Britney should do to try to obtain informed consent from service users
- what Britney should do if less than twelve service users give their consent.

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand what is meant by 'Duty of Care' in social care	1.4 The term informed consent	Describe what is meant by informed consent	Explain what is involved in establishing informed consent, its underpinning legal requirements, and how to support others'	Analyse the legal requirements of establishing informed consent, and the importance of supporting others with their understanding of
	1.5 The legal requirements of establishing informed consent when	Identify the legal requirements of establishing informed consent when providing care and support		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	providing care and support		understanding of how to attain informed consent when providing care	how to establish this when providing care and support

Task 4 – Professional discussion (LO2)

Lyndon is a social care support worker in a group home. He is one of a team helping five young adults with learning disabilities to gain independence skills. One resident, Ali has recently taken up cigarette smoking although he has severe asthma which can be made worse by cigarette smoke. Ali smokes in his bedroom and in the garden.

Make notes to prepare for a professional discussion with your tutor. The notes should be about the potential impact of Ali's choice to smoke cigarettes on himself, staff and other residents at the group home and the organisation which runs it. Include: (AC2.1, AC2.2, AC2.3, AC2.4)

- any benefits and risks to Ali and others
- Ali's rights to choose to smoke cigarettes
- the conflicts between Ali's rights and the rights of others at the group home
- the ethical dilemmas that arise from the tension between rights and duty of care
- how Lyndon and his colleagues can work with Ali and others to manage conflicts and dilemmas effectively to achieve positive outcomes for individuals
- where Lyndon could access additional support and advice about conflicts and dilemmas
- evaluate approaches to resolving ethical dilemmas.

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand how to address conflicts or dilemmas that may arise between an individual's rights and duty of care	2.1 The types of **conflicts** or **ethical dilemmas** that may arise when balancing individual rights and duty of care	Describe the types of conflicts or ethical dilemmas that may arise when balancing individual rights and a duty of care	Explain why conflicts and ethical dilemmas may arise when balancing individual rights and a duty of care, including approaches to resolution, how to work with individuals and others to manage conflicts and achieve positive outcomes, and where to get support and advice about conflicts and	Evaluate different approaches to resolving ethical dilemmas, including why conflicts and ethical dilemmas may arise when balancing individual rights and a duty of care, the importance of working with individuals and others to manage conflicts and when to get support and advice about conflicts and dilemmas
	2.2 How to work with individuals and others to manage conflicts and dilemmas related to duty of care effectively and	Describe how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care and achieve positive outcomes		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	achieve positive outcomes for individuals		dilemmas when needed	
	2.3 Where to get additional support and advice about conflicts and dilemmas	Identify where to get additional support and advice about conflicts and dilemmas		
	2.4 Approaches to resolving ethical dilemmas	Summarise approaches to resolving ethical dilemmas		

Task 5 – Observation (LO1, LO2)

Plan and prepare to be observed on placement:

- supporting others to understand how to establish informed consent when providing care and support (AC1.6)
- supporting others to address conflicts or dilemmas that may arise between an individual's rights and duty of care. (AC2.5)

This task requires a completed observation grid (shown below). Provide a copy of this sheet to your assessor/line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your workplace supporting others to gain informed consent and address a conflict or dilemma.

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
1.6 Support others to understand how to establish informed consent when providing care and support	
2.5 Support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand what is meant by 'Duty of Care' in social care	1.6 Support **others** to understand how to establish informed consent when providing care and support	Describe how to support others to understand how to establish informed consent when providing care and support	Explain what is involved in establishing informed consent, its underpinning legal requirements, and how to support others' understanding of how to attain informed consent when providing care	Analyse the legal requirements of establishing informed consent, and the importance of supporting others with their understanding of how to establish this when providing care and support
2. Understand how to address conflicts or dilemmas that may arise between an individual's rights and duty of care	2.5 Support **others** to address conflicts or dilemmas that may arise between an individual's rights and duty of care	Describe how to support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care	Explain why conflicts and ethical dilemmas may arise when balancing individual rights and a duty of care, including approaches to resolution, how to work with individuals and others to manage conflicts and achieve positive outcomes, and where to get support and advice about conflicts and dilemmas when needed	Evaluate different approaches to resolving ethical dilemmas, including why conflicts and ethical dilemmas may arise when balancing individual rights and a duty of care, the importance of working with individuals and others to manage conflicts and when to get support and advice about conflicts and dilemmas

Task 6 – Project (LO3)

Put together a project on responding to comments and complaints in social care. Include the following elements:

- a spider diagram showing the social care practitioner's role in listening and responding to comments and complaints (AC3.1)
- a flow chart showing the process to follow when receiving comments and complaints at your work placement (AC3.2)
- a report which evaluates the importance of empowering individuals and others to express comments and complaints. (AC3.3)

Submission: Project (including a spider diagram, flow chart and written report)

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Know how to respond to comments and complaints	3.1 The social care practitioner's role in listening and responding to comments and complaints	Summarise the social care practitioner's role in listening and responding to comments and complaints	Explain the process social practitioners follow when listening and responding to comments and complaints, and why it is important to empower individuals and others to express comments and complaints within social care	Evaluate the social care practitioner's role in listening and responding to comments and complaints, including the process followed when receiving them and the importance of empowering individuals and others within social care to express complaints and comments
	3.2 The **process** to follow when receiving comments and complaints	Describe the process to follow when receiving comments and complaints		
	3.3 The importance of empowering individuals and others to express their comments and complaints	Describe the importance of empowering individuals and others within social care to express comments and complaints		

Task 7 – Factsheet (LO4)

Prepare a factsheet which summarises the different types of care and support needs which individuals may have in relation to eating, drinking, and receiving good nutrition. (AC4.1) Consider:

- support in understanding general nutritional needs
- support in understanding specific dietary needs, such as a soft diet
- support for budgeting and shopping
- support to prepare meals, snacks, and drinks
- support needed to physically eat, drink or care for individuals who are tube fed
- support in understanding warning signs of dehydration or malnourishment.

Submission: Factsheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand the duty of care to ensure individuals have access to and, where applicable, support with fluids, food and nutrition	4.1 The different **types of care and support needs** individuals may have in relation to fluids, food and nutrition	Identify the different types of care and support needs individuals may have in relation to fluids, food and nutrition	Explain the importance of promoting health and wellbeing through supporting individuals' access to fluids, food and nutrition, including how this meets different needs and the duty of care required by social care practitioners and organisations to ensure the correct provision of hydration and nutrition for individuals is met	Evaluate the importance of supporting individuals' access to fluids, food and nutrition to meet different needs, including the duty of care held by social care practitioners and organisations, and the implications of failing to appropriately provide the correct levels of hydration and nutrition

Task 8 – Written report (LO4)

In 2024, ITV reported on a care home which Care Quality Commission (CQC) inspectors rated as inadequate, partly due to an alleged failure of Duty of Care to provide sufficient food for some residents:

'Inspectors believe a care home resident was left without food for three days in a damning report which orders bosses to improve.

The incident was seen in food records at Church Farm Care Home in Hemsby, Norfolk, which also showed some of residents, many of whom have dementia, had not eaten anything for 24 hours.'

[Patient at inadequate Norfolk care home 'left without food for three days' | ITV News Anglia](#)

Write a report about the potential implications of the failure of duty of care in any social care organisation to support needs in relation to fluids, food, and nutrition. Include the implications for: (AC4.2)

- individuals
- social care practitioners
- the organisation.

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand the duty of care to ensure individuals have access to and, where applicable, support with fluids, food and nutrition	4.2 Potential implications of the failure of the duty of care to support needs in relation to fluids, food and nutrition for the: • individual • social care practitioner • organisation	Describe the potential implications of the failure of the duty of care to support needs in relation to fluids, food and nutrition for the: • individual • social care practitioner organisation	Explain the importance of promoting health and wellbeing through supporting individuals' access to fluids, food and nutrition, including how this meets different needs and the duty of care required by social care practitioners and organisations to ensure the correct provision of hydration and nutrition for individuals is met	Evaluate the importance of supporting individuals' access to fluids, food and nutrition to meet different needs, including the duty of care held by social care practitioners and organisations, and the implications of failing to appropriately provide the correct levels of hydration and nutrition

Task 9 – Observation (LO4)

Prepare for observation on placement where you can demonstrate:

- how you can recognise individuals who are at risk of receiving the incorrect fluids, food, and nutrition for their needs. (AC4.3)
- how you promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition (AC4.4)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
4.3 Recognise individuals who are at risk after receiving the incorrect level of fluids, food and nutrition	

4.4 Promote healthy eating and wellbeing by supporting individuals to have access to drinks, food and nutrition Examples: • supporting independence in shopping and preparing meals • providing fluids and food • supporting the individual with drinking, and eating, such as cutting up food • assisted feeding preparing and administering a tube feed	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand the duty of care to ensure individuals have access to and, where applicable, support with fluids, food and nutrition	4.3 Recognise individuals who are at risk after receiving the incorrect level of fluids, food and nutrition	Describe how to recognise when individuals who are at risk after receiving the incorrect level of fluids, food and nutrition	Explain the importance of promoting health and wellbeing through supporting individuals' access to fluids, food and nutrition, including how this meets different needs and the duty of care required by social care practitioners and organisations to ensure the correct provision of hydration and nutrition for individuals is met	Evaluate the importance of supporting individuals' access to fluids, food and nutrition to meet different needs, including the duty of care held by social care practitioners and organisations, and the implications of failing to appropriately provide the correct levels of hydration and nutrition
	4.4 Promote healthy eating and wellbeing by supporting individuals to have access to drinks, food and nutrition	Describe how to promote healthy eating and wellbeing by supporting individuals to have access to drinks, food and nutrition		

Unit 5 – The care and support planning process

Task 1 – Display resource (LO1)

Create resources for a display board (which can include leaflets and posters) on the process of developing a care and support plan for an individual service user. Include:

- the value of including the individual and their family caregiver in care and support planning (AC1.6)
- the steps involved in the care and support planning process (AC1.1)
- the characteristics of the steps involved in the care and support planning process (AC1.1)
- how to create and develop a care and support plan that takes a person-centred approach by incorporating the individual's strengths, needs, preferences, and goals. (AC1.2)

Submission: Display resource (leaflet / poster)

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the care and support planning process	1.1 The steps involved in the **care and support planning process** and their associated characteristics	Identify the steps involved in the care and support planning process and describe their associated characteristics	Explain the steps involved in the care and support planning process, its associated characteristics, and the importance of developing plans based on individual strengths, needs and preferences	Evaluate the steps and characteristics of the care and support planning process, including the impact of developing plans based on individual strengths, needs and preferences
	1.2 How to create and develop a care and support plan based on individual strengths, needs and preferences	Describe how to create and develop a care and support plan based on individual strengths, needs and preferences		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.6 The value of the individual being involved in care and support planning	Summarise the value of involving the individual in care and support planning processes	Analyse the importance of the relationship between professionals, individuals, families and wider support networks involved in the care and support planning process, including the value of involving the individual within this, and how personal beliefs and preferences can impact on care planning processes	Analyse the relationships between professionals, individuals, families and wider support networks and their importance within the care and support planning process, including the impact of involving individuals in this, and why personal beliefs and preferences influence care planning processes

Task 2 – Assignment (LO1)

Research and write an assignment (including references) on care and support planning which includes:
- how the person-centred care and support planning process approach compares with other approaches to care and support planning (AC1.3)
- the purpose of a range of professionals who may be involved in the care and support planning process and their roles (AC1.4)
- the working relationship between these professionals and the individual, other professionals, the family, and the wider support network (AC1.5)
- how a social care professional's personal beliefs and preferences might influence the care and support planning process (AC1.7)
- how the individual could be supported in the care and support planning process. (AC1.8)

Submission: Assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the care and support planning process	1.3 How the person-centred care and support planning process differs from other forms of planning and assessment	Describe the differences between the person-centred care and support planning process and other forms of planning and assessment within	Explain the different roles involved in the care and support planning process, their purposes, and how the person-centred care and support planning process	Evaluate the different roles involved in the care and support planning process, including the variances between the person-centred care and support

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	within the care planning process	the care planning process	can differ from other forms of planning within social care	planning process, and why this can differ from other forms of planning within social care
	1.4 The purpose of different professional roles involved in the care and support planning process	Identify the different roles involved in the care and support planning process and summarise their purpose		
	1.5 The relationship between those involved in the care and support planning process, including: • individual • professional • family • support network	Describe the relationship between professionals, individuals, families and wider support networks and their roles within the care and support planning process	Analyse the importance of the relationship between professionals, individuals, families and wider support networks involved in the care and support planning process, including the value of involving the individual within this, and how personal beliefs and preferences can impact on care planning processes	Analyse the relationships between professionals, individuals, families and wider support networks and their importance within the care and support planning process, including the impact of involving individuals in this, and why personal beliefs and preferences influence care planning processes
	1.7 How personal beliefs and preferences might influence the care and support planning process	Describe how the care and support planning process might be influenced by personal beliefs and preferences		
	1.8 How the individual could be supported in the care and support planning process	Identify how the individual could be supported in the care and support planning process	Explain how the individual could be supported in the care and support planning process and the benefits of this	Evaluate the effectiveness of approaches to supporting individuals in the care and support planning process

Task 3 – Care and support plan (LO1)

Ben is a twenty-two-year-old man with a degree in computer animation who enjoys gaming, film making and comedy. He has a form of muscular dystrophy which causes progressive muscle weakness, and his strengths, needs, preferences, and goals are changing as he is entering the final years of his life. Ben attends a day centre for young adults with disabilities.

Construct a template for a care and support plan for Ben and discuss how Ben's key worker at the day centre could monitor, review and update Ben's care and support plan to reflect the ongoing changes in Ben's: (AC1.9)

- physical needs
- social needs
- emotional needs
- spiritual needs.

Submission: Care and support plan

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the care and support planning process	1.9 How to monitor, plan and review a care and support plan in response to changes in individuals: • physical needs • social needs • emotional needs • spiritual needs	Identify how to plan, monitor and review a care and support plan in response to changes in individuals: • physical needs • social needs • emotional needs • spiritual needs	Explain how planning, monitoring and reviewing a care and support plan can effectively address changes in individuals: • physical needs • social needs • emotional needs • spiritual needs	Evaluate how effective monitoring, planning and reviewing of care and support plans are in responding to an individual's changing needs, including: • physical needs • social needs • emotional needs • spiritual needs

Task 4 – Observation (LO1)

Plan and prepare to be observed in your placement setting as follows:

- contributing to the development and ongoing review of care and support plans for individuals (AC1.10)
- managing, monitoring, reporting, and responding to changes in the health and wellbeing of individuals (AC1.11)
- supporting others to work with individuals in line with the individual's care and support plan. (AC1.13)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
1.10 Contribute to the development and ongoing review of care and support plans for individuals	

1.11 Manage, monitor, report and respond to changes in the health and wellbeing of individuals	
1.13 Support **others** to work with individuals in line with the individuals' personal care and support plan	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the care and support planning process	1.10 Contribute to the development and ongoing review of care and support plans for individuals	Identify how to contribute to the development and ongoing review of care and support plans for individuals	Explain how contributing to the development and ongoing review of care and support plans for individuals can support with the management, monitoring and reporting of changes in an individuals' health and wellbeing	Analyse the impact of contributing to the development and ongoing review of care and support plans for individuals, including how effective this is in facilitating the management, monitoring and reporting of changes in an individuals' health and wellbeing
	1.11 Manage, monitor, report and respond to changes in the health and wellbeing of individuals	Describe how to manage, monitor, report and respond to changes in the health and wellbeing of individuals		
	1.13 Support **others** to work with individuals in line with the individuals' personal care and support plan	Describe how to support others to work with individuals in line with the individuals' personal care and support plan	Explain the importance of supporting others to work with individuals in line with the individuals' personal care and support plan	Analyse the benefits of supporting others to work with individuals in line with the individuals' personal care and support plan, including the outcomes for individuals

Task 5 – Professional discussion (LO1)

Plan and prepare for a professional discussion with your tutor covering the following: (AC1.12)

- which specialist practitioners may be available in your locality to assist in the specialist assessment of social, physical, emotional, and spiritual needs of individuals with cognitive, sensory and physical challenges
- the process for referring individuals for specialist assessment

- the role of the social care practitioner in supporting individuals who are having a specialist assessment.

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the care and support planning process	1.12 Facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments	Describe how to facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments	Explain how to facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments, and the importance of this	Evaluate the impact and possible outcomes of facilitating the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments

Unit 6 – Person-centred approaches and risk assessments

Task 1 – Report (LO1)

Write a report in favour of the statement that 'person-centred risk assessments can be used to promote and enable individuals': (AC1.1)

- choices
- independence
- right to take risks.

Submission: Report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the person-centred approach to care	1.1 What is meant by a **'person-centred approach'**	Describe what is meant by a 'person-centred approach' and how it benefits individuals	Explain what is involved in a person-centred approach, including how it benefits individuals	Evaluate the impact of a person-centred approach, including how it benefits individuals

Task 2 – Written report (LO1)

Discuss with staff at your work placement the importance and process of reviewing and updating risk assessments making notes.

Then create a report using your notes adding an evaluation of how important reviewing and updating risk assessments is for person-centred care and support of the individual. (AC1.2, AC1.3)

Submission: Witten report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the person-centred approach to care	1.2 How a person-centred approach benefits the individual	Describe what is meant by a 'person-centred approach' and how it benefits individuals	Explain what is involved in a person-centred approach, including how it benefits individuals	Evaluate the impact of a person-centred approach, including how it benefits individuals

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.3 The types of information and support available to individuals	Identify the types of information and support available to individuals	Discuss the types of information and support available to individuals, including how this can be accessed and the options available	Evaluate the impact of information and support available to individuals including their accessibility and benefits

Task 3 – Assignment (LO1)

Charlie is a ninety-year-old man living in sheltered accommodation. He receives care and support from Jane, a domiciliary social care worker from an agency. Charlie has had two drinks of whiskey every evening for many years. Following a fall one evening which caused a fractured hip, Charlie has been advised by his GP to stop drinking whiskey as it may contribute to future falls. Charlie's choice is to carry on with his evening routine of two drinks of whiskey and asks Jane to pour it for him.

Write an assignment on: (AC1.4)

- Charlie's rights to make choices which may involve risk
- the dilemma that Jane faces in balancing Charlie's rights and her duty of care
- the importance of risk management
- how Jane might manage the risk but still empowering Charlie.

