



Qualification Specification

Qualification summary

Qualification title	NCFE CACHE Level 3 Technical Occupational Entry in Social Care (Diploma)		
Ofqual qualification number (QN)	610/6200/5	Aim reference	61062005
Guided learning hours (GLH)	1080 (includes 30 work/placement hours)	Total qualification time (TQT)	1390
Minimum age	16		
Qualification purpose	This qualification is designed to provide learners with the knowledge, understanding and skills required to develop competence as a social care worker in a range of social care support settings. This qualification develops the knowledge and skills needed when working in social care settings. It contains mandatory units which allow the learner to develop the knowledge and skills which are required for the role. The qualification will provide employers with reliable evidence of a learner's attainment against occupational standard knowledge, skills and behaviours (KSBs) which form the minimum requirements for entry into the occupation. The content of this qualification aligns with the KSBs required for the Lead Adult Care Worker Occupational Standard. The qualification is designed to form an engaging, flexible and core element of a 16-19/adult learner's course of study. The content is applicable to a variety of roles and covers a wide range of areas which includes units on: • working in social care • the care and support planning process • values and behaviours • mental health and wellbeing • learning disabilities • dementia awareness • health and safety • prevention and control of infection • personal and professional development		
Grading	Not yet achieved/pass/merit/distinction/distinction*		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	Learners will be required to attend work/practical placement to support their learning. A minimum of 30 hours of work/practical placement are required.		
UCAS	Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		

Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/6200/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
Occupational standards	This qualification is mapped against the following Occupational Standard: • ST0006: Lead Adult Care Worker (Level 3) Version 1.2 A mapping document is available on the qualification page on the NCFE website.

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Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification is designed to provide learners with the knowledge and skills to work in the social care sector. This qualification will also enable progression to further studies.

This qualification aims to:

- focus on the study of the social care sector
- offer breadth and depth of study, incorporating a key core of knowledge, skills and behaviours (KSBs)
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide learners with the knowledge, understanding and skills required to develop competence as a lead social care worker in a range of social care support settings
- develop the knowledge and skills needed when working in social care settings

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners who want to go on to higher level studies or into a relevant social care role.

It may also be useful to learners studying qualifications in the following sectors/areas:

- social care
- health care
- mental health
- nursing
- support roles

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 social care qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully pass **all 23 units** from the graded mandatory units.

To achieve this qualification, learners must provide evidence for all the assessment criteria (AC) in a unit, covering a minimum of the content within each AC as stated in the content, range and delivery and assessment guidance provided, to be able to demonstrate that they have achieved a pass grade.

A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Centre support

NCFE support centres with a range of training options, which can be accessed here: [Training | NCFE](#). This includes assessor and internal quality assurance (IQA) training and bespoke support visits that provide additional expert knowledge or experience of that particular qualification/sector to support centres with the delivery, assessment and IQA.

Centres may also wish to book a support visit from their allocated External Quality Assurer (EQA) where they may require additional support relating to the delivery of a specific qualification. EQA support visits are focused on centres' individual needs and can support with planning and understanding the AC before Centres start to deliver the qualification and can be requested at any time by booking in a session: [book a session with your EQA](#).

Progression

Learners who achieve this qualification could progress to the following:

- employment (including but not limited to):
 - care worker
 - personal assistant
 - community support and outreach worker
 - activities coordinator
- higher education:
 - degree in social care
 - degree in health care
 - degree in nursing
 - degree in social work
 - degree in counselling

Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Work/industry placement experience

The qualification requires learners to attend a work/practical placement to support their learning. A minimum of 30 hours of placement in a work/practical placement are required.

The diverse environments and employment settings identified below are conducive to social care work as defined in the Lead Adult Care Worker Occupational Standard.

Learners may find work placement opportunities in the following settings:

- residential or nursing homes
- domiciliary care
- day centres
- some clinical healthcare settings
- community settings
- children's home
- supported housing
- day centre
- homeless shelter
- supported living

The broad purpose of the occupation is to help adults with care and support needs to achieve their goals and live independently and safely while enabling them to have control and choice in their lives. Lead social care workers will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges.

This is not an exhaustive list and is in adherence with the occupational standard. Lead social care workers may specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, homecare, dementia and end-of-life care. Work settings and/or placements spanning across these areas would be beneficial.

Centres are responsible for the suitability of work settings/placements; the Lead Adult Care Worker Occupational Standard should be referred to when assessing the suitability of the placement/s.

Guidance on assessing skills

For this qualification, skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation may be permitted. Other methods of assessment may also be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.

The assessment of skills-based criteria should, wherever possible, be carried out within the workplace. Where this is not feasible, learners may be assessed in a realistic work environment (RWE) that replicates the conditions and expectations of real work settings in social care. In circumstances where a learner is unable to demonstrate a particular skill in the workplace, a suitably designed simulation may be used to enable the assessment of that competency.

Simulation is a structured and controlled activity that recreates a realistic scenario within a workplace or RWE, enabling the learner to demonstrate how they would perform a task in practice.

An RWE is an environment specifically designed to replicate a real work setting, enabling learners to demonstrate competence in conditions that mirror those they would encounter in actual employment.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the NCFE CACHE Level 3 Technical Occupational Entry in Social Care (Diploma) (610/6200/5).

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Assessment of competency

For the assessment of competency:

- the workplace is the primary assessment location
- the primary source of evidence will come from naturally occurring workplace activities and products, produced under normal working conditions
- workplace evidence may be collected in the context of full time, part time, casual or voluntary employment
- assessment may also be undertaken in a 'work placement' (for example, full time learners placed into a work environment for an appropriate period of time or on a regular basis)

Competence LOs and AC are identified in the delivery and assessment guidance section for each unit.

Internal assessment

We have created sample tasks for all units, which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence, however, NCFE does not recommend that the structure of these is amended. The tasks have been designed to cover LOs for 23 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

If a centre needs to create their own internal assessment tasks, there are five 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).
- Ensuring that safeguarding, equality, diversity and inclusion are considered in their task design.
- Having a valid and engaging context or scenario.
- Including sufficient opportunities for stretch and challenge for higher attainers.

Where possible, assessment evidence must be holistic. However, a unitised approach may be used to meet the needs of the learners, where a holistic approach is not appropriate.

Group and collaborative working

Where group working can be helpful for manageability, learner output and assessment **must** still be carried out on an individual basis. There is no scope for **group assessment** within qualifications.

Learners can collaborate to research/carry out preparatory work. Each learner must write up their own account of the task, using their own words, for example, this could be in the form of a self-reflection. Learners will be individually assessed against the criteria.

A centre can observe learners as a group, but each learner is required to have their own evidence in terms of what they produced for the task. An individual observation record should also be completed for each learner to clearly show what the learner did in the assessment and how they performed.

Where group tasks are appropriate, centres should make it clear how the groups are to be formed and give learners some autonomy in the formation of those groups where practical. If a cohort has an insufficient number of learners, then cohorts can be formed using mixed groups of learners or the role of learners can be performed by other appropriate adults.

Measures to ensure sufficient individual evidence is generated for assessment purposes:

- clear LOs for each individual
- clear role definition from the outset to align with the evidence required by each learner for the task

- encouraging the use of journals or logs to record progress and monitor contributions across the group
- training group members on carrying out fair and valid self and peer assessment
- use of peer assessment and self-assessment to evaluate their own and others' contributions
- ensuring appropriate supervision by the assessor

The assessor/quality assurer will need to be able to see how **each** learner being assessed has contributed and met the LOs.