Submission: Assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the person-centred approach to care	1.4 How to access information to support individuals to exercise choice and the options available	Describe how to access information to support individuals to exercise choice and the options available	Discuss the types of information and support available to individuals, including how this can be accessed and the options available	Evaluate the impact of information and support available to individuals including their accessibility and benefits

Task 4 – Question and answer session (LO2)

Plan and prepare for a 'question and answer' session with your tutor on person-centred care, specifically: (AC2.1, AC2.2, AC2.3, AC2.4)

- what is meant by a person-centred approach
- how can person-centred approaches benefit the individuals who are receiving care and support?
- the types of information and support available to individuals (and how to access it) to enable them to make informed choices

Submission: Question and answer session

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand the role of risk assessments in promoting person-centred approaches, choice and independence	2.1 How risk assessments can be used to promote and enable individuals' **choice, independence** and **right to take risks**	Identify how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks	Explain how risk assessments can support with enabling choice, independence, and support with person-centred approaches to care	Analyse how effective risk assessments are in enabling choice, independence and supporting with person-centred approaches to care
	2.2 The importance of reviewing and updating individuals' risk assessments to prioritise a person-centred approach	Summarise how reviewing and updating individuals' risk assessments can support prioritising a person-centred approach		
	2.3 When risk assessments should be reviewed and updated and who should be involved in the process	Identify when risk assessments should be reviewed and updated and who should be involved in the process	Explain the role of risk management and associated risks involved when empowering individuals, including when risk assessment should be reviewed and updated and by whom, and instances where individuals' rights need to be balanced against possible risks	Analyse the impact of risk management in social care settings, including who should be involved, how this can empower individuals, and the implications of respecting an individual's rights against the need to keep them safe
	2.4 The importance of risk management and associated risks involved when empowering individuals	Describe the role of risk management and associated risks involved when empowering individuals		

Task 5 – Observation (LO1, LO2)

Plan and prepare to be observed demonstrating person-centred care on your placement, specifically:

- carry out research relevant to individuals' support needs and share with others (AC1.5)
- provide information to individuals to enable them to make informed choices about the way their care and support is delivered (AC1.6)
- encourage individuals to actively participate in the way their care and support is delivered. (AC1.7)
- dealing with the types of tensions which can arise when balancing the rights of the individual against the social care practitioner's duty of care (AC2.5)
- how to manage risks when empowering individuals (AC2.6)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
1.5 Carry out research relevant to individuals' support needs and share with others	
1.6 Encourage individuals to actively participate in the way their care and support is delivered	
1.7 Provide individuals with information to enable them to exercise choice on how they are supported	
2.5 The types of tensions which can arise when balancing the rights of the individual against the social care practitioner's duty of care	
2.6 How to manage risks when empowering individuals	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the person-centred approach to care	1.5 Carry out research relevant to individuals' support needs and share with others	Describe how to carry out research relevant to individuals' support needs and share with others	Explain how research relevant to individuals' support needs can be beneficial and shared with others	Analyse the impact of research relevant to individuals' support needs and the importance of sharing this with others

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.6 Encourage individuals to actively participate in the way their care and support is delivered	Describe ways to encourage individuals to actively participate in the way their care and support is delivered	Explain why it is important to provide individuals with information to enable them to exercise choice, actively participate in the way their care and support is delivered, and ensure they know what they are agreeing to in terms of the ways in which they are supported	Evaluate the importance of providing individuals with information in relation to exercising choice, encouraging active participation in their own care, and understanding and agreeing to the care and support they will receive
	1.7 Provide individuals with information to enable them to exercise choice on how they are supported	Describe how to provide individuals with information to enable them to exercise choice on how they are supported	Explain why it is important to provide individuals with information to enable them to exercise choice, actively participate in the way their care and support is delivered, and ensure they know what they are agreeing to in terms of the ways in which they are supported	Evaluate the importance of providing individuals with information in relation to exercising choice, encouraging active participation in their own care, and understanding and agreeing to the care and support they will receive
2. Understand the role of risk assessments in promoting person-centred approaches, choice and independence	2.5 The types of tensions which can arise when balancing the rights of the individual against the social care practitioner's duty of care	Summarise examples of tensions which can arise when balancing the rights of the individual against the social care practitioner's duty of care	Explain the role of risk management and associated risks involved when empowering individuals, including when risk assessment should be reviewed and updated and by whom, and instances where individuals' rights need to be balanced against possible risks	Analyse the impact of risk management in social care settings, including who should be involved, how this can empower individuals, and the implications of respecting an individual's rights against the need to keep them safe
	2.6 How to manage risks when empowering individuals	Summarise how to manage risks when empowering individuals		

Task 6 – Role play (LO1)

Plan and prepare for a role play with your tutor to practice ensuring that individuals know what they are agreeing to regarding the way that they are supported. (AC1.8)

In addition, demonstrate this skill in your placement setting if you are given the opportunity to do so.

Submission: Role play

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the person-centred approach to care	1.8 Ensure that individuals know what they are agreeing to regarding the way in which they are supported	Describe how to ensure that individuals know what they are agreeing to regarding the way in which they are supported	Explain why it is important to provide individuals with information to enable them to exercise choice, actively participate in the way their care and support is delivered, and ensure they know what they are agreeing to in terms of the ways in which they are supported	Evaluate the importance of providing individuals with information in relation to exercising choice, encouraging active participation in their own care, and understanding and agreeing to the care and support they will receive

Unit 8 – Advocacy in social care

Task 1 – Information sheet (LO1, LO2, LO3)

Your local NHS Trust facilities include a large out-patient centre. This offers a range of clinics (e.g. oncology, pain, allergy) and a range of tests (e.g. x-rays, phlebotomy, audiology). You work in a social services day centre where the adult service users, like most people in the local area, are requested to visit the out-patient centre from time to time. Attendance at this busy out-patient centre by your day centre service users has highlighted the need for an advocacy service.

You have been asked to work with a local voluntary agency to develop an advocacy service that will benefit the social day centre service users. While you are aware that some service users would use the advocacy service in respect of their health care, others would use it in regard to social care decisions, legal and family matters.

Your first task is to create an information sheet about the advocacy service that would provide information about advocacy for all stake holders, including the people who were interested in becoming volunteer advocates. More specific information about the service will be added later but you are asked to include: (AC1.1, AC1.2, AC2.1, AC3.2)

- a definition of the term "advocate", including what this means in a social care setting
- what the advocates' aims will be in their role with the service users
- Explanations of at least five models of advocacy, indicating which model will be used in this service and how a service user might also use other models
- examples of situations when an advocate might be required.

Submission: Information sheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of advocacy in social care	1.1 The term 'advocacy' 1.2 The key principles underpinning advocacy	Describe what is meant by advocacy and outline its key underpinning principles	Explain the importance of advocacy and analyse its key underpinning principles	Evaluate the importance of advocacy and its key underpinning principles
2. Understand models of advocacy	2.1 The relationship between **models of advocacy**	Summarise the relationship between models of advocacy	Explain the relationship and differences between models of advocacy	Analyse the relationship and differences between models of advocacy, including their effectiveness

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the role of an advocate in health and social care	3.2 When an advocate may be required	Summarise the roles and responsibilities of an advocate, the skills they require, and when an advocate may be needed	Analyse the roles and responsibilities of an advocate, including the skills required and why an advocate may be needed and how they can be effective	Evaluate the importance of an advocate, their role and responsibilities, the circumstances in which they may be required, and the impact they may have

Task 2 – Training material (LO3, LO4)

Your second task is to prepare some of the materials that will be used in training the team of volunteer advocates. Create a presentation that includes the following information:

- the roles and responsibilities of an advocate (AC3.1)
- the skills needed by an effective advocate (e.g. communication skills, negotiation skill, ability to develop a rapport with different people, person centred counselling/listening skills, the person-centred attitudes of empathic understanding, genuineness and acceptance) (AC3.3)
- which of the ten Health and Care Professions Council standards of conduct relate to the work of an advocate and how these skills relate to advocacy (AC3.4)
- the role of an advocate in relation to safeguarding. (AC4.1)

Submission: Training materials

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the role of an advocate in health and social care	3.1 The roles and responsibilities of an advocate	Summarise the roles and responsibilities of an advocate, the skills they require, and when an advocate may be needed	Analyse the roles and responsibilities of an advocate, including the skills required and why an advocate may be needed and how they can be effective	Evaluate the importance of an advocate, their role and responsibilities, the circumstances in which they may be required, and the impact they may have
	3.3 The skill requirements of an effective advocate			
	3.4 The impact of relevant social care standards on the work of an advocate	Describe the impact of standards on the work of an advocate	Explain the impact of standards on the work of an advocate	Evaluate the impact of standards on the work of an advocate
4. Understand the role of advocacy in relation to safeguarding	4.1 The role of advocacy in relation to safeguarding	Describe the role of advocacy in relation to safeguarding	Analyse the relationship between advocacy and safeguarding	Evaluate the relationship between advocacy and safeguarding and their roles within social care

Unit 9 – Safeguarding in social care

Task 1 – Presentation (LO1, LO2)

Prepare a presentation to be delivered to your tutor on the following aspects of safeguarding:

- the principles of safeguarding (AC1.1)
- how safeguarding keeps individuals safe (AC1.2)
- how safeguarding values individuals' needs (AC1.2)
- factors that may contribute to an individual being vulnerable to harm or abuse (AC2.1)
- the principles of legislation, policies, and procedures in relation to safeguarding of adults and children. (AC1.4)

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand safeguarding	1.1 The **principles** of 'safeguarding'	Summarise the principles of safeguarding	Explain how the principles of legislation, policies and procedures in relation to safeguarding help protect children and young people, and adults and those involved in their care	Analyse the principles of legislation, policies and procedures in relation to safeguarding, including their role in protecting children and young people, and adults and those involved in their care
	1.2 How does safeguarding: • keep individuals safe • value individuals needs	Describe how safeguarding values individuals' needs and keeps individuals safe		
	1.4 The principles of legislation, policies and procedures in relation to the safeguarding and protection of: • children and young people • adults	Identify the principles of legislation, policies and procedures in relation to the safeguarding and protection of children and young people, and adults		
2. Understand factors that may contribute to an individual being vulnerable to harm or abuse	2.1 **Factors** that may contribute to an individual being vulnerable to harm or abuse	Identify factors that may contribute to an individual being vulnerable to harm or abuse	Explain factors that may contribute to an individual being vulnerable to harm or abuse	Analyse the factors that may contribute to an individual being vulnerable to harm or abuse and ways to mitigate these

Task 2 – Leaflet (LO1)

Write a leaflet for new social care practitioners about how they can take steps to safeguard themselves. Include: (AC1.3)

- the forms of harm and abuse which social care practitioners may be vulnerable to due to their work role
- steps available to safeguard social care practitioners
- sources and support available for health and social care practitioners to reduce their risk of harm and abuse.

Submission: Leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand safeguarding	1.3 How social care practitioners can take steps to safeguard themselves	Describe the steps social care practitioners can take to safeguard themselves	Explain how the principles of legislation, policies and procedures in relation to safeguarding help protect children and young people, and adults and those involved in their care	Analyse the principles of legislation, policies and procedures in relation to safeguarding, including their role in protecting children and young people, and adults and those involved in their care

Task 3 – Professional discussion (LO3, LO4, LO5)

Plan and prepare for a professional discussion with your tutor on potential signs and types of abuse and how these should be responded to. Include:

- types of abuse
- signs, symptoms, indicators, and behaviours that may cause concern of potential abuse (AC3.1)
- agreed ways of working in recognising and responding to potential signs of abuse (including lines of reporting, recording and responsibility for safeguarding) (AC3.2, AC4.1)
- the boundaries of confidentiality in relation to safeguarding individuals (AC4.3)
- evaluate the role and responsibilities of the social care practitioner in relation to safeguarding individuals. (AC5.1)

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Know signs, symptoms, indicators and behaviours that may cause concern	3.1 Signs, symptoms, indicators and behaviours that may cause concern relating to: • neglect • self-neglect • physical abuse • emotional abuse • sexual abuse • domestic abuse • financial abuse • institutional abuse • bullying • trafficking • cuckooing • radicalisation	Describe signs, symptoms, indicators and behaviours that may cause concern relating to forms of abuse and neglect (as identified in AC3.1)	Explain the processes involved in recognising signs, symptoms and indicators of abuse and how to support colleagues with this within agreed ways of working	Evaluate processes involved in recognising signs, symptoms and indicators of abuse, including the importance of supporting colleagues with this within agreed ways of working
	3.2 Recognise potential signs of abuse according to agreed ways of working	Identify the possible signs of abuse according to agreed ways of working		
4. Understand the lines of reporting, recording and responsibility in relation to the safeguarding, protection and welfare of individuals	4.1 The lines of reporting, recording and responsibility in relation to safeguarding, protection and welfare	Summarise the lines of reporting, recording and responsibility in relation to safeguarding, protection and welfare	Explain how to respond to potential signs of abuse within agreed ways of working, including the lines of reporting, recording and the boundaries of confidentiality in relation to safeguarding responsibilities	Evaluate the effectiveness of approaches to recognising and responding to potential signs of abuse within agreed ways of working, including the lines of reporting, recording and the boundaries of confidentiality in relation to safeguarding responsibilities
	4.3 The boundaries of confidentiality in relation to the safeguarding, protection and welfare of individuals	Identify and summarise the boundaries of confidentiality in relation to the safeguarding, protection and welfare of individuals		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
5. Understand the role and responsibilities of the social care practitioner in relation to safeguarding individuals	5.1 The role and responsibilities of the social care practitioner in relation to safeguarding individuals	Identify the role and responsibilities of the social care practitioner in relation to safeguarding individuals	Explain the role and responsibilities of the social care practitioner in relation to safeguarding individuals, including how to recognise and respond to unsafe working practices	Evaluate the role and responsibilities of the social care practitioner in relation to safeguarding individuals, including why it is important to recognise and respond appropriately to unsafe working practices

Task 4 – Role play (LO3, LO4)

Plan and prepare to demonstrate by role play with your tutor how to:

- recognise and respond to potential signs of abuse according to agreed ways of working (AC3.2, AC4.2)
- support others to recognise and respond to potential signs of abuse in accordance with agreed ways of working. (AC3.3)

Submission: Role play

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Know signs, symptoms, indicators and behaviours that may cause concern	3.2 Recognise potential signs of abuse according to agreed ways of working	Identify the possible signs of abuse according to agreed ways of working	Explain the processes involved in recognising signs, symptoms and indicators of abuse and how to support colleagues with this within agreed ways of working	Evaluate processes involved in recognising signs, symptoms and indicators of abuse, including the importance of supporting colleagues with this within agreed ways of working
	3.3 Support others to recognise and respond to potential signs of abuse according to agreed ways of working	Describe how to support others within agreed ways of working to recognise and respond to potential signs of abuse		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand the lines of reporting, recording and responsibility in relation to the safeguarding, protection and welfare of individuals	4.2 Respond to potential signs of abuse according to agreed ways of working	Describe how to respond to potential signs of abuse according to agreed ways of working	Explain how to respond to potential signs of abuse within agreed ways of working, including the lines of reporting, recording and the boundaries of confidentiality in relation to safeguarding responsibilities	Evaluate the effectiveness of approaches to recognising and responding to potential signs of abuse within agreed ways of working, including the lines of reporting, recording and the boundaries of confidentiality in relation to safeguarding responsibilities

Task 5 – Flowchart (LO5)

Create four flow charts showing the processes to follow regarding unsafe practices in the workplace. Produce one flow chart for each of the following processes: (AC5.2)

- preventing unsafe practices.
- recognising unsafe practices.
- responding to unsafe practices.
- reporting and recording unsafe practices.

Submission: Flowchart

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
5. Understand the role and responsibilities of the social care practitioner in relation to safeguarding individuals	5.2 How to **recognise, respond to, report** and prevent unsafe safeguarding practices in the workplace	Describe how to recognise, respond to, report and prevent unsafe safeguarding practices in the workplace	Explain the role and responsibilities of the social care practitioner in relation to safeguarding individuals, including how to recognise and respond to unsafe working practices	Evaluate the role and responsibilities of the social care practitioner in relation to safeguarding individuals, including why it is important to recognise and respond appropriately to unsafe working practices

Task 6 – Poster (LO6)

Design a poster showing the principles of national and local strategies and frameworks for safeguarding and protection from abuse. Include examples of at least two national strategies or frameworks and at least two local strategies or frameworks. (AC6.1)

Submission: Poster

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand the national and local strategies for safeguarding and protection from abuse	6.1 The principles of national and local frameworks for safeguarding and protection from abuse	Identify the principles of national and local frameworks for safeguarding and protection from abuse	Explain the principles of national and local frameworks for safeguarding and protection from abuse	Evaluate the principles and importance of national and local frameworks for safeguarding and protection from abuse

Task 7 – Written report (LO7)

John is a fifty-five-year-old man with a mild learning disability who lives in his own flat and attends a day centre run by a charity. He was previously supported by his mother who lived locally but she died three months ago. A neighbour has noticed that new people are going in and out of John's flat day and night and seem to be drinking and partying. John tells the neighbour that these are his new friends and that he does not mind that they are spending his benefit money on food and alcohol for themselves. The neighbour passes this information on to Melissa who is the manager of the day centre which John attends.

Write an account which includes:

- why John is vulnerable to abuse
- what potential sorts of abuse John may be experiencing and at risk of
- the national and local strategies and associated agencies which may be involved in reporting harm and abuse (AC7.1)
- the roles of agencies when responding to suspected harm or abuse of children, young people, and adults (AC7.2)
- the actions that Melissa should take having had a disclosure of suspected abuse of John. (AC7.3)

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
7. Understand how to respond to suspected harm or abuse	7.1 The types of national and local strategies and associated agencies which may be	Identify the types of national and local strategies and associated agencies which may be involved in	Explain the actions to take in cases of suspected or disclosed harm and/or abuse, including how	Analyse the role and impact of local and national strategies and partnership working with external agencies

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	involved in reporting harm or abuse	reporting harm or abuse	working in partnership with external agencies and in relation to local and national strategies can support in reporting and responding to concerns of abuse	in reporting and responding to suspected or disclosed harm and/or abuse of children and young people, and adults
	7.2 The roles of agencies when responding to suspected harm or abuse of: • children and young people • adults	Describe the roles of agencies when responding to suspected harm or abuse of children and young people, and adults		
	7.3 Actions to take if harm or abuse is suspected and/or disclosed for: • children and young people • adults	Describe the actions to take if harm or abuse is suspected and/or disclosed for children and young people, and adults		

Task 8 – Professional discussion (LO7)

Plan and prepare for a professional discussion with your tutor about how you would work in partnership with external agencies to respond to concerns of abuse if needed in your future work in social care. (AC7.4)

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
7. Understand how to respond to suspected harm or abuse	7.4 Work in partnership with external agencies to respond to concerns of abuse	Describe how to engage in partnership working with external agencies to respond to concerns of abuse	Explain the actions to take in cases of suspected or disclosed harm and/or abuse, including how working in partnership with external agencies and in relation to local and national strategies can support in reporting and responding to concerns of abuse	Analyse the role and impact of local and national strategies and partnership working with external agencies in reporting and responding to suspected or disclosed harm and/or abuse of children and young people, and adults

Task 9 – Information sheet (LO8)

Provide information for new social care staff at your placement by creating an information sheet on sources of support and information on safeguarding in social care. Include:

- examples of sources of support and information in relation to the safeguarding and protection of children, young people, and adults (AC8.1)
- how to access these sources of support and information. (AC8.2)

Submission: Information sheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
8. Understand how to access additional support and information in relation to safeguarding and protection	8.1 Sources of support and information in relation to safeguarding and protection of: • children and young people • adults	Identify sources of support and information in relation to safeguarding and protection of children and young people, and adults	Explain how sources of support and information can be accessed to assist in the safeguarding and protection of children and young people, and adults	Analyse sources of support and information, how to access them and their impact on the safeguarding and protection of children and young people, and adults
	8.2 How to access support and information in relation to safeguarding and protection	Describe how to access support and information in relation to safeguarding and protection		

Task 10 – Slideshow presentation (LO9)

This is an extract from the final report of an adult safeguarding review (2019) following the tragic death of a thirty-eight-year-old woman who had learning disabilities.

'The evidence and information gathered in this review and the LeDeR process [Learning Disabilities Mortality Review] *outlines the ways in which both Jo-Jo and her mother, as the main carer, were let down by a succession of gaps and omissions by health and social care agencies on many occasions. Many simple straightforward communications/basic activities were not carried out, no one sought to coordinate care, good practice was ignored, policy and current learning was ignored, and unrealistic and untested assumptions were made about Jo-Jo's mother, who was left virtually unsupported to provide daily care for her daughter's undiagnosed skin condition'.* jojo-SAR.pdf - Google Drive

Read the extract above then research and collate notes on why safeguarding reviews are required, specifically: (AC9.1)

- child Safeguarding Practice Reviews
- safeguarding Adults Reviews.

Create a presentation from your notes.

Submission: Slideshow presentation

Version: 1.0 July 2023

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
9. Understand the purpose of safeguarding reviews	9.1 Why safeguarding reviews are required, such as: • Child Safeguarding Practice Reviews • Safeguarding Adults Reviews	Summarise why safeguarding reviews are required, such as Child Safeguarding Practice Reviews and Safeguarding Adults Reviews	Explain the importance safeguarding reviews such as Child Safeguarding Practice Reviews and Safeguarding Adults Reviews	Evaluate the impact of safeguarding reviews such as Child Safeguarding Practice Reviews and Safeguarding Adults Reviews

Task 11 – Written report (LO10)

Research whistleblowing and the role of whistleblowers in exposing unsafe practice, then write a report including:

- what whistleblowing is and when it may be necessary (AC10.1)
- the processes of whistleblowing in a social care setting (AC10.2)
- the reasons why social care practitioners may be reluctant to be whistleblowers
- the importance of whistleblowing and the external support available throughout the process (AC10.3)
- potential implications to individuals, practitioners, and organisations if issues are not raised by whistleblowing (AC10.4)
- the responsibilities of the social care practitioner in relation to whistleblowing. (AC10.5)

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
10. Understand the importance and process of whistleblowing	10.1 The term whistleblowing and when it is necessary	Describe what is meant by whistleblowing	Explain the process of whistleblowing within a social care setting, including their importance in relation to safe practice and the responsibilities of social care practitioners, and the implications of not raising issues through whistleblowing	Analyse whistleblowing processes and the practitioners' responsibilities in relation to safe practice within a social care setting, including the implications and potential impact of not following the process of whistleblowing
	10.2 The process of whistleblowing within a social care setting	Summarise the process of whistleblowing within a social care setting		
	10.3 The importance of whistleblowing and the external support available throughout this process	Describe the importance of whistleblowing and the external support available throughout this process		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	10.4 Potential implications if issues are not raised using the whistleblowing process	Identify the potential implications if issues are not raised using the whistleblowing process		
	10.5 The responsibilities of the social care practitioner in relation to whistleblowing	Describe the responsibilities of the social care practitioner in relation to whistleblowing		

Task 12 – Professional discussion (LO10)

Plan and prepare for a professional discussion with your tutor about: (AC10.6)
- how you would recognise, respond, report, and record unsafe practices
- when whistleblowing may be necessary
- how you would support others to respond to unsafe practices, including whistleblowing if necessary.

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
10. Understand the importance and process of whistleblowing	10.6 Recognise, report, respond to and record unsafe practices and encourage others to do so	Describe how to recognise, report, respond to and record unsafe practices and encourage others to do so	Explain the process of whistleblowing within a social care setting, including their importance in relation to safe practice and the responsibilities of social care practitioners, and the implications of not raising issues through whistleblowing	Analyse whistleblowing processes and the practitioners' responsibilities in relation to safe practice within a social care setting, including the implications and potential impact of not following the process of whistleblowing

Unit 10 – Mental health and wellbeing

Task 1 – Booklet (LO1)

You have been asked to create a mental health resource in the form of a booklet or series of booklets. The intended readers are the parents of the teenagers in the youth group you work with; the teenagers are well informed about mental health because of initiatives at the youth group and at school, but their parents are less aware and are unnerved by their children's ease with terminology in this area.

Your booklet should include the following content:

- definitions of the terms "Mental Health", "Mental Ill-health" and "Mental Wellbeing" (AC1.1)
- an overview of the UK legislation and policy that relates to mental health and wellbeing (e.g. The Mental Health Act 1983, The Mental Capacity Act 2005 and policy initiatives indicated on the gov.uk. website). Indicate the aim of the laws and policies you include (AC1.2)
- medical and social approaches to mental health care and how they differ (AC1.3)
- five specific mental disorders: Schizophrenia, Bipolar disorder, Depression, Anxiety and Addiction. In each case describe how the condition affects emotions, thinking and behaviour. You may add other conditions if you have a particular interest in them (AC1.4)
- some background information about the classification system of mental health disorders used by medical professionals (i.e. The World Health Organisation (WHO) International Classification of Disorders and The American Psychiatric Association's DSM classification). How these systems are revised and how and why they are used (AC1.6)
- how mental ill health can influence the person's life in respect of education, employment, finances, relationships, and physical health, and how families can be affected by a family member's mental ill health (AC1.7)
- how mental ill-health affects emotions, thinking and behaviour (AC1.5)
- the impact of positive and negative attitudes towards mental ill health (e.g. increased health support and raised awareness via social and other media, negative attitudes towards people who are mentally ill and poor understanding of conditions such as psychosis and personality disorders. (AC1.8)

Submission: Booklet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand mental health and mental ill-health	1.1 The following terms: • mental health • mental ill-health • wellbeing	Describe what mental health, mental ill-health and wellbeing means	Explain the impact of mental health and types of mental ill-health on individuals and others in the context of medical classifications and mental and social models of distress, and public attitudes towards mental ill-health	Evaluate the impact of mental health and types of mental ill-health on individuals and others, including this in the context of public attitudes towards mental ill-health, medical classifications and mental and social models of distress
	1.2. **Legislation** and **policy** in relation to mental health and wellbeing	Identify legislation and policy in relation to mental health and wellbeing		
	1.3 The difference between the medical model and social	Describe differences between the medical model		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	model to mental distress	and social model to mental distress		
	1.4 Types of mental ill-health	Identify types of mental ill-health		
	1.5 How mental ill health affects emotions, thinking and behaviour	Summarise how mental ill-health affects emotions, thinking and behaviour		
	1.6 **Medical classification** of mental health disorders	Summarise medical classifications of mental health disorders		
	1.7 The **impact** mental ill-health can have on individuals and **others**	Describe the impact mental ill-health can have on individuals and others		
	1.8 The impact of **positive** and **negative** public attitudes towards mental ill-health	Identify the impact of positive and negative public attitudes towards mental ill-health		

Task 2 – Wall display (LO2, LO3, LO4)

You are then asked to produce a wall display or series of wall displays entitled "Promoting Mental Health" to include in a workplace to improve the mental health of staff. Your display should include the following sections:

- the factors which impact mental health and wellbeing
- the impact of prevention and early intervention in promoting an individual's mental health
- indicators of stress, anxiety, and burnout in an individual (behavioural, physical, and psychological)
- factors that can trigger stress, anxiety, and burnout
- ways in which an individual can promote their own mental health and wellbeing (e.g. healthy lifestyle, socialising and interacting in person rather than online, limiting screentime)
- methods available to develop and sustain a positive attitude towards stress in self and others (e.g. counselling, mindfulness classes and apps, walking groups, visiting a gym)
- how to support an individual's mental health and wellbeing (e.g. use of GP services, having a named support person, referral to day service, support to access leisure activities)
- support with mental health that is available nationally and locally via charities and voluntary agencies and statutory services. Include support for carers, and explain how to access these options
- the principles of local and national strategies to promote mental health and wellbeing.

(AC2.1 AC2.2, AC2.3, AC2.4, AC2.5, AC3.1, AC4.1, AC4.2, AC4.3, AC4.4, AC4.5)

Submission: Wall display

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand how to promote and support mental health and wellbeing	2.1 The impact of early intervention in promoting an individual's mental health and wellbeing	Identify how early intervention can impact on promoting an individual's mental health and wellbeing	Explain the impact of early intervention and local and national strategies to promote mental health and wellbeing, including how individuals can promote their own mental health and wellbeing, engage with wider available support, and how to assist others with promoting mental health among the individuals they work with and care for	Evaluate the effectiveness of local and national strategies and early interventions in supporting individuals with mental health and wellbeing, including examples of support available, approaches to mental health and wellbeing awareness and promotion with individuals and their wider support networks
	2.2 How an **individual** can **promote** their own mental health and wellbeing	Describe how an individual can promote their own mental health and wellbeing, and how to support them with this		
	2.3 How to support an individual to promote own mental health and wellbeing			
	2.4 The **support** available for mental health and wellbeing to individuals and others	Identify examples of mental health and wellbeing support available to individuals and others		
	2.5 The principles of **local and national strategies** to promote mental health and wellbeing	Summarise principles of local and national strategies to promote mental health and wellbeing		
3. Understand factors which impact mental health and wellbeing	3.1 **Factors** which impact mental health and wellbeing	Identify factors that can impact on mental health and wellbeing	Explain factors which impact mental health and wellbeing and methods to promote the mental health and wellbeing of individuals	Evaluate methods to promote the mental health and wellbeing of individuals, including their effectiveness in addressing factors which impact mental health and wellbeing
4. Understand how to manage stress, anxiety	4.1 Indicators of stress, anxiety and burnout in	Summarise the indicators of stress, anxiety	Explain indicators of stress, anxiety and burnout, key	Evaluate methods of addressing stress, anxiety

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
and burnout in self and others	self and others	and burnout in self and others	factors that can trigger these, their effects on self and behaviours towards others, and methods to mitigate this including methods to sustain a positive attitude towards stress and accessing support	and support options available, including their effectiveness in addressing the key indicators, triggers, and effects of stress, anxiety and burnout on self and others
	4.2 Factors that can trigger stress, anxiety and burnout in self and others	Identify key factors that can trigger stress, anxiety and burnout in self and others		
	4.3 How stress, anxiety and burnout may affect own reactions and behaviours towards others	Describe how anxiety and burnout may affect own reactions and behaviours towards others		
	4.4 Methods available to develop and sustain a positive attitude towards stress in self and others	Identify methods of developing and sustaining a positive attitude towards stress in self and others		
	4.5 How to access a range of support options	Summarise how to access a range of support options		

Task 3 – Professional discussion (LO3)

Now, demonstrate how you can put what you have learned from completing the first two tasks into practice by discussing with another individual the ways that their mental health and wellbeing could be promoted in the time that is available to them each week. Include comments about how they could improve the mental health of others they support. Record the session and give the audio recording and any notes you make to your assessor. You must inform the person you are working with, in writing, that that the recording will only be heard by your assessor. This will ensure that you are complying with GDPR law. (AC3.2, AC3.3)

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand factors which impact mental health and wellbeing	3.2 Demonstrate how to promote the mental health and wellbeing of individuals	Describe how to promote the mental health and wellbeing of individuals	Explain ways to support others to promote the mental health and wellbeing of the individuals they support where appropriate.	Evaluate methods to support others to promote the mental health and wellbeing of the individuals they support where appropriate
	3.3 Support others where appropriate to promote the mental health and wellbeing of the individuals they support	Describe ways to support others to promote the mental health and wellbeing of the individuals they support where appropriate		

Unit 11 – Health and safety in social care

Task 1 – Matching exercise and spider diagram (LO1)

Part 1- Matching exercise- Research each piece of legislation (1 to 5 in table 1) and match it with its corresponding description (A to E in table 2). (AC1.1)

Table 1

Legislation
1. Health and Safety at Work Act 1973
2. The Management of Health and Safety at Work Regulations 1999
3. Manual Handling Operations Regulations 1992 (amended 2002)
4. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (amended 2008)
5. Control of Substances Hazardous to Health Regulations (COSHH) 2002

Table 2

Description
A. Workplace incidents including accidents and illnesses must be reported and recorded in accordance with this legislation
B. The legislation which covers health and safety in the workplace in general, and has since been updated by regulations.
C. Legislation which relates to the storage, use and disposal of substances in the workplace which may cause harm.
D. An example of legislation which updates the Health and Safety at Work Act
E. Legislation which governs the safe lifting and moving of people and equipment in work settings.

Part 2 – Draw a spider diagram illustrating how health and safety legislation, policies and procedures protect individuals in social care settings such as service users and staff. (AC1.2)

Submission: Matching exercise and spider diagram

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the different responsibilities relating to health and safety in social care settings	1.1 The **legislation** relating to health and safety in a social care setting	Identify legislation relating to health and safety in a social care setting	Explain examples of health and safety legislation in a social care setting in the context of how this relates to policies and procedures and the responsibilities of those working within social care	Evaluate the impact and importance of health and safety legislation in a social care setting in the context of how this relates to policies and procedures and the responsibilities of those working within social care
	1.2 How health and safety **policies and procedures** protect staff and service users in social care settings	Describe how staff and service users in social care settings are protected by health and safety policies and procedures		

Task 2 – Handbook (LO1)

Create a handbook for new staff in a social care setting on health and safety which covers:

- the relationships between the health and safety responsibilities of the social care worker, employer/manager, and others (such as service users and visitors) (AC1.3)
- situations in which the responsibility for health and safety lies with the individual (AC1.4)
- specific tasks which should only be carried out with special training (AC1.5)
- how to access additional support and information relating to health and safety. (AC1.6)

Submission: Handbook

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the different responsibilities relating to health and safety in social care settings	1.3 The relationship between the health and safety responsibilities of: • the social care worker • the employer or manager • **others** in the social care setting	Summarise the relationship between the health and safety responsibilities of the social care worker, employer or manager and others within social care settings	Explain examples of health and safety legislation in a social care setting in the context of how this relates to policies and procedures and the responsibilities of those working within social care	Evaluate the impact and importance of health and safety legislation in a social care setting in the context of how this relates to policies and procedures and the responsibilities of those working within social care
	1.4 Situations in which the responsibility for health and safety lies with the **individual**	Identify situations in which the responsibility for health and safety lies with the individual	Explain examples of when the responsibility for health and safety lies with the individual, and social care tasks which require special training before delivery, including how to access health and safety support and information when needed	Analyse the circumstances in which an individual is responsible for their health and safety, or when specific tasks require special training for those delivering care, including how additional support can be accessed when required
	1.5 Specific **tasks** which should only be carried out with special training	Identify specific tasks relating to social care which should only be carried out with special training		
	1.6 How to access additional support and information relating to health and safety	Describe how to access additional support and information relating to health and safety		

Task 3 – Presentation slides (LO2)

Design a presentation on risk assessments and their importance in relation to health and safety.

The presentation should include:

- the importance of assessing health and safety in social care settings (including service users' own homes) (AC2.1)
- the steps of the risk assessment process (AC2.2)
- addressing identified health and safety risks (AC2.3)
- why dilemmas may arise when an individual's rights and choices may present health and safety concerns
- how risk assessment can help to address dilemmas arising from individuals' rights to make risky choices (AC2.4)
- how to promote health and safety in social care settings (AC2.5)

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand risk assessments and their importance in relation to health and safety	2.1 Why it is important to assess health and safety risks	Describe the importance of assessing health and safety risks	Discuss the importance of health and safety risk assessments in social care, including the steps involved in carrying them out, how to assess an individual's rights against risks, and how to promote health and safety within the social care setting	Evaluate the role of health and safety risk assessments in social care, including examples of their impact, the tensions between identifying risks and an individual's rights, and the importance of health and safety promotion within care settings
	2.2 The steps involved in carrying out a risk assessment	Summarise the steps involved in carrying out a risk assessment		
	2.3 How to address potential health and safety risks identified	Describe how to address potential health and safety risks identified		
	2.4 How risk assessment can help address **dilemmas** between an individual's rights and health and safety concerns	Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns		
	2.5 How to promote health and safety within the social care setting	Describe ways to promote health and safety within the social care setting		

Task 4 – Poster (LO3)

Design a poster illustrating the different types of accidents and sudden illness that may occur in a social care setting. (AC3.1)

Submission: Poster

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand procedures for responding to accidents and sudden illness	3.1 Different types of accidents and sudden illness that may occur in a social care setting	Identify examples of different types of accidents and sudden illness that may occur in a social care setting	Explain how procedures are followed in relation to different accidents and illnesses, discussing the importance of first aid training, and the impact of not following emergency first aid procedures and associated consequences	Analyse the processes followed in care settings and their impact in responding to accidents and illnesses, including the consequences of not following first aid procedures

Task 5 – Factsheet (LO3)

Write a factsheet which explains:

- the policies and procedures to be followed in your placement social care setting if an accident or sudden illness occurs (AC3.2)
- why it is important for emergency first aid tasks only to be carried out or supervised by suitably trained first aiders (AC3.3)
- the impact and consequences of failing to follow emergency first aid procedures. (AC3.4)

Submission: Factsheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand procedures for responding to accidents and sudden illness	3.2 Procedures to be followed if an accident or sudden illness should occur	Describe the procedures that should be followed when an accident or sudden illness occurs	Explain how procedures are followed in relation to different accidents and illnesses, discussing the importance of first aid training, and the impact of not	Analyse the processes followed in care settings and their impact in responding to accidents and illnesses, including the consequences of
	3.3 Why it is important for emergency	Summarise why it is important for emergency first		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	first aid tasks only to be carried out by suitably trained first aiders	aid tasks only to be carried out by suitably trained first aiders	following emergency first aid procedures and associated consequences	not following first aid procedures
	3.4 The **impact** of failing to follow emergency first aid procedures and associated consequences	Describe the impact of failing to follow emergency first aid procedures and associated consequences		

Task 6 – Research (LO4)

Research the following Moving and Handling legislation:

- Manual Handling Operations Regulations 1992 (MHOR) (as amended 2002)
- Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
- Provision and Use of Work Equipment Regulations 1998 (PUWER)

Copy the paragraphs below, filling in the missing legislation in the gaps shown with square brackets. (AC4.1)

Moving and handling individuals and equipment safely requires staff to work within policies and procedures which are based on legislation.

The [   ] requires employers to avoid manual handling where possible and conduct risk assessments regarding manual handling. This legislation also requires employees to use lifting equipment supplied by the employer correctly.

The [   ] helps to ensure equipment used for lifting is safe as it details the inspections, records and processes required for dealing with equipment defects.

The [   ] more broadly relates to lifting equipment being fit for purpose, operated by trained personnel and properly maintained.

Submission: Research

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand how to move and handle individuals and equipment safely	4.1 The main points of **legislation** that relate to moving and handling	Identify and outline the main points of legislation that relate to moving and handling	Explain the main points of legislation that relate to moving and handling	Evaluate the effectiveness of safe moving and handling in protecting those in social care from injury or harm, including situations when it would be suitable to use additional equipment for safer moving and handling in relation to moving and handling legislation

Task 7 – Reflection of own practice (LO4)

Consider your experience of moving and handling individual service users on your placement and write a reflective piece including:

- how following the principles for safe moving and handling protects service users and staff from injury and harm (AC4.2)
- when additional equipment may be needed for safe moving and handling (AC4.3)
- why specialist training is needed before carrying out moving and handling of individuals (AC4.4)
- the benefits and challenges of following moving and handling policies and procedures.

To help with this, research and use a process such as Gibbs Reflective Cycle or Kolb's Reflective Cycle to structure your approach to this reflective piece.

Submission: Reflection of own practice

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand how to move and handle individuals and equipment safely	4.2 How following principles for safe moving and handling protects those in the social care setting from injury or harm	Describe how following safe moving and handling principles protects those in the social care setting from injury or harm	Explain safe moving and handling principles and their importance in protecting those in social care from injury or harm, and the situations	Evaluate the effectiveness of safe moving and handling in protecting those in social care from injury or harm, including situations when it

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	4.3 The types of situations that may require **additional equipment** necessary for safer moving and handling	Identify the types of situations that may require additional equipment necessary for safer moving and handling	that may require additional equipment necessary for safer moving and handling	would be suitable to use additional equipment for safer moving and handling in relation to moving and handling legislation
	4.4 Why it is important for moving and handling tasks to be carried out following specialist training	Summarise why it is important for moving and handling tasks to be carried out following specialist training	Explain how to produce person-centred risk assessments to ensure an individual's safety when performing a task, including examples of when specialist training is needed for assisting and moving individuals and how to minimise risk	Evaluate the role and impact of person-centred risk assessments in performing tasks safely and ensuring the safety of individuals, including the possible consequences of assisting and moving an individual without specialist training

Task 8 – Observation and professional discussion (LO4)

Part 1 – Plan and prepare to be observed by your tutor on your placement:

- developing person centred risk assessments relating to moving and handling of at least two individuals (AC4.5)
- demonstrating how to use the risk assessments to move and handle the individuals safely. (AC4.6)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
4.5 Develop risk assessments which are person-centred ensuring safety of the individual	
4.6 Demonstrate how to use risk assessments to perform a task safely	

Part 2 – Plan and prepare for a professional discussion with your tutor on the impact and potential consequences of assisting and moving an individual without:

- specialist training
- following their care and support plan.