Plagiarism and use of Artificial Intelligence (AI)

It is the responsibility of centres to ensure mitigations are in place to prevent the misuse of AI applications in the production of internally assessed work. Work submitted must be the learner's own work. Centres are advised to develop and share clear policies and guidelines with learners in addition to having clear consequences outlined in centre's malpractice/plagiarism policy. It is considered good practice to make learners aware of what constitutes misuse of AI by outlining the difference between the use of AI to produce the work, which must not be allowed, and its use to aid completion (such as generating ideas or helpful prompts) and that any AI use is declared by learners with their submitted work. Centres are also required to use suitable plagiarism detection tools as part of their internal quality assurance processes, to identify potential misuse of AI and ensure authenticity of learner evidence.

In order to mitigate the risks in the inappropriate use of AI centres could also consider the following:

- use of collaborative tasks where peers can confirm the work is the learner's own
- creation of tasks including critical analysis or reflection on personal experiences which cannot be generated well by AI
- asking learners to submit draft materials or provide updates at various points prior to submission
- include written tasks with follow up professional discussions (where appropriate) to ensure learners can demonstrate understanding of topics verbally as well as in written form

Further information can be found on the NCFE website and in Joint Council for Qualifications (JCQ) published guidance.

Grading information

Each unit of the qualification is graded using a structure of not yet achieved, pass, merit or distinction. The full qualification will be achieved at pass, merit, distinction or distinction*.

Unit	Assessment units	GLH	Total UMS	Pass grade value	Merit grade value	Distinction grade value
Unit 01	Working in social care	58	96.7	48.3	58.0	70.1
Unit 02	Equality, diversity, dignity and rights in social care	50	83.3	41.7	50.0	60.4
Unit 03	Duty of care	43	71.7	35.8	43.0	52.0
Unit 04	Communication in social care	55	91.7	45.8	55.0	66.5
Unit 05	The care and support planning process	34	56.7	28.3	34.0	41.1
Unit 06	Person-centred approaches and risk assessments	42	70.0	35.0	42.0	50.8
Unit 07	Values and behaviours	41	68.3	34.2	41.0	49.5
Unit 08	Advocacy in social care	20	33.3	16.7	20.0	24.2
Unit 09	Safeguarding in social care	80	133.3	66.7	80.0	96.7
Unit 10	Mental health and wellbeing	57	95.0	47.5	57.0	68.9
Unit 11	Health and safety in social care	100	166.7	83.3	100.0	120.8
Unit 12	Prevention and control of infection	28	46.7	23.3	28.0	33.8
Unit 13	Personal and professional development	62	103.3	51.7	62.0	74.9
Unit 14	Working with others	35	58.3	29.2	35.0	42.3
Unit 15	Research in social care	52	86.7	43.3	52.0	62.8
Unit 16	Good practice in social care	16	26.7	13.3	16.0	19.3
Unit 17	Psychology in social care	47	78.3	39.2	47.0	56.8

Unit	Assessment units	GLH	Total UMS	Pass grade value	Merit grade value	Distinction grade value
Unit 18	Sociology of Health and illness	47	78.3	39.2	47.0	56.8
Unit 19	Understanding anatomy and physiology	50	83.3	41.7	50.0	60.4
Unit 20	End of life care	53	88.3	44.2	53.0	64.0
Unit 21	Learning disabilities	30	50.0	25.0	30.0	36.3
Unit 22	Dementia awareness	40	66.7	33.3	40.0	48.3
Unit 23	Understanding Autism	40	66.7	33.3	40.0	48.3

Grading internally assessed units

Grading descriptors have been written for each assessment criteria (AC) in a unit. Assessors must be confident that, as a minimum, all ACs at a pass level have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. NCFE has provided a grading criteria glossary of terms in the Qualification Specification to help you to make this judgement.

Once assessors are confident that all the pass descriptors have been met, they can move on to decide if the merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can decide if the distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the pass criteria, a grade of not yet achieved must be awarded for the unit.

There is a ramping up method to the grade descriptors which allows learners to demonstrate a deeper application and understanding of their knowledge for each AC. Ramping refers to how grade descriptors become more demanding as learners progress from pass to merit and finally distinction grade descriptors.