(AC4.7, AC4.8)

Submission: Observation and professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand how to move and handle individuals and equipment safely	4.5 Develop risk assessments which are person-centred ensuring safety of the individual	Describe how to produce person-centred risk assessments that ensure the safety of the individual	Explain how to produce person-centred risk assessments to ensure an individual's safety when performing a task, including examples of when specialist training is needed for assisting and moving individuals and how to minimise risk	Evaluate the role and impact of person-centred risk assessments in performing tasks safely and ensuring the safety of individuals, including the possible consequences of assisting and moving an individual without specialist training
	4.6 Demonstrate how to use risk assessments to perform a task safely	Describe examples of how to use risk assessments to perform a task safely		
	4.7 The impact of assisting and moving an individual without specialist training and the potential consequences	Describe the impact of assisting and moving an individual without specialist training and the potential consequences of this	Discuss the impact and consequences of assisting and moving an individual without specialist training	
	4.8 The impact and consequences of not following an individual's **care plan** or fully engaging with them when assisting and moving an individual	Describe the impact and consequences of not following an individual's care plan or fully engaging with them when assisting and moving an individual	Explain the impact and consequences of not following an individual's care plan or fully engaging with them when assisting and moving an individual	Evaluate the impact and consequences of not following an individual's care plan or fully engaging with them when assisting and moving an individual

Task 9 – Leaflet (LO5)

Design a leaflet for new staff which introduces them to handling hazardous substances in a social care setting. Include:

- types of hazardous substances that may be found in social care settings (AC5.1)
- why medicines are considered hazardous substances (AC5.2)
- safe practices for storing, using, and disposing of hazardous substances (AC5.3)
- the dangers of not following these safe practices. (AC5.4)

Submission: Leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
5. Understand how to handle hazardous substances	5.1 Types of hazardous substances that may be found in the social care setting	Identify types of hazardous substances that may be found in the social care setting	Explain different types of hazardous substances that may be found in the social care setting and how they should be managed	Evaluate the importance of practitioners being able to identify and adhere to processes regarding hazardous substances found in social care settings
	5.2 Why medication is a hazardous substance	Summarise why medication is a hazardous substance	Explain safe practices for using, storing and disposing of hazardous substances and the dangers that can arise from failing to follow safe practices	Evaluate the importance of safe practices to minimise associated dangers when using, storing and disposing of hazardous substances and medication
	5.3 Safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances	Identify safe practices for using, storing and disposing of hazardous substances		
	5.4 The dangers associated with not following safe practices	Describe the dangers associated with not following safe practices		

Task 10 – Factsheet (LO6)

Produce a factsheet which covers:

- the procedures to be followed in a social care setting to prevent and respond to: (AC6.1)
    - fire
    - gas leak

- o   flooding
- o   intruding
- o   security breach.
- the importance of having an emergency plan in place to deal with unforeseen incidents. (AC6.3)

Submission: Factsheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand how to promote environmental safety procedures in the social care setting	6.1 Procedures to be followed in the social care setting to prevent: • fire • gas leak • floods • intruding • security breach	Describe the relevant procedures to be followed in the social care setting to prevent different potential hazards (as identified in 6.1)	Explain the relevant procedures to be followed in the social care setting to prevent different potential hazards (as identified in 6.1)	Analyse the effectiveness of relevant procedures to be followed in the social care setting to prevent different potential hazards (as identified in 6.1) and the impact of not following relevant procedures
	6.3 The importance of having an **emergency plan** in place to respond to unforeseen incidents	Summarise the purpose of having an emergency plan in place to respond to unforeseen incidents	Explain the importance of having an emergency plan in place to respond to unforeseen incidents, including fire safety procedures and how to support others with these where applicable	Evaluate the impact of emergency planning in relation to unforeseen incidents and fire safety, including the importance of supporting others with these where applicable

Task 11 – Professional discussion (LO6)

Plan and prepare for a professional discussion with your tutor on how to:

- carry out fire safety procedures in line with workplace training
- support others to carry out fire safety procedures
- encourage others to adhere to environmental safety procedures. (AC6.2)

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand how to promote environmental safety procedures in the social care setting	6.2 How to ensure others adhere to environmental safety procedures	Describe how to ensure others adhere to environmental safety procedures	Explain the impact of ensuring others adhere to environmental safety procedures	Evaluate the importance of ensuring others adhere to environmental safety procedures

Task 12 – Staff handbook (LO7)

Research and write a new staff handbook in your placement setting in two parts. Include your placement policies and procedures.

Part 1 – Write a summary of key legislation which governs the safe handling of medication in health and social care settings, specifically: (AC7.1)
- laws and regulations which relate to safe storage and administration of medicines
- laws and regulations relating to drugs which can be misused so require additional rules for safe handling
- laws and regulations which lay down how medicines should be disposed of safely.

Part 2 – Write a summary of: (AC7.2, AC7.3, AC7.4)
- agreed procedures for handling medication in your placement work setting
- why medication must only be handled after specialist training
- the potential impact and consequences of handling medication without specialist training or outside current legislation.

Submission: Staff handbook

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
7. Understand procedures regarding **handling medication**	7.1 Current **legislation** which relates to safe handling of medication	Identify current legislation which relates to safe handling of medication	Explain agreed procedures for handling medication in relation to current legislation, including why it is important medication must only be handled following specialist training	Evaluate the effectiveness of agreed procedures for handling medication, including how they relate to legislation and the consequences of handling medication without specialist training or outside current legislation
	7.2 Agreed procedures for handling medication	Summarise agreed procedures for handling medication		
	7.3 Why medication must only be handled following specialist training	Summarise why medication must only be handled following specialist training		
	7.4 The impact and	Describe the impact and		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	consequences of handling medication without specialist training or outside current legislation	consequences of handling medication without specialist training or outside current legislation		

Task 13 – Poster (LO8)

Design a poster showing the main points of food safety standards in a social care setting. Include:

- storing food
- maximising hygiene when handling food
- disposing of food
- the potential consequences of not following food safety standards.

(AC8.1, AC8.2, AC8.3)

Submission: Poster

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
8. Understand how to handle and store food safely	8.1 The main points of food safety standards in a social care setting	Summarise the main points of food safety standards in a social care setting	Explain the main points of food safety standards in a social care setting, including the importance of following food safety standards	Evaluate the importance of food safety standards in a social care setting, including the potential consequences of not following food safety standards
	8.2 How to: • store food • maximise hygiene when handling food • dispose of food	Describe how to maximise hygiene when storing, handling and disposing of food		
	8.3 The potential consequences of not following food safety standards	Summarise the potential consequences of not following food safety standards		

Unit 12 – Prevention and control of infection

Task 1 – Poster (LO1)

Create a poster about infection for the staff room in a social care setting. (AC1.1)

On the poster:

- distinguish between prevention of infection and control of infection
- show the chain of infection
- relate the breaking of the chain of infection to prevention and control of infection.

Submission: Poster

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how to reduce the spread of infection	1.1 The chain of infection: • pathogen • reservoir • portal of exit • means of transmission • portal of entry • susceptible host	Summarise the key points in the chain of infection (as identified in AC1.1)	Explain the chain of infection, including the routes infection can enter the body, why some individuals might be more vulnerable, and the range of protective measures that can be taken to prevent the spread of infection	Analyse the different protective measures that can be taken to prevent the spread of infection, including examples of how they relate to the chain of infection and why some individuals are more vulnerable to infection than others

Task 2 – Written and pictorial information (LO1)

Draw the outline of a person and show the routes by which infection can enter the person's body. Include infection routes via invasive equipment such as a feeding tube or urinary catheter. (AC1.2)

Reflect on the role of social care practitioners in preventing infection entering the body of an individual receiving care and support. Write up your reflection.

Submission: Written and pictorial information

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how to reduce the spread of infection	1.2 The routes by which an infection can get into the body	Identify the routes by which an infection can get into the body	Explain the chain of infection, including the routes infection can enter the body, why some individuals might be more vulnerable, and the range of protective measures that can be taken to prevent the spread of infection	Analyse the different protective measures that can be taken to prevent the spread of infection, including examples of how they relate to the chain of infection and why some individuals are more vulnerable to infection than others

Task 3 – Professional discussion (LO1)

Plan and prepare for a professional discussion on vulnerability to infection with your tutor. Specifically:
- research different types of infecting microbes (for example bacteria, viruses, fungi) and why some individuals are more vulnerable to infection than others (AC1.3)
- which individuals in your placement social care setting are particularly vulnerable to infection and why
- methods to prevent infection including handwashing, own personal hygiene, hygiene of relevant tools and equipment, encouraging individuals' personal hygiene (AC1.4)
- examples of personal protective equipment (PPE) and how this can break the chain of infection. (AC1.5)

Submission: Professional discussion

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how to reduce the spread of infection	1.3 Why some individuals are more vulnerable to infection than others	Describe why some individuals are more vulnerable to infection than others	Explain the chain of infection, including the routes infection can enter the body, why some individuals might be more vulnerable, and the range of protective measures that can be taken to prevent the spread of infection	Analyse the different protective measures that can be taken to prevent the spread of infection, including examples of how they relate to the chain of infection and why some individuals are more vulnerable to infection than others
	1.4 The following infection prevention methods: • **hand hygiene** • own personal hygiene • hygiene of relevant	Identify and describe infection prevention measures (as identified in AC1.4)		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	tools and equipment • encouraging the individual's personal hygiene			
	1.5 The different types of **personal protective equipment (PPE)** and how they can prevent the spread of infection	Describe different types of PPE and how they can prevent the spread of infection		

Task 4 – Observation (LO1)

Plan and prepare to be observed in your placement workplace demonstrating the correct procedure for handwashing for a health or social care setting. (AC1.6)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
1.6 Demonstrate correct procedure for hand hygiene	

Submission: Observation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how to reduce the spread of infection	1.6 Demonstrate correct procedure for hand hygiene	Summarise the correct procedure for hand hygiene	Explain the chain of infection, including the routes infection can enter the	Analyse the different protective measures that can be taken to prevent the

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
			body, why some individuals might be more vulnerable, and the range of protective measures that can be taken to prevent the spread of infection	spread of infection, including examples of how they relate to the chain of infection and why some individuals are more vulnerable to infection than others

Task 5 – Leaflet (LO2)

Create a leaflet about the role of wound care in preventing infection. It must include:

- the risks associated to wound infection for the individual including sepsis (AC2.1)
- how to assess, monitor, report and record wounds as part of wound care (AC2.2)
- the importance of the correct choice of dressings and the aseptic technique when preventing wound infection and promoting wound healing. (AC2.3)

Submission: Leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand the role of wound care in preventing and controlling infection	**2.1 Wound infection** and the risk to the individual including **sepsis**	Describe wound infection and the risk to the individual, including sepsis.	Explain how to assess, monitor, report and record wounds as part of wound care, what the risks of wound infection to the individual are, including sepsis, and the importance of the aseptic technique and correct choice of dressings in preventing wound infection and promoting wound healing.	Evaluate the risks associated to wound infection for the individual, how to assess, monitor, report and record wounds as part of wound care, including the importance of the correct choice of dressings and the aseptic technique when preventing wound infection and promoting wound healing.
	2.2 Assessing, monitoring, reporting and recording wounds as part of wound care	Describe how to assess, monitor, report and record wounds as part of wound care.		
	2.3 The importance of **aseptic technique** and correct choice of dressings in preventing wound infection and promoting wound healing	Summarise the importance of aseptic technique and the correct choice of dressings in preventing wound infection and promoting wound healing.		

Unit 13 – Personal and professional development

This assessment requires you to understand the purpose and importance for personal and professional development in social care practice and how it can contribute to identifying, monitoring and reviewing own development needs.

Task 1 – Report including a mind map (LO1, LO2, LO4, LO5, LO6)

Create a report that shows your understanding of personal and professional development in social care practice. It must include the following:
- what is meant by professional development and reflective learning? Give relevant examples for both to show your understanding (AC1.1)
- a mind map that considers all the elements of a reflective journal and how reflective practice supports professional development and positive outcomes for individuals / parents / carers, staff teams and other professionals. For each part identified, write a short summary that provides relevant examples to show your understanding (AC1.2, AC4.2, AC4.3)
- how the social cares practitioners' own values, beliefs and experiences can influence the delivery of care and the importance of personal and professional development (AC5.1)
- how a theoretical model such as Gibbs (1988), Kolb (1984), Keough & Boud (1985) models of reflection, supports professional development (AC4.1)
- the importance of developing a CV (curriculum vitae) and keeping it up to date (AC2.2)
- how to develop opportunities to be involved in colleagues personal and professional development (AC6.3)

Submission: Report including a mind map

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how to reflect on own personal and professional development	1.1 What is meant by **professional development** and reflective learning	Describe what is meant by professional development and reflective learning	Explain the importance of professional development and reflective learning, including the role a reflective journal plays in this	Evaluate the impact of professional development and reflective learning on practice
	1.2 The elements of a reflective journal	Identify the elements of a reflective journal		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand how to create, implement and review own personal development plan	2.2 The importance of developing a Curriculum Vitae (CV)	Describe the importance of developing a CV	Discuss examples of factors to consider in personal development planning, including the importance of developing a CV and a personal development plan, and how to reflect on own personal development through these	Evaluate the importance of creating a personal development plan and developing a CV as part of reflective personal development and implementation
4. Understand the role of reflective practice in professional development	4.1 Theoretical perspectives on reflection in relation to professional development	Summarise theoretical perspectives on reflection in relation to professional development	Explain theoretical perspectives on reflection in relation to professional development, including examples of how this supports professional development and positive outcomes for individuals	Analyse the impact of theoretical perspectives on reflection in relation to professional development, including the outcomes for the social care practitioners and those they support
	4.2 How reflective practice supports the professional development of the social care practitioner	Summarise how reflective practice supports the professional development of the social care practitioner		
	4.3 How reflective practice supports positive outcomes for: • individuals • parents/carers • staff team • other professionals	Describe examples of how reflective practice supports positive outcomes for individuals and those involved with them (as identified in AC4.3)		
5. Understand how the social care practitioner's own values, beliefs and experiences can influence delivery of care	5.1 How the social care practitioner's own values, beliefs and experiences can influence delivery of care	Describe how the social care practitioner's own values, beliefs and experiences can influence delivery of care	Explain why the social care practitioner's own values, beliefs and experiences can influence delivery of care	Analyse the impact of when the social care practitioner's own values, beliefs and experiences can influence delivery of care and the implications of this

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand how to identify learning needs and plan for personal and professional development in social care	6.3 How to develop opportunities to be involved in **others'** personal and professional development	Describe how to develop opportunities to be involved in others personal and professional development	Explain ways to develop opportunities for personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge	Evaluate the impact of personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge

Task 2 – Reflective journals (LO4, LO6)

Complete a series of reflective journals (6 in total that can be completed regularly throughout your studies) to:

- reflect regularly upon your own learning using a relevant model of reflection such as Gibbs cycle of reflection and use outcomes from reflection to assess and plan for your continuing development (AC6.7, AC6.8)
- demonstrate how you have engaged in continuous professional development (CPD) as part of your personal development plan (AC4.6)
- show how to access sources of support and specialist knowledge for your learning and development and the pathways available to access and apply specialist knowledge (AC6.2, AC6.5)

Submission: Reflective journals

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand the role of reflective practice in professional development	4.6 Demonstrate continuous professional development	Summarise how to ensure continuing professional development	Explain the role of reflective practice, supervision, feedback and learning opportunities and how they support development of knowledge, skills and continuing professional development	Evaluate the impact of reflective practice, supervision, feedback and learning opportunities, including their effectiveness in ensuring continuing professional development

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand how to identify learning needs and plan for personal and professional development in social care	6.2 How to access **sources of support** and specialist knowledge for learning and development	Identify ways of accessing sources of support and specialist knowledge for learning and development	Explain ways to develop opportunities for personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge	Evaluate the impact of personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge
	6.5 Pathways available to access and apply specialist knowledge	Identify pathways available to access and apply specialist knowledge		
	6.7 Reflect upon own learning using a model of reflection	Summarise how to reflect upon own learning using models of reflection and how to use reflection outcomes to assess and plan for self-development	Explain how to reflect upon own learning using models of reflection and why it is important to use reflection outcomes to assess and plan for self-development	Analyse the effectiveness of using models of reflection in relation to own learning, including examples of how this has impacted on assessing and planning for self-development
	6.8 Use outcomes from reflection to assess and plan for own development			

Task 3 – Personal development plan (LO2, LO4, LO6)

Contribute to a personal development plan to identify knowledge and skills you need to develop further for effective social care practice.

i)   Undertake a personal strengths, weakness, opportunity and threat (SWOT)analysis to identify your current strengths and needs. You can use feedback from learning opportunities, tutors, workplace supervisor / manager and your own reflections to complete this task (AC4.4, AC6.4)
ii)   Complete a personal development plan identifying specific goals to work towards, informed by feedback from others. Record your progress at regular intervals and how feedback and the reflective cycle has helped to develop your knowledge, skills and understanding over time (AC2.4, AC2.5, AC2.6, AC4.5)
iii)   Keep a log of any continuous professional development (CPD) you engage in during your studies or work role (AC4.6)
iv)   As part of your CPD, record where you have demonstrated mentoring and supervision to others in the workplace (AC6.6)

Submission: Personal development plan

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand how to create, implement and	2.4 How to develop own personal	Describe how to develop, implement and	Discuss examples of factors to consider in	Evaluate the importance of creating a

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
review own personal development plan	development plan	reflect on own personal development plan	personal development planning, including the importance of developing a CV and a personal development plan, and how to reflect on own personal development through these	personal development plan and developing a CV as part of reflective personal development and implementation
	2.5 How to implement own personal development plan			
	2.6 How to review own personal development plan			
4. Understand the role of reflective practice in professional development	4.4 Evaluate own skills and knowledge through reflective practice, supervision, feedback and learning opportunities	Describe how to evaluate own skills and knowledge through reflective practice, supervision, feedback and learning opportunities	Explain theoretical perspectives on reflection in relation to professional development, including examples of how this supports professional development and positive outcomes for individuals	Analyse the impact of theoretical perspectives on reflection in relation to professional development, including the outcomes for the social care practitioners and those they support
	4.5 Improve on own knowledge and skills through reflective practice, supervision, feedback and learning opportunities	Describe how reflective practice, supervision, feedback and learning opportunities can aid improvement on knowledge and skills self-development	Explain the role of reflective practice, supervision, feedback and learning opportunities and how they support development of knowledge, skills and continuing professional development	Evaluate the impact of reflective practice, supervision, feedback and learning opportunities, including their effectiveness in ensuring continuing professional development
	4.6 Demonstrate continuous professional development	Summarise how to ensure continuing professional development		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
6. Understand how to identify learning needs and plan for personal and professional development in social care	6.4 How to develop opportunities for personal and professional development	Identify ways to develop opportunities for personal and professional development	Explain ways to develop opportunities for personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge	Evaluate the impact of personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge
	6.6 Guide and mentor colleagues in the workplace	Describe how to guide, mentor and contribute to the development of colleagues in the workplace	Explain ways in which guidance and mentoring has contributed to the development of colleagues in the execution of their duties and responsibilities	Evaluate the impact of guidance and mentoring on the development of colleagues in the execution of their duties and responsibilities

Task 4 – Learning review (LO2, LO3, LO6)

Learning review of activities undertaken in relation to personal and professional development

Write a learning review including:
- the factors you need to consider when planning for personal development and evaluate its importance (AC2.1, AC2.3)
- how continuing professional development (CPD) contributed to your development in social care practice (AC3.1)
- the purpose of line managers / supervisors in social care in contributing to development in practitioner's role and provide own examples to show how they have contributed to your own learning needs (AC6.1)
- how the use of reflection has benefitted your own learning and development (AC6.7, AC6.8)

Submission: Learning review

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand how to create, implement and review own personal	2.1 **Factors** to consider when planning for personal development	Identify the factors to consider when planning for personal development	Discuss examples of factors to consider in personal development	Evaluate the importance of creating a personal development plan

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
development plan	2.3 The importance of creating a **personal development plan**	Describe the importance of creating a personal development plan	planning, including the importance of developing a CV and a personal development plan, and how to reflect on own personal development through these	and developing a CV as part of reflective personal development and implementation
3. Understand the need for continuing professional development in the social care sector	3.1 The purpose of **continuing professional development** in the social care sector	Identify the purpose of CPD in the social care sector	Explain the purpose of CPD in the social care sector	Evaluate the purpose of CPD in the social care sector
6. Understand how to identify learning needs and plan for personal and professional development in social care	6.1 The purpose of line managers in the development of the social practitioner's role and identifying learning needs	Summarise the purpose of line managers in identifying learning needs and the development of the social practitioners' role	Explain ways to develop opportunities for personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge	Evaluate the impact of personal and professional development, including the role of line managers and others within this, how to identify pathways available and access specialist knowledge
	6.7 Reflect upon own learning using a model of reflection 6.8 Use outcomes from reflection to assess and plan for own development	Summarise how to reflect upon own learning using models of reflection and how to use reflection outcomes to assess and plan for self-development	Explain how to reflect upon own learning using models of reflection and why it is important to use reflection outcomes to assess and plan for self-development	Analyse the effectiveness of using models of reflection in relation to own learning, including examples of how this has impacted on assessing and planning for self-development

Unit 15 – Research in social care

Task 1 – Research study (LO1, LO2, LO3, LO4)

Carry out your own research study into an aspect of social care, after discussing your research question or hypothesis and your potential research methodology with your assessor. Check with your assessor again at intervals during your research (e.g. to discuss the content of a questionnaire you have created or the formal interview questions you intend to use) and write a research report using the subheadings below in the order they appear. In this report you are being asked to also produce some information sheets to be included in the appendices section. **Note:** These information sheets need to be completed before you plan your research as they will give you the knowledge you need about research methodology and good practice issues.