For a pass grade, learners may be expected to:

- summarise – give the main ideas or facts in a concise way
- describe – write about the subject giving detailed information in a logical way

For a merit grade, learners may be expected to:

- explain-provide detailed information about the subject with reasons showing how or why, responses could include examples to support these reasons
- compare-examine the subjects in detail and consider the similarities and differences
- discuss-write a detailed account giving a range of views or opinions

For a distinction grade, learners may be expected to:

- analyse – break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
- evaluate – examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Resubmissions – internally set and internally marked assessment (graded)

Learners will have one resubmission opportunity for each internal assessment. Resubmissions may be used in two distinct scenarios:

- to meet the pass criteria – if a learner has not achieved the minimum level of performance required for a pass in their initial submission. In this case, the resubmission is capped at a pass grade, meaning a pass is the highest grade achievable.
- to improve a grade – if a learner has already met the pass criteria but wishes to improve their grade. In this scenario, the resubmission is not capped, and the learner may achieve a higher grade based on the quality of the resubmitted work.

For the resubmission, the learner may amend and/or complete further work on the same assessment and resubmit this evidence. To ensure fairness, resubmissions must be authorised by the qualification quality assurance person at the centre. The revised additional learner evidence must be completed and submitted within 15 working days, following assessor feedback and within the assessment window timeframe set by the centre. Feedback to learners can only be given to clarify areas where they have not achieved a minimum or expected level of performance. Learners cannot receive any guidance on how to improve work to meet the AC. It is the centre's responsibility to keep the evidence of the learner's original and revised work submitted, and records of the initial grade, assessor feedback, and final grade, for external quality assurance purposes.

Centres must then submit each unit grade via the Portal. The grades submitted will be checked and confirmed through the external quality assurance process. This is known as 'banking' units. Once a learner's grade has been banked, they are permitted one opportunity to revise and re their work; more detail on this process can be found in the Support Handbook.

The internal assessment component is based on performance of open-ended tasks that are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed.

Awarding the final grade

The final qualification grade is calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
UMS	1800	900	990	1170	Learners must achieve a distinction for all units

The final grade for the qualification is based on a structure of not yet achieved/pass/merit/distinction and distinction* and will be issued to the centre by NCFE upon the centre claiming the learner's certificate on the Portal.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Report which can be found on the NCFE website.

NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

Unit 01 Working in social care (K/651/7274)

Unit summary				
This unit will help the learner to understand the difference between health care and social care, in addition to understanding legislation, policies and procedures in relation to social care and their application within social care settings. Learners will understand requirements of professional standards and codes of practice, the functions of social care provision, and factors which influence service delivery. Learners will explore the roles and responsibilities of practitioners within social care. Learners will also be able to understand how to access help when not confident or skilled in aspects of the social care practitioner's role.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Graded P/M/D	Level 3	58 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner:	Merit The learner will:	Distinction The learner will:
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 determined by national legislation	Analyse the relationship between local policies and procedures and national legislation, including how this informs social care provision, and the characteristics of social care roles that require professional registration	Evaluate the importance of a relationship between local policies and procedures and national legislation in the context of social care provision, and the characteristics of social care roles that require professional registration
	2.2 How local policies and procedures in social care are determined by national legislation			
	2.3 The social care profession in England which requires the social care worker to be	Summarise the requirement for a professional register in social care		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner:	Merit The learner will:	Distinction The learner will:
	on a professional register			
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 within the social care sector
	4.2 The purpose of professional standards and codes of practice within the social care sector			
	4.3 The requirements of a professional standard used within social care			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner:	Merit The learner will:	Distinction The learner will:
	4.4 The requirements of a code of practice used within social care			
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 delivery locally and nationally	Explain differences in types of service provision for social care, its functions locally and nationally, and key factors which influence local and national delivery	Evaluate differences between types of social care service provision, its functions locally and nationally, and key factors which influence local and national delivery
	5.2 The functions of national and local social care provision			
	5.3 Factors which influence national and local service delivery			
6. Understand the roles and responsibilities of practitioners within social care	6.1 The roles, duties and responsibilities of social care practitioners	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 support and help when not confident or skilled in any aspect of a role	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
	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			
	6.4 Access help when not confident or skilled in aspects of the social care practitioner's role			

Range
1. Understand the difference between health care and social care
1.1 Health care: Efforts made to maintain, restore, or promote someone's physical, mental, or emotional wellbeing especially when performed by trained and licensed professionals.
1.1 Social care: Supporting individuals with the activities of daily living, maintaining and promoting independence, social interaction, enabling individuals to play a fuller part in society, protecting individuals in vulnerable situations, helping individuals to manage complex relationships.
2. Understand legislation, policies and procedures in relation to social care
2.1 Local policies and procedures: Should be developed in line with national legislation.
LO2 Legislation, policies and procedures: • adults: ○ Care Act 2014 ○ Health and Social Care Act 2012 ○ Equality Act 2010 ○ Mental Capacity Act 2005 ○ Human Rights Act 1998 ○ Data Protection Act 2018 (GDPR) ○ Public Interest Disclosure Act 1998 ○ Local multi-agency safeguarding adults policies and procedures • children and young people: ○ Working Together to Safeguard Children 2026 ○ Equality Act 2010 ○ Children Act 1989, 2004 ○ Sexual Offences Act 2003

Range
○ Human Rights Act 1998 ○ Data Protection Act 2018 (GDPR) ○ Public Interest Disclosure Act 1998 ○ UN Convention on the Rights of the Child 1992
3 Understand the application of legislation, regulation, policies and procedures in relation to social care settings
3.1 Legislation: Laws or regulations that have been passed by Parliament. Regulation: A set of legally binding rules which support the implementation of legislation. Policies: A broad approach explaining how to approach situations agreed and written down in social care settings which is based on the relevant legislation. Procedures: Written step by step instructions on how to perform particular tasks which are based on the relevant legislation and policies. Relationship between legislation, regulation and policies and procedures could include: • duty of care • protocols • guidance • key aspects of service delivery • current practice • safety • consistency • continuity

Range
• public confidence • accountability
3.2 Social care settings could include: • residential settings • group home settings • nursing home settings • day services • supported accommodation/housing services • supporting people in their own homes • specialist services (for example, addiction support services) • occupational therapy, focused on maintaining and improving independence • support to engage in social/community activities (for example, personal assistants)
4. Understand the requirements of professional standards and codes of practice
4.1 Professional standards and codes of practice: • professional standards and codes of practice relevant to sector, for example: ○ Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England ○ Social Work England professional standards ○ Nursing and Midwifery Council Code of Conduct (applicable to nurses working in social care settings) • policies/procedures of work setting • regulation • accountability • public expectations • trust • confidence
5. Understand the functions of social care provision and factors which influence service delivery

Range

5.3 Factors could include:

- funding issues
- staffing issues
- increased demand for services
- access
- location
- previous experiences

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO6

AC6.4 Access help when not confident or skilled in aspects of the social care practitioner's role

Unit 02 Equality, diversity, dignity and rights in social care (L/651/7275)

Unit summary			
This unit allows the learner to understand equality, diversity and rights in social care and the legislation and codes of practice in relation to inclusive practice in social care settings. The learner will understand the principles of dignity in social care and how to work in an inclusive way. Learners will also be able to support others to understand the importance of equality, diversity and inclusion and demonstrate how to maintain dignity of others.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Graded P/M/D	Level 3	50 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
3. Understand the requirements of professional standards and codes of practice in	3.1 The purpose and requirements of professional standards and codes of practice for	Summarise the purpose and requirements of professional standards and codes of	Explain the purpose and requirements of professional standards and codes of practice in relation to	Evaluate the purpose and requirements of professional standards and codes of practice, considering how