Submission: Research report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand research approaches and methodologies	1.1 The types of **research approaches** available	Summarise the types of research approaches available	Discuss different types of research approaches and methodologies and how they are used for different purposes	Analyse the effectiveness of different types of research approaches and methodologies and why they are used to meet different purposes
	1.2 The types of research **methodologies** available	Identify the types of research methodologies available		
	1.3 How research approaches and methodologies are used for different purposes	Summarise how research approaches and methodologies are used for different purposes		
2. Understand ethical implications associated with undertaking research in social care	2.1 **Ethical issues** to be considered when planning and carrying out research	Identify ethical issues to be considered when planning and carrying out research	Explain examples of ethical issues and reasons for considering them when planning and carrying our research, including the role of the research ethics committee within this process	Analyse why ethical issues must be considered when planning and carrying out research, including the role of the research ethics committee within this process
	2.2 Reasons for considering ethical issues when designing and carrying out research	Describe reasons for considering ethical issues when designing and carrying out research		
	2.3 The role of the research ethics committee	Summarise the role of the research ethics committee		
3. Understand how to plan a research project relevant	3.1 The key stages in a research project	Describe how to identify, plan and develop a research topic, covering the	Explain how to identify, plan and develop a research topic, covering the	Analyse the importance of effectively identifying, planning and
	3.2 How to identify a research topic			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
to individuals' support needs	3.3 How to identify aims of research project 3.4 How to develop a research question 3.5 How to review literature relevant to the chosen topic 3.6 How to devise a research proposal 3.7 How to produce a rationale for chosen research methodology 3.8 How research is carried out 3.9 How results of research are collated	following key stages: • research topic • aims of the research • development of a research question • literature review • research proposal • research methodology • collation of results	following key stages: • research topic • aims of the research • development of a research question • literature review • research proposal • research methodology • collation of results	developing a research topic and ensuring its relevance to individuals' support needs, covering the following key stages: • research topic • aims of the research • development of a research question • literature review • research proposal • research methodology • collation of results
4. Understand how to carry out research and communicate results	4.1 Demonstrate how to carry out a method of research 4.2 Demonstrate how to collect and analyse results of research 4.3 How to form a conclusion from the results of research	Describe how to carry out a method of research Describe how to collect and analyse results of research Describe how to form conclusions from the results of research	Explain processes for carrying out research, including how to collect and analyse results and form conclusions	Evaluate processes for carrying out research, including their effectiveness in collecting and analysing results and enabling conclusions to be formed
	4.4 **Effective ways of communicating** conclusions of research with colleagues, including the use of appropriate written, numerical, and IT-based formats	Describe effective ways of communicating conclusions of research with colleagues, including the use of appropriate written, numerical, and IT-based formats	Explain ways of communicating conclusions of research with colleagues and why they are effective, including appropriate written, numerical, and IT-based formats	Evaluate the effectiveness of methods of communicating conclusions of research with colleagues, including appropriate written, numerical, and IT-based formats

Title
The title should give a clear indication of what your research is about. It is best to think of a title only when you have totally completed the research. Examples of professionally produced research will demonstrate the usual wording styles used.

Research Hypothesis or Research Question (delete as appropriate)
Clearly state your research hypothesis (i.e. a statement of what you expect to find), or your research question (i.e. what you want to find out). If you produce a clearly and correctly stated hypothesis or question which addresses what you want to investigate and is realistic in terms of what can be done with the time and resources available to you, all your research planning follows on from this.

Abstract
This section is a summary or overview of your entire research study and therefore, although it is usually positioned near the beginning of a research report, it can only be written at the very end. It should provide a quick and easy to read account of what you investigated, how you investigated it, what you found and what main conclusions and recommendations were made. If you look at examples of professionally produced research, you will get an idea of how an experimental abstract is worded and will see the purpose of an abstract; it allows the reader to decide if they want or need to read the full report.

Introduction and Ethical Issues
This section should include your "rationale". State your reasons for becoming interested in this specific experimental hypothesis or research question, say why you think your work will be of value and interest and who it will be of interest to, include a brief indication of your methods of investigation and explain the reasons why you selected them. Show how your research links to the research and opinion of others by referring to relevant literature.
Ethical issues should also be addressed in this section via a discussion of how the benefits of the research might be weighed up against its potential negative effects. Describe how you respected confidentiality, protected experimental subjects from harm and distress and addressed subjects' rights to make informed choices about involvement. If you were aware before carrying out your research that factors related to you as a researcher, the research methodology or the subjects of the research may influence your data, state what these influences are and how you intend to reduce their influence. There may be consent forms and other documentation that you have created that relates to compliance with research ethics; mention these documents here and include them in your appendix section.

Literature Review
This section should include a brief introduction indicating the number of books/sections of books, research reports and journal articles reviewed, the date range that the reviewed items cover and an explanation of why the range is appropriate. Include any other criteria that have been used in selecting items to review.

Provide a full reference for each reviewed item and for each outline the content of the item, the purpose and any discernible bias of the author, the implications of the reviewed items in respect of your research, your evaluation of the item (what criticisms or positive comments can you make?).
This link can be used to help you with creating references: https://www.neilstoolbox.com/harvard-generator/

Research Methodology.
Give a clear step by step account of what your investigation actually consisted of. This should be detailed and unambiguous enough to allow someone else to exactly replicate your research (e.g. I gave the following instructions to each subject in turn….", "Each subject group was given the instruction sheet included overleaf as Appendix A." Include full details of subject groups whilst ensuring anonymity (e.g. "Subject group A consisted of 10 female service users aged 18 to 30 and subject group B consisted of 11 female service users aged 31 to 43").

Results

This is an account of what you actually found (your "primary data"), presented in an appropriate format. Perhaps a table of quantitative "raw data" and analysis of this data in the form of a bar chart, graph, pie chart etc or the calculations of mean, median or mode might be appropriate. You might also apply a formal statistical test. Ensure that all charts and other presentations of data are accurately labelled so that meaning and purpose are clear. Analysis and display of data in one or two forms may be enough to clearly indicate if your hypothesis has been met or not and demonstrate the detail of your findings (you have not "failed" if your hypothesis was not proven as long as you can discuss possible reasons why in the next section).

If your study was a qualitive study with records of a series of interviews or accounts by experimental subjects, these records are your raw data and you will need to add analysis of data in the form of your summary of observations across the whole subject group, e.g. what themes were repeated in the interviews when subjects responded to your interview questions.

Discussion and Recommendations

This section is basically made up of your answers to all or most of the following questions (not necessarily in the order they appear below and without including the question itself!)

- What conclusions can I draw from my research results?
- What was of particular interest/was unexpected/was anticipated about my findings?
- What was it about my methodology, my subjects, myself, and the interaction between these three elements that might have meant I obtained the results I did; how have the race, gender, culture, attitudes and values of myself or the subjects influenced the planning, carrying out and results of my research?
- Are there any findings from other research which seem to be very different from mine or any that give the same results? Why are these other findings different or the same?
- Are there any points I made in the introduction about ethical issues I can expand on here?
- With hindsight, what could I have done to improve the research methodology I used, and did I use the most appropriate methodology in any case?
- What might have happened if I had researched my hypothesis or research question in a different way?
- Could I have analysed and presented my data in a better way?
- What have I learned that is of use to me and to others?
- What are the limits to which my results can be generalised?
- What other research seems to be needed and why?
- What recommendations for change/improvement of practice and/or training can I make?

Appendices

Appendices (labelled and referred to as Appendix A, Appendix B etc.) are pieces of information which the reader needs to have available to aid his/her understanding of the main body of your report but which would "spoil the flow" of your work if included in any of the major sections. For example, questionnaires completed by subjects might be included as an appendix (while a summary of overall findings from the questionnaires is included in "Results", instruction sheets given to subjects, or the text of emails sent out to subjects might be included).

You must also include these appendices:

- The types of research approaches (e.g. quantitative, qualitative, action research)
- The types of research methodologies (interviews, questionnaires, experiment, observation)
- How research approaches and methodologies are used for different purposes
- The ethical issues to be considered when planning and carrying out research (e.g. obtaining consent, risks to participants) and why these issues are important
- The role of a research ethics committee
- The statistical tests (descriptive and inferential) that can be used in research, why and when they are used.

Bibliography

The resources you have used in completing your report, e.g. your background reading, but which you have not referred to in your report. Set out your bibliography list as "Harvard Referencing".

References

The resources you have referred to in the earlier sections of your report, set out in the style of "Harvard Referencing". Some or all of these might be included in your literature review.

Unit 16 – Good practice in social care

Task 1 – Booklet (LO1, LO2)

You have been asked by your work setting manager to create a booklet that can be used as an information guide. Choose one of the following intended audiences, service users or new social care practitioners about how good practice is followed within the setting, following the care standards for social care.

Your booklet must be appealing to the intended audience, using appropriate language and terminology and use relevant examples / images to help get your information across. You must include the following:

- why good practice is important in social care and what it means (AC1.1)
- how good practice benefits social care and individuals who use the service (AC1.3)
- how good practice is implemented and monitored in social care (AC1.2)
- what "Duty of Candour" means in social care and for individuals who use the service (AC2.1)
- reasons why duty of candour was developed (AC2.2)
- how duty of candour improves quality of service for individuals involved in service provision (AC2.3)
- how the process of duty of candour works (AC2.4)
- the process of complaints procedure and how this can improve quality of service (AC2.5)

Submission: Booklet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of good practice and why it is important in social care	1.1 The purpose of ensuring good practice is applied across all elements of social care	Describe the purpose of ensuring good practice is applied across all elements of social care	Explain the purpose of good practice in social care, methods available to ensure this is consistently applied and why this is beneficial	Analyse the purpose of ensuring good practice is consistently applied across social care, including the methods to ensure this and the possible benefits it provides
	1.2 **Methods** available to ensure good practice is applied across social care	Identify methods available to ensure good practice is applied across social care		
	1.3 The benefits of good practice in social care	Summarise the benefits of good practice in social care		
2. Understand how Duty of Candour supports good practice in social care	2.1 What is meant by Duty of Candour	Describe what is meant by duty of candour and why it was developed	Discuss duty of candour including why it was developed and how comments and complaints improve quality of service and procedures involved	Analyse the purpose of a duty of candour, drawing on examples and the extent to which it improves quality of service and the role of comments
	2.2 Why Duty of Candour was developed			
	2.3 How Duty of Candour improves	Describe how duty of candour improves quality of service		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	quality of service			and complaints within this
	2.4 Examples of procedures involved in Duty of Candour	Identify examples of procedures involved in duty of candour		
	2.5 How comments and complaints improve quality of service	Describe how comments and complaints improve quality of service		

Task 2 – Learning review (LO1, LO2)

Write a learning review of the research and information compiled for the booklet. Including any significant learning points you have gained from this exercise in relation to your practice as a care support practitioner. (AC1.1, AC1.2, AC1.3, AC2.1, AC2.2, AC2.3, AC2.4, AC2.5)

Submission: Learning review

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of good practice and why it is important in social care	1.1 The purpose of ensuring good practice is applied across all elements of social care	Describe the purpose of ensuring good practice is applied across all elements of social care	Explain the purpose of good practice in social care, methods available to ensure this is consistently applied and why this is beneficial	Analyse the purpose of ensuring good practice is consistently applied across social care, including the methods to ensure this and the possible benefits it provides
	1.2 **Methods** available to ensure good practice is applied across social care	Identify methods available to ensure good practice is applied across social care		
	1.3 The benefits of good practice in social care	Summarise the benefits of good practice in social care		
2. Understand how Duty of Candour supports good practice in social care	2.1 What is meant by Duty of Candour	Describe what is meant by duty of candour and why it was developed	Discuss duty of candour including why it was developed and how comments and complaints improve quality of service and	Analyse the purpose of a duty of candour, drawing on examples and the extent to which it improves quality of service and the
	2.2 Why Duty of Candour was developed			
	2.3 How Duty of Candour	Describe how duty of candour		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	improves quality of service	improves quality of service	procedures involved	role of comments and complaints within this
	2.4 Examples of procedures involved in Duty of Candour	Identify examples of procedures involved in duty of candour		
	2.5 How comments and complaints improve quality of service	Describe how comments and complaints improve quality of service		

Unit 17 – Psychology in social care

Task 1 – Written report (LO1, LO4)

Create a report that shows your understanding of psychological perspectives on behaviour and psychological perspectives and approaches in relation to health and illness.

It must include:

- how social, biological and environmental factors influence behaviour (AC1.1)
- how psychological perspectives inform understanding of behaviour (AC1.2)
- the different psychological factors that influence responses to health and illness (AC4.1)
- the different roles typically associated with psychology including: (AC4.2)
  - clinical psychologist
  - health psychologist
  - counsellor
- how psychology supports individuals to: (AC4.3)
  - respond to illness
  - cope with illness
  - improve their quality of life.

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand psychological perspectives on behaviour	1.1 How social, biological and environmental factors influence behaviour.	Summarise how social, biological and environmental factors influence behaviour.	Explain how social, biological and environmental factors influence behaviour, and how psychological perspectives inform understanding of behaviour	Evaluate how social, biological and environmental factors influence behaviour, and how psychological perspectives inform understanding of behaviour
	1.2 How psychological perspectives inform understanding of behaviour.	Describe how psychological perspectives inform understanding of behaviour.		
4. Understand psychological perspectives and approaches in relation to health and illness	4.1 **Psychological factors** that influence responses to health and illness.	Identify the different psychological factors that influence responses to health and illness.	Explore the different psychological factors that influence responses to health and illness	Evaluate the different psychological factors that influence responses to health and illness
	4.2 The roles typically associated with psychology: clinical psychologist	Describe the roles typically associated with psychology: - clinical psychologist - health psychologist	Explain the different roles typically associated with psychology: clinical psychologist	Analyse different roles typically associated with psychology: - clinical psychologist - health psychologist

		• counsellor	• health psychologist • counsellor	• counsellor
	4.3 How psychology supports **individuals** to: • respond to illness • cope with illness • improve quality of life	Describe how psychology supports individuals to: • respond to illness • cope with illness • improve quality of life	Explain how psychology supports individuals to: • respond to illness • cope with illness • improve quality of life	Evaluate how psychology supports individuals to: • respond to illness • cope with illness • improve quality of life

Task 2 – Professional discussion (LO2)

Take part in a professional discussion about how health psychology influences social care practice and the current issues within health psychology. In preparation make notes that you can use during the discussion.

It must include:

- what is meant by health psychology (AC2.1)
- how health psychology influences social care practice (AC2.2)
- current issues in health psychology. (AC2.3)

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
2.1 What is meant by health psychology	
2.2 How does health psychology influence social care practice	
2.3 Current issues in health psychology	

Submission: Observation grid

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand health psychology in social care	2.1 What is meant by health psychology	Describe what is meant by health psychology	Explain what is meant by health psychology, how it influences social care practice, and current issues within health psychology	Analyse how health psychology influences social care practice and the current issues within health psychology
	2.2 How does health psychology influence social care practice	Describe how health psychology influences social care practice		
	2.3 Current issues in health psychology	Summarise current issues in health psychology		

Task 3 – Leaflet (LO3)

Create a leaflet that supports its readers to understand models of stress and stress management approaches.

It must include:

- the different models of stress (AC3.1)
- how stress impacts health and wellbeing (AC3.2)
- different psychological approaches to managing stress. (AC3.3)

Submission: Leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand models of stress and stress management	3.1 The different models of stress.	Describe different models of stress.	Explain the different models of stress, how stress impacts health and wellbeing, and the psychological approaches to managing stress	Evaluate the different models of stress, how stress impacts health and wellbeing, and analyse different psychological approaches to managing stress
	3.2 How stress impacts health and wellbeing.	Summarise how stress impacts health and wellbeing.		
	3.3 Psychological approaches to managing stress.	Identify the psychological approaches to managing stress.		

Unit 18 – Sociology of health and illness

Task 1 – Poster (LO1)

Create a poster showing social determinants of health.

On the poster it must include:

- how social variables impact health (AC1.1)
- the differences between the medical model and the social model of health (AC1.2)

Submission: Poster

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand social determinants of health	1.1 How social variables impact health	Describe how social variables impact health	Explain how social variables impact health, and analyse the differences between the medical model and the social model of health	Analyse the differences between the medical model and the social model of health, and how social variables can impact health
	1.2 The difference between medical model and social model of health	Summarise the difference between the medical model and social model of health		

Task 2 – Professional discussion (LO2)

Take part in a professional discussion with at least one other colleague / student (in addition to your assessor) about health beliefs. In preparation make notes that you can use during the discussion.

It must include:

- what is meant by health beliefs (AC2.1)
  - what health and illness mean to individuals
  - what individuals perceive the causes of illness to be
  - how individuals trust that illness and disability can be overcome or lived with
- how health beliefs, including the concept of the sick role, influence how symptoms are perceived and acted upon by individuals and others. This could include: (AC2.2, AC2.4)
  - family and friends
  - peers
  - authority figures
- how health beliefs influence preventive behaviour in relation to ill health (AC2.3).

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Version: 1.0 July 2023

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
2.1 What is meant by **health beliefs.**	
2.2 How health beliefs influence how symptoms are perceived and acted upon by **individuals and others**	
2.3 How health beliefs influence preventive behaviour in relation to ill health	
2.4 The concept of the **sick role**	

Submission: Observation grid

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand health beliefs	2.1 What is meant by **health beliefs.**	Describe what is meant by health beliefs	Explain how health beliefs, including the concept of the sick role, influence how symptoms are perceived and acted upon by individuals and others and how they influence preventive behaviour in relation to ill health	Evaluate how health beliefs, including the concept of the sick role, influence how symptoms are perceived and acted upon by individuals and others and how they influence preventive behaviour in relation to ill health
	2.2 How health beliefs influence how symptoms are perceived and acted upon by **individuals and others**	Summarise how health beliefs influence how symptoms are viewed and acted upon by individuals and others		
	2.3 How health beliefs influence preventive behaviour in relation to ill health	Describe how health beliefs influence preventive behaviour in relation to ill health		
	2.4 The concept of the **sick role**	Summarise the concept of the sick role		

Task 3 – Presentation (LO3)

Create a presentation on the use of health outcomes in health and social care.

It must include:

- what health outcomes are (AC3.1)
- how health outcomes are measured (AC3.2)
- how health outcomes are used to assess the quality of care (AC3.3)

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the use of health outcomes in health and social care	3.1. What are health outcomes.	Describe what health outcomes are.	Explain what health outcomes are, the ways in which they are measured, and how they are used to assess the quality of care	Evaluate what health outcomes are, the ways in which they are measured, and critically analyse how health outcomes are used to assess the quality of care
	3.2. Ways in which health outcomes are measured.	Identify ways in which health outcomes are measured		
	3.3. How health outcomes are used to assess quality of care.	Outline how health outcomes are used to assess quality of care		

Unit 19 – Understanding anatomy and physiology

Task 1 – Table of information and written report (LO1)

Complete the table to show an understanding of the structure and functions of each of the body's systems.

Body's major system	Structure	Function
Skeletal (AC1.1)		
Muscular (AC1.2)		
Cardiovascular (AC1.3)		
Respiratory (AC1.4)		
Nervous (AC1.5)		
Digestive (AC1.6)		
Excretory (AC1.7)		
Reproductive (AC1.8)		
Immune (AC1.9)		
Endocrine (AC1.10)		
Integumentary (AC1.11)		

Submission: Table of information

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the structure and functions of the body systems	1.1. The structure and function of the **skeletal system**	Describe the structure and function of the different body systems: • skeletal system • muscular system • cardiovascular system • respiratory system • nervous system • digestive system • excretory system • reproductive system • immune system • endocrine system • integumentary system	Explain the structure and function of the different body systems: • skeletal system • muscular system • cardiovascular system • respiratory system • nervous system • digestive system • excretory system • reproductive system • immune system • endocrine system • integumentary system	Analyse the structure and function of the different body systems: • skeletal system • muscular system • cardiovascular system • respiratory system • nervous system • digestive system • excretory system • reproductive system • immune system • endocrine system • integumentary system
	1.2. The structure and function of the **muscular system**			
	1.3. The structure and function of the **cardiovascular system**			
	1.4 The structure and function of the **respiratory system**			
	1.5. The structure and function of the **nervous system**			
	1.6. The structure and function of the **digestive system**			
	1.7 The structure and function on the **excretory system**			
	1.8 The structure and function of the **reproductive system**			
	1.9 The structure and function of the **immune system**			
	1.10 The structure and function of the **endocrine system**			
	1.11 The structure and function of the **integumentary system**			

Task 2 – Presentation (LO2)

Create a presentation for your colleagues and assessor that will show your understanding of the relationship between the body systems in maintaining healthy body functions.

It must include the following:

- relationships between the following body systems in maintaining healthy body functions: (AC2.1)
  - muscular, skeletal and nervous system
  - cardiovascular, respiratory
  - digestive, endocrine
- the process of homeostasis in the human body (AC2.2)
- the role of the endocrine system in maintaining homeostasis via: (AC2.3)
  - osmoregulation
  - thermoregulation
  - controlling blood glucose levels

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand the relationships between the body systems in maintaining healthy body functions.	2.1 The relationships between the body systems in maintaining healthy body functions: • **muscular, skeletal and nervous system** • **cardiovascular, respiratory** • **digestive, endocrine**	Describe the relationships between the following body systems in maintaining healthy body functions: • muscular, skeletal and nervous system • cardiovascular, respiratory • digestive, endocrine	Explain the relationships between the following body systems in maintaining healthy body functions: • muscular, skeletal and nervous system • cardiovascular, respiratory • digestive, endocrine	Evaluate the relationships between the following body systems in maintaining healthy body functions: • muscular, skeletal and nervous system • cardiovascular, respiratory • digestive, endocrine
	2.2 The process of homeostasis in the human body	Summarise the process of homeostasis in the human body	Explain the process of homeostasis and the role of the endocrine system in maintaining homeostasis	Show a comprehensive understanding of the process of homeostasis and the role of the endocrine system in maintaining homeostasis including negative feedback
	2.3 The role of the endocrine system in maintaining homeostasis via: • osmoregulation • thermoregulation	Describe how the endocrine system co-ordinates to maintain homeostasis in the human body		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	• controlling blood glucose levels			

Unit 20 – End-of-life care

Task 1 – Written report (LO1)

You currently work for a company and have applied for a role which will include supporting individuals with end-of-life care.

As part of the interview process you have been asked to create a presentation to show your knowledge and understanding of how the legislative framework relating to end-of-life care protects the rights of individuals and others.

Your presentation must include the following:

- legal requirements and agreed ways of working in relation to end-of-life care (AC1.1)
- current national strategies and approaches to end-of-life care (AC1.2)
- aims of end-of-life care (AC1.3)
- conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care (AC1.4)
- strategies to overcome conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care (AC1.5)

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how the legislative framework relating to end-of-life care protects the rights of individuals and others	1.1 **Legal requirements and agreed ways of working** in relation to end-of-life care	Summarise the legal requirements and agreed ways of working, in relation to end-of-life care	Explain the aims of end-of-life care and the legal requirements, agreed ways of working, current national strategies and approaches to end-of-life care	Evaluate the legal requirements, agreed ways of working, current national strategies and approaches which are in place to meet the aims of end-of-life care
	1.2 Current national strategies and approaches to end-of-life care	Describe the current national strategies and approaches to end-of-life care		
	1.3 Aims of end-of-life care	Summarise the aims of end-of-life care		
	1.4 Conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care	Summarise the conflicts and the legal or ethical issues that may arise in relation to death, dying or end-of-life care	Discuss the conflicts and the legal or ethical issues that may arise in relation to death, dying or end-of-life care, including the	Analyse the strategies which can be used to overcome the conflicts of interest and different legal or ethical issues that may arise in

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.5 Strategies to overcome conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care	Describe the strategies which can be used to overcome these conflicts and issues	strategies which can be used to overcome these conflicts and issues	relation to death, dying or end-of-life care

Task 2 – Professional discussion (LO2)

Arrange a professional discussion with your line manager, mentor or assessor to discuss your understanding of factors affecting end of life care. You must include the following:

- theories in relation to death and dying (AC2.1)
- factors that may affect an individual's view of death and dying (AC2.2)
- how beliefs, religion and culture of individuals and others influence end-of-life care (AC2.3)
- why support for spiritual needs is important at the end-of-life (AC2.4)
- the role of others in an individual's end-of-life care (AC2.5)
- why support for an individual's health and wellbeing may not always relate to their terminal condition (AC2.6)

In preparation make notes that you can use during the discussion.

Provide a copy of this sheet to your assessor / line manager or other professional who has observed you within your placement

Note to expert witness

Please state in detail what you have observed the learner completing from the following activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities
2.1 **Theories** in relation to death and dying	
2.2 **Factors** that may affect an **individual's** view of death and dying	
2.3 How beliefs, religion and culture of individuals and others influence end-of-life care	
2.4 Why support for spiritual needs is important at the end-of-life	

2.5 The role of **others** in an individual's end-of-life care	
2.6 Why support for an individual's health and wellbeing may not always relate to their terminal condition	

Submission: Observation grid

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand factors that impact on end-of-life care	2.1 **Theories** in relation to death and dying	Summarise theories relating to death and dying	Explain different theories relating to, and the factors which may affect an individual's views of, death and dying, including how beliefs, religion, culture and spiritual needs should be supported for the individual by others.	Analyse different theories relating to, and the factors which may affect an individual's views of, death and dying, including how beliefs, religion, culture and spiritual needs should be supported for the individual by others
	2.2 **Factors** that may affect an **individual's** view of death and dying	Describe the factors that may affect an individual's view of death and dying		
	2.3 How beliefs, religion and culture of individuals and others influence end-of-life care	Describe how the beliefs, religion and culture of individuals and others influence end-of-life care		
	2.4 Why support for spiritual needs is important at the end-of-life	Summarise why support for spiritual needs is important at the end-of-life		
	2.5 The role of **others** in an individual's end-of-life care	Outline the role of others in an individual's end-of-life care	Explain the role of others in an individual's end-of-life care, and why support for an individual's health and wellbeing may not always relate to their terminal condition	Evaluate the role of others in an individual's end-of-life care, and why support for an individual's health and wellbeing may not always relate to their terminal condition
	2.6 Why support for an individual's health and wellbeing may not always relate to their terminal condition	Describe why support for an individual's health and wellbeing may not always relate to their terminal condition		

Task 3 – Description of procedures (LO3)

Produce a description of the procedures around supporting an individual to help them understand advance care planning in relation to end-of-life care.

You must include:

- the purpose of advance care planning in relation to end-of-life care (AC3.1)
- how to ensure end-of-life plans and advance care plans are understood and shared (AC3.2)
- ethical and legal issues that may arise in relation to advance care planning. (AC3.3)

Submission: Description of procedures (this can be produced in a format that is best suited to the learner; for example, presentation, written report or a table of information.)

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand advance care planning in relation to end-of-life care	3.1 The purpose of advance care planning in relation to end-of-life care	Identify the purpose of advance care planning in relation to end-of-life care	Explain the purpose of advance care planning, including the potential ethical and legal issues which may arise, and how to ensure that end-of-life plans and advance care plans are understood and shared with others	Evaluate the purpose of advance care planning, including the potential ethical and legal issues which may arise, and how to ensure that end-of-life plans and advance care plans are understood and shared with others
	3.2 How to ensure end-of-life plans and advance care plans are understood and shared	Describe how to ensure end-of-life and advance care plans are understood and shared with others		
	3.3 Ethical and legal issues that may arise in relation to advance care planning	Summarise the ethical and legal issues that may arise in relation to advance care planning		

Task 4 – Patient leaflet (LO5, LO6)

A patient in the facility is receiving end-of-life care. Their partner has asked for your support in helping to understand how to support their partner and other friends and family members during end-of-life care
Part (a)
Create a patient leaflet to help them support others and how to access additional support services.

Your leaflet must include the following:

- the importance and sensitivity of discussing dying, death and bereavement for individuals and others (AC5.1)
- sources of support and resources that can be obtained through networks, community groups and partnerships to help individuals at the end-of-life (AC5.2)
- how an individual's wellbeing can be enhanced by: (AC5.3)
  - support with social activities
  - support with day-to-day activities
  - support with leisure activities
  - achieving goals
  - interaction with others
- how to recognise when an individual and others require privacy. (AC5.4)

Part (b)

You have found that there is not enough information on display in the centre and have been asked to create posters that can be displayed to support individuals in understanding the role of organisations, community and support services available to individuals and others in relation to end-of-life care.

Your posters must include information on:

- the role of organisations, community and support services that contribute to end-of-life care (AC6.1)
- eligibility criteria and processes for referral to specialist services (AC6.2)
- the role of an advocate in relation to end-of-life care (AC6.3)
- the use of lasting power of attorney in decision making. (AC6.4)

Submission: Patient leaflet and posters

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
5. Understand how to support individuals and others during end-of-life care	5.1 The importance and sensitivity of discussing dying, death and bereavement for individuals and others	Describe the importance and sensitivity of discussing dying, death and bereavement for individuals and others	Explain the importance and sensitivity of discussing dying, death and bereavement for individuals and others, and the sources of support and resources which can be obtained through networks, community groups and partnerships to help	Evaluate different sources of support and resources which can be obtained through networks, community groups and partnerships to help individuals at the end-of-life, as well as the importance of sensitivity around discussing dying, death and bereavement for individuals and others
	5.2 Sources of support and resources that can be obtained through networks, community groups and partnerships to help individuals at the end-of-life	Identify the sources of support and resources which can be obtained through networks, community groups and partnerships to help individuals at the end-of-life		
	5.3 How an individual's wellbeing can be enhanced by: • support with social activities • support with day-to-day activities • support with	Summarise how an individual's wellbeing can be enhanced by: support with social activities • support with day-to-day activities • support with leisure activities • achieving goals • interaction with others	Explain how to recognise when an individual and others require privacy and how an individual's wellbeing can be enhanced by: • support with social activities • support with day-to-day activities	Evaluate how to recognise when an individual and others require privacy and how an individual's wellbeing can be enhanced by: • support with social activities • support with day-to-day activities

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	leisure activities • achieving goals • interaction with others		• support with leisure activities • achieving goals • interaction with others	• support with leisure activities • achieving goals • interaction with others
	5.4 How to recognise when an individual and others require privacy	Describe how to recognise when an individual and others require privacy		
6. Understand the role of organisations, community and support services available to individuals and others in relation to end-of-life care	6.1 The role of **organisations, community and support services** that contribute to end-of-life care	Describe the role of organisations, community and support services that contribute to end-of-life care	Discuss the role of organisations, community and support services that contribute to end-of-life care, and the eligibility criteria and processes for referral to specialist services	Evaluate the role of different organisations, community and support services that contribute to end-of-life care, and the processes and eligibility criteria for referral to specialist services in end-of-life care
	6.2 Eligibility criteria and processes for referral to specialist services	Summarise the eligibility criteria and processes for referral to specialist services		
	6.3 The role of an advocate in relation to end-of-life care	Summarise the role of an advocate in relation to end-of-life care	Explain the role of an advocate, and the use of lasting power of attorney in decision making, in relation to end-of-life care	Evaluate how lasting power of attorney and the role of an advocate can support in decision making in end-of-life care
	6.4 The use of lasting power of attorney in decision making	Describe the use of lasting power of attorney in decision making		

Task 5 – Presentation (LO4)

You have been tasked to create a presentation that helps your colleagues to understand pain and symptom management in end-of-life care and the care and support needed in end-of-life care over the final months, weeks days and hours of life.

Your presentation must include the following:

- pain and other symptoms experienced at the end-of-life (AC4.1)
- interventions used for pain and symptom management (AC4.2)
- how symptom and pain management is co-ordinated (AC4.3)
- common signs and symptoms that indicate an individual is entering the last days of life. (AC4.4)

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand pain and symptom management in end-of-life care	4.1 Pain and other symptoms experienced at the end-of-life	Identify the pain and other symptoms experienced at the end-of-life	Explain the pain and other common signs and symptoms experienced at the end of life, including those which indicate an individual is entering the last days of life, as well as the interventions used for pain and symptom management and how these interventions are co-ordinated	Evaluate the interventions used for the management of the different pain and other symptoms which are commonly experienced at the end of life, including those which indicate an individual is entering the last days of life, and evaluate how symptom and pain management is co-ordinated
	4.2 **Interventions** used for pain and symptom management	Describe the interventions used for pain and symptom management		
	4.3 How symptom and pain management is co-ordinated	Describe how symptom and pain management is co-ordinated		
	4.4 Common signs and symptoms that indicate an individual is entering the last days of life	Identify the common signs and symptoms that indicate an individual is entering the last days of life		

Task 6 – Training resource (LO7)

Create a training resource for adult care workers to help understand the care and support needed in end-of-life care.

Your training resource must include the following:

- care and support needs during the final months of life (AC7.1)
- care and support needs during the final weeks of life (AC7.2)
- care and support needs during the final days of life (AC7.3)
- care and support needs during the final hours of life (AC7.4)

Submission: Training resource (this can take a number of forms such as a poster, leaflet, handout.)

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
7. Understand the care and support needed in end-of-life care	7.1 Care and support needs during the final months of life	Describe the care and support needs of individuals during the final months, weeks, days and hours of life	Explain the care and support needs of individuals and others during the final months, weeks, days and hours of life	Evaluate the care and support needs of individuals and others during the final months, weeks, days and hours of life
	7.2 Care and support needs during the final weeks of life			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	7.3 Care and support needs during the final days of life			
	7.4 Care and support needs during the final hours of life			

Task 7 – Staff training resource (LO8, LO9)

It is important to know what actions to take following the death of an individual. Create a staff training resource to help staff understand the importance of their actions following a death and how to manage their own feelings.

Your training resource must include:

- why it is important to know about an individual's wishes for after-death care (AC8.1)
- the importance of actions immediately following a death that respects the individual's wishes and follows agreed ways of working (AC8.2)
- ways to support others immediately following an individual's death (AC8.3)
- ways to manage own feelings in relation to an individual's dying or death (AC9.1)
- ways to support colleagues to manage feelings in relation to an individual's dying or death (AC9.2)
- support systems to deal with own feelings in relation to an individual's dying or death (AC9.3)

Your training resource can be in any format that you think is helpful for the development of staff. You may include images, graphs, charts and text to help with understanding.

Submission: Staff training resource

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
8. Understand actions to take following the death of an individual	8.1 Why it is important to know about an individual's wishes for after-death care	Summarise why it is important to know about an individual's wishes for after-death care	Explain why it is important to know about an individual's wishes for after-death care, why it is important that the actions immediately following a death respect these wishes, follow agreed ways of working and support others	Justify why it is important to know, respect and follow an individual's wishes for after-death care, including why it is important that the actions following a death respect these wishes, follow agreed ways of working and support others
	8.2 The importance of **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working	Describe the importance of the actions immediately following a death that respect the individual's wishes and follow agreed ways of working		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	8.3 Ways to support others immediately following an individual's death	Identify ways to support others immediately following an individual's death		
9. Understand how to manage own feelings in relation to dying or death	9.1 Ways to manage own feelings in relation to an individual's dying or death	Describe ways to manage own feelings in relation to an individual's dying or death	Discuss ways to manage own feelings, and support colleagues, in relation to an individual's dying or death, including the support systems available to deal with own feelings	Evaluate ways to manage own feelings, including different support systems available, in relation to an individual's dying or death, and the ways to support colleagues to manage their own feelings
	9.2 Ways to support colleagues to manage feelings in relation to an individual's dying or death	Identify ways to support colleagues to manage feelings in relation to an individual's dying or death		
	9.3 **Support systems** to deal with own feelings in relation to an individual's dying or death	Identify support systems to deal with own feelings in relation to an individual's dying or death		

Unit 21 – Learning disabilities

Task 1 – Presentation (LO1, LO2, LO3, LO4, LO5)

You have been asked to create a two-part presentation on Zoom, Teams or equivalent to inform local voluntary workers about learning disabilities. You should invite between two and four listeners and should include a short discussion within each presentation. Slides should be used in each part of the presentation and both parts should be recorded. You must make your listeners aware that the presentations, including the discussions, will be recorded but will only be seen and heard by your assessor. You will need to get the listeners permission to be recorded either in writing or via email to comply with GDPR law.

Include the following in the first part of your presentation:

- a definition of the term "learning disability" (AC1.1)
- an overview of the known causes of learning disability (AC1.2)
- the impact of learning disabilities on the individual and their family (AC1.3)
- the physical health challenges that some individuals with learning disabilities may have (AC5.1)
- the legislation that relates to learning disabilities, and how these laws affect the daily life of individuals with learning disabilities and the provision of social care for them (e.g. The Human Rights Act 1995, The Equality Act 2010, The Health and Care Act 2022, The Mental Capacity Act 2005, The Learning Disability Act 2006) (AC2.1)
- a reference and / or "Recommended Reading" section

Include in the second half of your presentation:

- medical and social models of learning disability, showing how they differ from each other (AC3.1)
- how each of these two models would impact social care practice (AC3.2)
- definitions of the terms, "stigma", "stereotyping" and "discrimination" (AC5.2)
- how stigma, stereotyping and discrimination in society can impact the lives of individuals with learning difficulties (AC5.3)
- national and local services which support individuals with learning difficulties (AC4.1) and their families (AC4.3)
- the role of integrated services in supporting individuals with learning disabilities. (AC4.2)
- a reference and / or "Recommended Reading" section

Note that "The impact of learning disabilities on the individual and their family" in part one of the presentation, and "How stigma, stereotyping and discrimination in society can impact the lives of individuals with learning difficulties" in part two, lend themselves to discussion with listeners. When you lead these discussions, you will need to have prepared material in case your discussion does not cover all the important points without your input.

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand learning disability	1.1. The term 'learning disability'	Describe what is meant by the term 'learning disability'.	Explain the causes of learning disabilities and	Evaluate the impact of learning disabilities and their impact on

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.2. Causes of learning disability	Identify causes of learning disabilities.	their impact on individuals and others	individuals and others, including the importance of understanding their causes
	1.3. The impact of learning disability on the **individual** and **others**	Describe the impact of learning disabilities on the individual and others		
2. Understand legislation in relation to individuals with learning disabilities	2.1 **Legislation** in relation to individuals with learning disabilities	Identify relevant legislation relating to individuals with learning disabilities	Explain examples of relevant legislation relating to individuals with learning disabilities	Evaluate the impact of relevant legislation relating to individuals with learning disabilities
3. Understand models of learning disability	3.1. Medical and social models of learning disability	Describe medical and social models of learning disability	Explain the medical and social models of learning disability, including the impact which both models have on social care practice	Evaluate the impact that the medical and social models of learning disability have on social care practice, showing a comprehensive understanding of both models
	3.2. The impact of the medical and social models of learning disability on social care practice	Describe the impact of the medical and social models of learning disability on social care practice		
4. Understand the role of support services for individuals with learning disabilities	4.1 Services which support individuals with learning disabilities	Identify services which can support individuals with learning disabilities	Explain the role of services that can support individuals with learning difficulties and their families, including integrated community services	Evaluate the impact and importance of services that can support individuals with learning difficulties and their families, including integrated community services
	4.2. The role of **integrated community services** in supporting individuals with learning disabilities	Summarise the role of integrated community services in supporting individuals with learning disabilities		
	4.3. Services which support individuals with learning disabilities and their families	Identify services which support individuals with learning disabilities and their families		
5. Understand the potential impact	5.1. The physical health challenges	Describe examples of the	Explain examples of	Analyse how outcomes and life

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
of learning disability on the outcomes and life chances of individuals	which some individuals with learning disabilities may experience	physical health challenges which some individuals with learning disabilities may experience	physical health challenges which some individuals with learning disabilities may experience, and the role stigma, discrimination and stereotyping can have on their outcomes and life chances	chances for individuals with learning disabilities are affected by physical health challenges, stigma discrimination and stereotyping
	5.2 What is meant by stigma, stereotyping and discrimination	Describe what is meant by stigma, stereotyping and discrimination		
	5.3 How stigma, stereotyping and discrimination in society may impact the **outcomes** and **life chances** of individuals with learning disabilities	Describe how the outcomes and life chances of individuals with learning disabilities can be impacted upon by stigma, stereotyping and discrimination in society		

Unit 22 – Dementia awareness

Task 1 – Podcast (LO1, LO2)

You have been asked to record a podcast on dementia for a local community initiative. Research and write a script or prompting notes for your talk and then produce an audio recording that would be appropriate for colleagues new to dementia care. Your talk should include:

- what the term dementia means (AC1.1)
- the different types of dementia and their causes (AC1.2)
- the signs and symptoms of dementia (AC1.3)
- what effects dementia can have on the person's life (e.g. on relationships, social life, working life, physical health, finances, life expectancy, and support needed). This aspect of the content could be addressed with case studies or by role played interviews that you have scripted (AC1.4)
- the legislation and frameworks that underpin dementia care in social care settings (e.g. The Mental Capacity Act 2014, Safeguarding adults National Framework). (AC2.1)

Submission: Podcast

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the types of dementia and the effects on health and wellbeing	1.1 What is meant by dementia	Describe what is meant by dementia	Discuss dementia in relation to types, causes, signs and symptoms, including how dementia impacts on an individual's health and wellbeing	Analyse the effects of dementia on an individual's health and wellbeing, including differences between types, causes, signs and symptoms
	1.2 **Types of dementia** and their causes	Identify types and causes of dementia		
	1.3 The signs and symptoms of dementia	Identify and describe the signs and symptoms of dementia		
	1.4 The impacts of dementia on an **individual's** health and wellbeing	Describe how dementia impacts on an individual's health and wellbeing		
2. Understand legislation and frameworks in relation to dementia care in social care settings	2.1 The relationship between **legislation** and **frameworks** in relation to dementia care	Describe the relationship between legislation and frameworks in relation to dementia care	Explain the relationship between legislation and frameworks in relation to dementia care	Evaluate the relationship between legislation and frameworks and their impact in relation to dementia care

Task 2 – Training aid (LO3)

Your second task is to create a training aid for new colleagues about how to support people with dementia. Colleagues can be used in the role of service users. It must include:

- The person-centred approach to dementia care (AC3.1)

- Use of strategies based on knowledge about the person's life history to support their memory (e.g. reminiscence therapy, use of the person's photographs, use of commercially produced photographs of scenes and objects from the past) (AC3.2)
- Ways that family members and workers from other professions can support individuals with dementia (AC3.3)
- How health and social care practitioners can support the physical and mental health and wellbeing of people with dementia. (AC3.4)

Your assessor will video your demonstration and will complete a witness statement in respect of assessment criteria

Submission: Training aid

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand how to support individuals with dementia	3.1 Person-centred approaches in social care for individuals with dementia	Summarise person-centred social care approaches for individuals with dementia	Explain the roles of the social care practitioner and others, such as family and carers, in supporting the health and wellbeing of individuals with dementia through person-centred care, including how to involve strategies which use information about life history	Analyse the roles social care practitioners and others, such as family and carers play in supporting the health and wellbeing of individuals with dementia, including strategies they can use to support individuals' memory
	3.2 **Strategies** which use information about life history to support individuals' memory	Identify examples of strategies which use information about life history to support individuals' memory		
	3.3 The roles of others in supporting individuals with dementia	Summarise the roles of others in supporting individuals with dementia		
	3.4 The role of the social care practitioner in supporting the health and wellbeing of individuals with dementia	Describe the role of the social care practitioner in supporting the health and wellbeing of individuals with dementia		

Unit 23 – Understanding autism

Task 1 – Presentation (LO1)

You have been tasked to create a presentation introducing autism and neurodiversity.

Your presentation must include the following:

- the terms autism and neurodiversity (AC1.1)
- the medical model typically used with autism: (AC1.2)
  - autistic spectrum condition
  - developmental conditions
- the social model of neurodiversity (AC1.3)
- why it is important to recognise autism as a lifelong condition (AC1.4)

Submission: Presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand autism and neurodiversity	1.1 The terms autism and neurodiversity	Summarise the terms autism and neurodiversity	Explain the differences between the terms autism and neurodiversity, making reference to the social model of neurodiversity and the medical model typically used with autism:	Analyse the differences between autism and neurodiversity, referencing both the medical model typically used with autism and the social model of neurodiversity:
	1.2 Medical model typically used with autism: • autistic spectrum condition • developmental conditions	Describe the medical model which is typically used with autism: • autistic spectrum condition • developmental conditions		• autistic spectrum condition • developmental conditions
	1.3 Social model of neurodiversity	Describe the social model of neurodiversity	• autistic spectrum condition • developmental conditions	
	1.4 Why it is important to recognise that autism is a lifelong condition	Summarise why it is important to recognise that autism is a lifelong condition	Explain why it is important to recognise that autism is a lifelong condition	Evaluate why it is important to recognise that autism is a lifelong condition

Task 2 – Factsheet (LO2)

You have been tasked to create a factsheet which discusses medical approaches to autism.

Your factsheet must include the following:

- the process of medical diagnosis of autism (AC2.1)
- which professionals can give a formal diagnosis of autism (AC2.2)
- features of autism which influence diagnosis including: (AC2.3)

- o sensory differences
- o differences in communication styles
- o cognitive differences
- advantages and disadvantages of diagnosis for the individual and their family (AC2.4)
- the main characteristics found in autistic individuals on the autism spectrum (AC2.5)

Submission: Factsheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand medical approaches to autism	2.1 The process of medical diagnosis of autism	Describe the process of a medical diagnosis of autism	Explain the process of a medical diagnosis of autism, including the professionals who are able to give a formal diagnosis of autism	Evaluate the different professionals who are able to give a formal diagnosis of autism and the process which is followed for a medical diagnosis of autism
	2.2 Which professionals would give a formal diagnosis of autism	Identify the professionals who are able to give a formal diagnosis of autism		
	2.3 Features of autism which influence diagnosis: • sensory differences • differences in communication styles • cognitive differences	Summarise the features of autism which influence diagnosis: • sensory differences • differences in communication styles • cognitive differences	Explain the features of autism which influence diagnosis: • sensory differences • differences in communication styles • cognitive differences	Evaluate the features of autism which influence diagnosis: • sensory differences • differences in communication styles • cognitive differences
	2.4 Advantages and disadvantages of diagnosis for the individual and their family	Identify the advantages and disadvantages of diagnosis for the individual and their family	Compare the advantages and disadvantages of a diagnosis of autism for the individual and their family, including the main characteristics found in autistic individuals on the autism spectrum	Critically compare the advantages and disadvantages of a diagnosis of autism to evaluate the impact for both the individual and their family, and explore the range of characteristics found in autistic individuals on the autism spectrum
	2.5 The main characteristics found in autistic individuals on the autism spectrum	Summarise the main characteristics that may be found in autistic individuals on the autism spectrum		

Task 3 – Written report (LO3)

You have been tasked to write a report that shows your understanding of how autism is represented in society.

Your report must include the following:

- positive and negative attitudes towards autism in: (AC3.1)
  o media
  o arts and culture
  o education
  o workplace
  o healthcare settings
  o social care settings
- how these representations might influence: (AC3.2)
  o public perception
  o autistic individuals
- how autistic individuals could experience discrimination in healthcare settings and social care settings (AC3.3)
- how signs of discrimination and abuse can be missed in social care settings (AC3.4)

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand how autism is represented in society	3.1 Positive and negative attitudes towards autism in: • media • arts and culture • education • workplace • healthcare settings • social care settings	Describe attitudes towards autism in: • media • arts and culture • education • workplace • healthcare settings • social care settings	Discuss different attitudes towards autism and how these representations might influence public perception and autistic individuals: • media • arts and culture • education • workplace • healthcare settings • social care settings	Analyse different attitudes towards autism and how these representations might influence autistic individuals and public perception: • media • arts and culture • education • workplace • healthcare settings • social care settings
	3.2 How these representations might influence: • public perception • autistic individuals	Describe how these representations might influence public perception and autistic individuals		
	3.3 How autistic individuals could experience discrimination	Describe how autistic individuals could experience discrimination in healthcare	Explain how autistic individuals could experience discrimination in healthcare	Evaluate how autistic individuals could experience discrimination in healthcare

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	in healthcare settings and social care settings	settings and social care settings	settings and social care settings, and how signs of discrimination and abuse could be missed	settings and social care settings, and how signs of discrimination and abuse could be missed
	3.4 How signs of discrimination and abuse can be missed in social care settings	Describe how signs of discrimination and abuse can be missed in social care settings		

Task 4 – Written guide (LO4, LO5, LO6)

New staff are joining your setting where you provide care and support for autistic individuals. You have been asked by your manager to produce an introductory guide covering the following three areas:

Section 1 – Behaviours within the context of autism

- factors which influence autistic individuals' perspective: (AC4.1)
  - external environment
  - internal environment
  - interests
  - anxiety
- the range of behaviours associated with autism (AC4.2)
- the importance of interpreting behaviour within the context of autism (AC4.3)
- how various factors influence behaviour: (AC4.4)
  - intrinsic
  - extrinsic
- the importance of differentiating between positive and negative behaviour (AC4.5)
- the impact of an individual's behaviour on self and others (AC4.6)
- how behaviour can contribute to an individual's vulnerability. (AC4.7)

Section 2 – How to promote an autism friendly environment

- the importance of a proactive approach (AC5.1)
- how to anticipate and meet the needs of individuals with autism (AC5.2)
- ways to reduce stress and anxiety for individuals with autism (AC5.3)
- ways to respond to distressed behaviour. (AC5.4)

Section 3 – How to support autistic individuals

- how to support autistic individuals to engage in meaningful activities (AC6.1)
- how to promote skills for independent living (AC6.2)
- how to support autistic individuals to access opportunities: (AC6.3)
  - education
  - training
  - employment
  - access to housing

Submission: Written guide

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand behaviour within the context of autism	4.1 Factors which influence autistic individuals' perspectives: - external environment - internal environment - interests - anxiety	Identify the factors which influence autistic individuals' perspective: - external environment - internal environment - interests - anxiety	Discuss the factors which influence autistic individuals' perspective: - external environment - internal environment - interests - anxiety	Evaluate the factors which influence autistic individuals' perspective: - external environment - internal environment - interests - anxiety
	4.2 The range of behaviours associated with autism	Identify the range of behaviours associated with autism	Explain the range of behaviours associated with autism, the factors which can influence behaviour, the importance of interpreting behaviour within the context of autism	Evaluate the range of behaviours associated with autism, the factors which can influence behaviour, the importance of interpreting behaviour within the context of autism
	4.3 The importance of interpreting behaviour within the context of autism	Describe the importance of interpreting behaviour within the context of autism		
	4.4 How various factors influence behaviour: - intrinsic - extrinsic	Describe how intrinsic and extrinsic factors influence behaviour		
	4.5 The importance of differentiating between positive and negative behaviour	Describe the importance of differentiating between positive and negative behaviour	Explain the importance of differentiating between positive and negative behaviour, whilst considering the impact that an individual's behaviour can have on others as well as themselves and their own vulnerability	Evaluate the importance of differentiating between positive and negative behaviour, whilst considering the impact that an individual's behaviour can have on others as well as themselves and their own vulnerability
	4.6 The impact of an individual's behaviour on self and others	Summarise the impact of an individual's behaviour on self and others		
	4.7 How behaviour can contribute to an individual's vulnerability	Describe how behaviour can contribute to an individual's vulnerability		
5. Understand how to promote an autism friendly environment	5.1 The importance of a **proactive approach**	Summarise the importance of a proactive approach in promoting an	Explain how to anticipate and meet the needs of autistic individuals, why it	Evaluate why it is important to implement a proactive approach, and

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
		autism friendly environment	is important to implement a proactive approach, and different ways to reduce stress, anxiety and respond to distressed behaviour	different ways to anticipate and meet the needs of autistic individuals, whilst reducing their stress, anxiety and responding to any distressed behaviour
	5.2 How to anticipate and meet the needs of autistic individuals	Describe how to anticipate and meet the needs of autistic individuals		
	5.3 Ways to reduce stress and anxiety for autistic individuals	Identify ways to reduce stress and anxiety for autistic individuals		
	5.4 Ways to respond to distressed behaviour	Identify ways to respond to distressed behaviour		
6. Understand how to support autistic individuals	6.1 How to support autistic individuals to engage in meaningful activities	Describe how to engage autistic individuals in meaningful activities	Discuss how to support autistic individuals to engage in meaningful activities, access education, training, employment opportunities and access to housing, whilst promoting skills for independent living	Evaluate how to support autistic individuals by promoting independent living skills and engaging them in meaningful activities, assisting them to gain access to education, training and employment opportunities
	6.2 How to promote skills for independent living	Describe how to promote skills for independent living for autistic individuals		
	6.3 How to support autistic individuals to access opportunities: • education • training • employment • access to housing	Describe how to support autistic individuals to access opportunities: • education • training • employment • access to housing		

Task 5 – Leaflet (LO7, LO8)

Design a leaflet that could be given to people who require an introduction to the legislation and services relevant autistic individuals.

It must include:
• legislation in relation to autism (AC7.1)
• local and national statutory services (AC8.1)
• voluntary and independent services and facilities available to autistic individuals and their families (AC8.2)
• barriers to accessing services (AC8.3)

- ways to overcome barriers to accessing services (AC8.4)

Submission: Leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
7. Understand the legislation relevant to autistic individuals and their families	7.1 Legislation in relation to autism	Summarise legislation in relation to autism	Discuss relevant legislation in relation to autism	Analyse legislation relevant to autistic individuals and their families
8. Understand the services available to autistic individuals and their families	8.1 Local and national statutory services	Identify the local and national statutory services available to autistic individuals and their families	Discuss the local, national, voluntary and independent services and facilities which are available to autistic individuals and their families, the potential barriers and ways to overcome these barriers when accessing these services	Evaluate the local, national, voluntary and independent services and facilities which are available to autistic individuals and their families, including potential barriers and ways to overcome these barriers when autistic individuals and their families are accessing these services
	8.2 Voluntary and independent services and facilities available to autistic individuals and their families	Identify the voluntary and independent services and facilities available to autistic individuals and their families		
	8.3 Barriers to accessing services	Identify potential barriers which autistic individuals and their families might encounter when accessing services		
	8.4 Ways to overcome barriers to accessing services	Describe ways to overcome barriers to accessing services		

Assessment 1

The first part of this assessment requires you to take part in a professional discussion with your manager or supervisor within your workplace setting.

The second part of this assessment requires you demonstrate skills within your workplace setting.

Task 1 – Professional discussion (Unit 4: LO1, Unit 7: LO1, Unit 14: LO1, LO3)

You should prepare for your professional discussion in advance, to ensure you can provide relevant examples to evidence the requirements. This may include:

- referring to your own experience
- reflecting on a situation in your role
- using relevant examples from your work role
- reflecting on an individual you have supported.

Questions will be focused on learning outcomes (LOs) below and the mapped assessment criteria (AC):

- understand ethical principles in social care – the values known as the 6C's and how you have incorporated these into your practice (Unit 7: AC1.6)
- understand communication in social care settings – how you have ensured records and reports are clear, timely and sufficiently detailed (Unit 4: AC1.4)
- understand communication in social care settings – the legal requirements for written and electronic records and record keeping (Unit 4: AC1.5)
- understand professional relationships in social care – the role of communication in building and maintaining professional relationships (Unit 14: AC1.3)
- understand professional relationships in social care – how you have supported effective team working within the setting (Unit 14: AC1.4)
- understand benefits and challenges to partnership working – the importance of professional boundaries and how you have used them when working in partnership with other professionals. (Unit 14: AC3.5)

Submission: professional discussion

Delivery and assessment guidance:

Unit 4 Communication in social care				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
1. Understand communication in social care settings	1.4 How to ensure records and reports are clear, timely and sufficiently detailed	Describe how to ensure reports and records are clear, timely, sufficiently detailed, and follow the legal requirements for written and electronic reports and record keeping	Explain how to ensure reports and records are clear, timely and sufficiently detailed, including how this meets legal requirements for written and electronic reports and record keeping	Evaluate the importance of clear, timely and sufficiently detailed reports and record keeping, and the implications of not meeting legal requirements for written and electronic reports
	1.5 Legal requirements for written and electronic reports and			

Unit 4 Communication in social care				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
	record keeping			and record keeping

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
1. Understand ethical principles in social care	1.6 The values known as the 6 Cs: • care • compassion • competence • communication • courage • commitment	Summarise the values known as the 6 Cs: • care • compassion • competence • communication • courage • commitment	Explain how the values known as the 6 Cs are used by social care practitioners	Evaluate the impact and effectiveness of applying the 6 Cs care values within social care practice

Unit 14 Working with others				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
1. Understand professional relationships in social care	1.3 The role of communication in building and maintaining professional relationships	Summarise the role of communication in building and maintaining professional relationships	Explain why building and maintaining professional relationships are important in social care settings, including the role communication plays within this	Evaluate the impact that effective relationship building can have in social care settings, analysing the role communication plays within this
	1.4 Effective team working skills in a social care setting	Identify effective team working skills in a social care setting	Discuss examples of effective team working skills and how they are used in a social care setting	Evaluate the effectiveness and impact of team working skills and how they are used in a social care setting
3. Understand benefits and challenges to partnership working	3.5 Professional boundaries in social care	Describe professional boundaries in social care	Explain partnership working in the context of potential benefits and barriers, and how to work within safe, clear and professional boundaries	Evaluate the impact of partnership working in the context of potential benefits and barriers, the role of other professionals, agencies and organisations, and

Unit 14 Working with others				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
				why it is important to work within professional boundaries in social care

Task 2 – Observation / witness testimonies (Unit 4: LO1, LO2, Unit 7: LO1, LO3, Unit 14: LO1, LO3)

You need to be observed completing various tasks by your workplace supervisor / manager and a witness testimony to be completed by your observer to evidence the assessment criteria (AC) identified for your portfolio.

This must include evidence of:

- working with an individual / individuals you support within your workplace setting demonstrating empathy when interacting (Unit 7: AC1.7)
- working with an individual / individuals you support in your workplace setting demonstrating courage in how you have overcome and differences in values and belief (Unit 7: AC3.1, AC3.2)
- ensuring records and reports are clear, timely managed and have sufficient detail (Unit 4: AC1.6)
- working with an individual you support in your workplace setting, showing how you manage effective communication by reducing environmental barriers and supported the individual by using their preferred methods of communication (Unit 4: AC2.4, AC2.5, AC2.6, AC2.7, AC2.8)
- supporting others to keep information safe and preserve confidentiality in accordance with agreed ways of working (Unit 14: AC4.4)
- how you work as part of the care team, through the effective use of team working in your care setting (Unit 14: AC1.5)
- how you work in partnership with other professionals in your workplace setting, this could be with other professionals outside your organisation, agencies and other organisations you communicate with as part of your work role and show how you support yourself and others to maintain professional working boundaries (Unit 14: AC3.4, AC3.6, AC3.7)

Case Scenario for Unit 7: AC3.2

Margaret, a healthcare assistant, very proudly describes herself as a hard worker and someone who treats all the people she cares for very well. She feels she is compassionate, caring, and very good at her job. You have been working at the residential home for 2 weeks and during a shift one day whilst Margret is being shadowed by you, she speaks quite harshly to David a resident. She sharply and loudly tells him to 'roll over' so she can pull the sheet out from under him and then turns to you to describe how David has soiled himself. David, is clearly very embarrassed and upset. You notice that the door to his room is open and that there is a staff member in the hallway welcoming a visitor. You feel very uncomfortable about what you have just witnessed and feel that even though you are new and still have a great deal to learn, the situation should have been handled very differently.

Taken and adapted from dignityincare.org.uk

Submission: Observation / witness testimonies

Delivery and assessment guidance:

Preparation Template

- describe what happened. (When, where, who was present; what did you do; why were you in the situation; what did you want to happen?)
- how did you feel you impacted on the situation? (During, before and after; what did others feel during and after the situation; what do you think now?)
- evaluate your experience. (What went well / not so well; what was good / bad; what did you, and others contribute positively or negatively?)
- analyse what happened with reference to your own knowledge, skills, and behaviours. (Why did things go well / not so well; what sense can be made of it; what knowledge do I / others have to help me understand the situation?)
- what conclusions can I draw from the situation? (What did I learn; how could it be more positive for everyone involved; what skills do I need to improve; what else could I have done?).

Unit 4 Communication in social care				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand communication in social care settings	1.6 Demonstrate and ensure that records and reports are clear, timely and sufficiently detailed	Describe how to ensure reports and records are clear, timely, sufficiently detailed, and follow the legal requirements for written and electronic reports and record keeping	Explain how to ensure reports and records are clear, timely and sufficiently detailed, including how this meets legal requirements for written and electronic reports and record keeping	Evaluate the importance of clear, timely and sufficiently detailed reports and record keeping, and the implications of not meeting legal requirements for written and electronic reports and record keeping
2. Understand how to support communication	2.4 Reduce **environmental barriers** to communication	Identify how to reduce environmental barriers to communication	Analyse the types of communication available to meet the language needs and preferences of individuals, including how to address barriers to communication, how to reduce environmental barriers, access additional support and meet the needs of others	Evaluate the effectiveness of communication types, how they meet the language needs and preferences of individuals, including ways in which communication barriers including environmental ones, can be reduced, the impact of promoting communication excellence to others and how additional support can enable individuals to communicate effectively
	2.5 How to communicate to meet the needs of others	Describe how to communicate effectively to meet the needs of others		
	2.6 How to access additional support or services to enable individuals to communicate effectively	Describe how to access additional support or services to enable individuals to communicate effectively		
	2.7 Use and facilitate **methods of communication** preferred by the individual	Describe how to effectively use and facilitate methods of communication preferred by the individual		

Unit 4 Communication in social care				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
	2.8 Demonstrate and promote **excellent communication skills** to others	Describe how excellent communication skills can be demonstrated and promoted to others		
4. Understand how to work in line with legislation, policies, procedures, and codes of practice relating to information management	4.4 Support others to keep information safe and preserve confidentiality in accordance with **agreed ways of working**	Describe how to appropriately maintain records and support others to keep information safe and confidential within agreed ways of working	Explain how to appropriately preserve confidentiality and ensure data security when accessing, storing and maintaining records and sharing information, including how to support others to follow agreed ways of working	Analyse the importance of following and supporting others with agreed ways of working relating to confidentiality and data security when accessing storing, maintaining and sharing information and records

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
1. Understand ethical principles in social care	1.7 Demonstrate empathy for **individuals** they support	Describe how empathy can be demonstrated when supporting individuals in social care	Explain how empathy can be demonstrated when supporting individuals in social care	Analyse the role empathy plays when supporting individuals in social care
3. Understand how the social care practitioner's own values, beliefs and experiences can influence ethical practice and the delivery of care	3.1 How the social care practitioner's own values, beliefs and experiences can influence ethical practice and delivery of care	Describe how the social care practitioner's own values, beliefs and experiences can influence ethical practice and delivery of care	Explain the role a social practitioner's own values beliefs and experiences play in ethical practice and care delivery, including when courage may be required in supporting	Analyse how a social practitioners' own values, beliefs and experiences can influence ethical practice and care delivery, including why courage may be needed in cases that

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	3.2 Demonstrate courage in supporting individuals in ways that may challenge the social care practitioner's own cultural and belief systems	Describe how courage can be demonstrated when supporting individuals in ways that may challenge the social care practitioner's own cultural and belief systems	individuals that may challenge the social care practitioner's own cultural and belief systems	challenge the social care practitioner's own cultural and belief systems, and the implications of this

Unit 14 Working with others				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand professional relationships in social care	1.5 Demonstrate effective team working skills in a social care setting	Describe how to use effective team working skills in a social care setting	Discuss examples of effective team working skills and how they are used in a social care setting	Evaluate the effectiveness and impact of team working skills and how they are used in a social care setting
3. Understand benefits and challenges to partnership working	3.4 Identify and form professional relationships with other professionals, agencies and organisations	Describe how to form professional relationships with other professionals, agencies and organisations	Explain partnership working in the context of potential benefits and barriers, and how to work within safe, clear and professional boundaries	Evaluate the impact of partnership working in the context of potential benefits and barriers, the role of other professionals, agencies and organisations, and why it is important to work within professional boundaries in social care
	3.6 Demonstrate working within safe, clear and professional boundaries	Describe how to work within safe, clear and professional boundaries		
	3.7 Support others to work within safe, clear and professional boundaries	Describe how to support others to work within safe, clear and professional boundaries	Explain how to support others to work within safe, clear and professional boundaries	Analyse the impact of supporting others to work within safe, clear and professional boundaries

Assessment 2

Task 1 – Report (Unit 7: LO1, LO2)

Write a report, using appropriate headings in which you will show your understanding of ethical principles in social care and the impact on individuals and organisations. It must include:

- the characteristics of ethics, morals, and values (Unit 7: AC1.1)
- the types of ethical theories used in social care and how they are applied including: (Unit 7: AC1.2, AC1.3)
  - o utilitarianism
  - o virtue ethics
  - o deontology.
- the core principles of care values (Unit 7: AC1.4)
- how professional codes of conduct promote ethical practice within social care (Unit 7: AC1.5)
- the impact of ethical practice on individuals and organisations (Unit 7: AC2.1)

You could use a grid such as the one exampled below to complete your responses on ethical theory. Where appropriate provide examples to help show your understanding.

Ethical theory	Application in social care	Examples
Utilitarianism		
Virtue ethics		
Deontology		

Submission: Report

Delivery and assessment guidance:

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand ethical principles in social care	1.1 The **characteristics** of ethics, morals and values	Describe characteristics of ethics, morals and values	Explain the characteristics of ethics, morals and values and their relevance in social care	Analyse how ethics, morals and values inform social care, including the effectiveness of applied ethical theories to practice, including: • utilitarianism • virtue ethics • deontology
	1.2. The types of ethical theories used in social care, including: • utilitarianism • virtue ethics • deontology	Summarise types of ethical theories used in social care, including: • utilitarianism • virtue ethics • deontology	Explain how ethical theories can be applied in social care practice, including: • utilitarianism • virtue ethics • deontology	
	1.3 The application of ethical theories used in social care, including: • utilitarianism • virtue ethics • deontology	Describe how to apply ethical theories used in social care, including: • utilitarianism • virtue ethics • deontology		

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.4 The core principles of care values	Identify the core principles of care values	Explain the core principles of care values and how this informs social care	Evaluate the importance of core principles of care values within social care
	1.5 How professional codes of conduct promote ethical practice within social care	Describe how professional codes of conduct promote ethical practice within social care	Analyse the impact of professional codes of conduct and their importance in promoting ethical practice within social care	Evaluate how effective professional codes of conduct are in the promotion of ethical social care practice
2. Understand the impact of ethical practice on individuals and organisations	2.1 The **impact** of ethical practice on individuals and organisations	Identify the impact of ethical practice on individuals and organisations	Explain the impact of ethical practice on individuals and organisations	Evaluate the impact of ethical practice on outcomes for individuals and organisations

Task 2 – Information guide (Unit 7: LO4)

Create an information guide, such a poster or leaflet that informs new care support practitioners how to manage dilemmas when asked to perform duties outside of their normal responsibilities. Your information should be factual and include helpful advice to assist in professional behaviour and responses.

Information must include:

- the importance of appropriate training, experience, level of role, understanding own limits and strengths, understanding own responsibilities (Unit 7: AC4.1)
- how to use initiative and respond appropriately when asked to perform duties outside of the normal role and why this is important for individual / organisational care (Unit 7: AC4.2)
- sources of support available to social care professionals when performing duties outside of their remit (Unit 7: AC4.3)

Submission: Information guide

Delivery and assessment guidance:

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Understand how to respond when asked to perform duties outside of	4.1 The importance of appropriate training, experience and seniority	Identify appropriate training, experience and seniority within normal duties and	Explain the importance of appropriate training, experience and seniority within	Evaluate the importance of appropriate training, experience and seniority within

Unit 7 Values and behaviour				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
normal responsibilities	within normal duties and responsibilities of the social care practitioner's role	responsibilities of the social care practitioner's role	normal duties and responsibilities of the social care practitioner's role	normal duties and responsibilities of the social care practitioner's role
	4.2 How to take the initiative and respond when being asked to perform duties outside of normal duties and responsibilities	Describe how to respond when being asked to perform duties outside of normal duties and responsibilities	Explain how to take the initiative and respond appropriately when asked to perform duties outside of normal duties and responsibilities	Evaluate what responses would be appropriate and their implications when asked to perform duties outside of normal duties and responsibilities
	4.3 Sources of support available to social care professionals when performing duties outside of normal responsibilities	Identify sources of support available to social care professionals when performing duties outside of normal responsibilities	Explain how sources of support available to social care professionals can be effective when performing duties outside of normal responsibilities	Evaluate how effective and impactful selected sources of support can be when performing duties outside of normal responsibilities

Task 3 – Booklet (Unit 4: LO1, LO2)

Create a booklet to inform volunteers that support the care setting about the importance of effective communication in care settings. You must include information on the following:

- the purpose and importance of effective communication in care settings (Unit 4: AC1.1, AC1.2)
- examples of best practice when communicating *verbally* and *non-verbally* and writing using traditional methods or digitally (Unit 4: AC1.3)
- the different types of communication and language needs and factors that can influence communication and interaction. Provide examples to show how to ensure that individual preferences of the individuals being supported can be met through using solutions to overcome barriers. (Unit 4: AC2.1, AC2.2, AC2.3)

Submission: Booklet

Delivery and assessment guidance:

Unit 4 Communication in social care				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
1. Understand communication	1.1 The purpose of communication	Describe the purpose and	Explain the purpose and	Evaluate the principles of

Unit 4 Communication in social care				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
in social care settings	in social care settings	importance of communication in social care and related settings	importance of communication in social care and related settings.	communication best practice, including its purpose and importance in social care and related settings
	1.2 The importance of communication in social care			
	1.3 The principles of best practice when communicating **verbally**, **non-verbally** and writing in digital or traditional methods	Identify the principles of best practice when communicating **verbally**, **non-verbally** and writing in digital or traditional methods	Discuss the principles and importance of best practice when communicating **verbally**, **non-verbally** and writing in digital or traditional methods	
2. Understand how to support communication	2.1 The types of communication and language needs and preferences of individuals	Summarise the types of communication available to meet the language needs and preferences of individuals, looking at factors that influence communication and interactions	Analyse the types of communication available to meet the language needs and preferences of individuals, including how to address barriers to communication, how to reduce environmental barriers, access additional support and meet the needs of others	Evaluate the effectiveness of communication types, how they meet the language needs and preferences of individuals, including ways in which communication barriers including environmental ones, can be reduced, the impact of promoting communication excellence to others and how additional support can enable individuals to communicate effectively
	2.2 The factors that influence communication and interactions			
	2.3 The types of solutions available when barriers in communication exist	Describe how to address barriers to communication		

Task 4 (a) – Written report (Unit 14: LO1, LO2, LO3)

Task 4 has two parts A and B. Part A requires you to demonstrate your understanding of partnership working in supporting an individual in social care practice. Part B requires you to show your understanding of legislation, policies, and procedures in information management in relation to the individual and the care setting.

You must ensure that you have sought written permission to undertake a case study of an individual with your workplace manager / supervisor and the individual. You must ensure for that the purpose of this case study, any persons included within the work, must be kept anonymous.

Gather and use relevant information to help you answer the criteria below. Information may include – reviewing care plans, discussions with the individual, feedback from family members, supervisor, team colleagues, other professionals.

In relation to the case study individual and your workplace setting you must include:

- defining partnership working, including multi-disciplinary working and multi-agency working, and give examples of the professionals and others who are involved and their roles (Unit 14: AC2.1, AC2.2)
- why developing professional relationships is important and the benefits of working in partnership with other professionals and agencies to support the individual (Unit 14 AC1.1, AC3.3)
- how professional relationships are built and maintained to support the individual, and the key principles of partnerships working. You need to consider a variety of relationships including – the individual, health and social care practitioners, parents / carers / other family, colleagues, external partners (Unit 14: AC1.2, AC2.3)
- the challenges and barriers to partnership working and how it can impact on the individual (Unit 14: AC3.1)
- any strategies that are used and their effectiveness when working in partnership with professionals and agencies to support the individual (Unit 14: AC3.2)

Submission: Written report

Delivery and assessment guidance:

Unit 14 Working with others				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
1. Understand professional relationships in social care	1.1 Why developing professional relationships is important in a social care setting	Describe the importance of developing professional relationships in a social care setting	Explain why building and maintaining professional relationships are important in social care settings, including the role communication plays within this	Evaluate the impact that effective relationship building can have in social care settings, analysing the role communication plays within this
	1.2 How professional relationships are built and maintained between: • individuals • health and social care practitioners • parents/carers • colleagues • external partners	Describe how professional relationships are built and maintained between those within and involved with social care and its practice, delivery and support (as identified in AC1.2)		
2. Understand partnership working	2.1 Partnership working, including: • multi-disciplinary working	Describe the role of partnership working, including multi-disciplinary and multi-agency working	Explain the role of partnership working, including multi-disciplinary and multi-agency working, the roles	Analyse the role of partnership working, including multi-disciplinary and multi-agency

Unit 14 Working with others				
Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:	**Pass** The learner will be able to:	**Merit** The learner will be able to:	**Distinction** The learner will be able to:
	• multi agency working		and responsibilities of others involved and how this meets the needs of individuals	working, including the roles and responsibilities of others involved, and evaluating the impact and effectiveness of this for meeting the needs of individuals
	2.2 The roles and responsibilities of **others** involved in partnership working	Identify the roles and responsibilities of others involved in partnership working		
	2.3 The principles of partnership working in relation to meeting the needs of individuals	Describe the principles of partnership working in relation to meeting the needs of individuals		
3. Understand benefits and challenges to partnership working	3.1 Challenges and barriers to partnership working	Identify challenges and barriers to partnership working	Explain partnership working in the context of potential benefits and barriers, and how to work within safe, clear and professional boundaries	Evaluate the impact of partnership working in the context of potential benefits and barriers, the role of other professionals, agencies and organisations, and why it is important to work within professional boundaries in social care
	3.2 Strategies to overcome barriers when working in partnership with other professions and agencies	Identify examples of strategies to overcome barriers when working in partnership with other professions and agencies		
	3.3 Benefits of working in partnership with other professions and agencies	Summarise the benefits of working in partnership with other professions and agencies		

Task 4 (b) – Written report: Unit 4 – LO3, LO4

Gather and use relevant information to help you answer the criteria below. Information may include legislation, work setting policies, procedures, including safeguarding, and codes of practice. You must include:

- the term confidentiality in relation to social care practice (Unit 4: AC3.1)
- the purpose of legislation and how this guides policies, procedures and codes of practice when working in social care (Unit 4: AC3.2)
- why, as a social care practitioner, there can be a tension between maintaining confidentiality and the need to disclose information and outline the impact if the information is not kept confidential. Consider the impact on the individual, social care practitioner and the organisation (Unit 4: AC3.3, AC3.4)
- how has the security of data been ensured when accessing and storing records (Unit 4: AC4.1)
- how has the security of data and confidentiality been ensured when sharing information with relevant colleagues (Unit 4: AC4.2)

- how to maintain records to keep information safe (Unit 4: AC4.3)

Submission: Written report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand legislation, policies, procedures and codes of practice relating to information management	3.1 The term confidentiality	Summarise what confidentiality means in relation to social care practice	Explain why confidentiality is important in relation to social care practice	Evaluate the role confidentiality plays within social care and the implications of not maintaining this
	3.2 The purpose of legislation, policies, procedures and codes of practice relating to the management of information	Identify legislation, policies, procedures and codes of practice that relate to the management of information	Explain the purpose and characteristics of policies, procedures and codes of practice that relate to the management of information	Evaluate the importance of policies, procedures and codes of practice that relate to the management of information and their impact within social care
	3.3 The relationship and potential tensions between maintaining confidentiality and the need to disclose information	Identify the relationship and potential tensions between maintaining confidentiality and the need to disclose information	Explain the relationship and potential tensions between maintaining confidentiality and the need to disclose information, including the impact of information disclosure on the individual, social care practitioner and the organisation	Analyse reasons for tensions between maintaining confidentiality and the need to disclose information, including the impact of information disclosure on the individual, social care practitioner and the organisation
	3.4 The impact if information is not kept confidential on: • individuals • social care practitioners • the organisation	Summarise the impact of information confidentiality not being kept on: • individuals • social care practitioners • the organisation		
4. Understand how to work in line with legislation, policies, procedures, and codes of practice relating to information management	4.1 How to ensure the security of data when accessing and storing records safely	Describe how to preserve confidentiality and ensure the security of data when accessing and storing records, and when sharing information with	Explain how to appropriately preserve confidentiality and ensure data security when accessing, storing and maintaining records and sharing information,	Analyse the importance of following and supporting others with agreed ways of working relating to confidentiality and data security when accessing storing, maintaining and
	4.2 How to ensure the security of data and preserve confidentiality			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	when sharing information with relevant colleagues	relevant colleagues	including how to support others to follow agreed ways of working	sharing information and records
	4.3 How to maintain records	Describe how to appropriately maintain records and support others to keep information safe and confidential within agreed ways of working		

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
V1.0	Draft published		January 2026