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
relation to inclusive practice in social care	inclusive practice within the social care sector 3.2 Support others to understand the importance of equality, diversity and inclusion in social care	practice for inclusive practice within social care	inclusive practice, and how to support others to understand the importance of equality, diversity and inclusion in social care	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
4. Understand dignity in social care	4.1 The principles of dignity in social care 4.2 The factors that ensure dignity is central to social care when working with: • individuals • support circles 4.3 Demonstrate how to maintain dignity of individuals, their families, carers and others	Identify principles 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 that ensure dignity is central when working with individuals, their families, carers and others	Evaluate the factors that 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
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	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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	5.4 How to support others in promoting equality, inclusion and rights			
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

Range
2. Understand legislation and codes of practice in relation to inclusive practice in social care settings
2.1 Legislation in relation to equality, diversity, inclusion, human rights and discrimination, for example:
• Equality Act 2010 • Human Rights Act 1998 • Mental Capacity Act 2005 • Mental Health Act 2007 • Care Act 2014 • Autism Act 2009 • The Health and Social Care Act 2012 • Health and Care Act 2022
3. Understand the requirements of professional standards and codes of practice in relation to inclusive practice in social care
3.2 Others includes:
• colleagues

Range
4. Understand dignity in social care 4.2 Individuals: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner. 4.2 Support circles could include: • family • friends • care professionals • volunteers • dementia groups • brain injury survivor groups • recovery groups • community mental health groups • spiritual, faith or religious groups

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications. Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method: LO3 AC3.2 Support others to understand the importance of equality, diversity and inclusion in social care LO4 AC4.3 Demonstrate how to maintain dignity of individuals they support, their families, carers and others

Unit 03 Duty of care (M/651/7276)

Unit summary			
The learner will understand what is meant by 'duty of care' in social care, how to address related conflicts or dilemmas and support others to do so, and how to respond to comments or complaints. Learners will also be able to support individuals to have access to drinks, food and nutrition and recognise risks in relation to this.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
Mandatory	Graded P/M/D	Level 3	43 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
	1.3 How rights are promoted in social care services	Describe how to promote rights in social care services		
	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' understanding of how to	Analyse the legal requirements of establishing informed consent, and the importance of supporting others with their understanding of how to
	1.5 The legal requirements of establishing informed consent when providing care and support	Identify the legal requirements of establishing informed consent when providing care and support		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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	establish informed consent when providing care	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	2.1 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 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
	2.2 How to work with individuals and others to manage conflicts and dilemmas related to duty of care effectively and achieve positive outcomes for individuals	Describe how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care and achieve positive outcomes		
	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		
	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		
3. Know how to respond to comments and complaints	3.1 The social care practitioner's role in	Summarise the social care practitioner's role in listening	Explain the process social care practitioners follow	Evaluate the social care practitioner's role in listening

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	listening and responding to comments and complaints	and responding to comments and complaints	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	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 comments and complaints
	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		
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
	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		
	4.3 Recognise individuals who are at risk after receiving the incorrect level of fluids, food and nutrition	Describe how to recognise individuals who are at risk after receiving the incorrect level of fluids, food and nutrition		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		

Range
1. Understand what is meant by 'duty of care' in social care 1.1 Individual: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner. 1.3 How rights are promoted: • choice • risk • opportunity • respect • service provision to meet individual needs • inclusion – individuals at the centre of planning • support and review • valuing diversity • overcoming barriers • empowerment • access to comments and complaints procedures 1.6 Others: In this context, 'others' refers to colleagues. 2. Understand how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

Range
2.1 Conflicts: Tension between individual choice and risk which can arise from those choices. 2.1 Ethical dilemmas include: • difficult decisions from social care practitioners to balance risk • duty of care • confidentiality • managing own values • risk taking • rights versus responsibilities 2.5 Others in this context could include: • family members • carers • colleagues
3. Know how to respond to comments and complaints
3.2 Process: Refers to the workplace (or work placement) written procedure for dealing with comments and complaints.
4. Understand the duty of care to ensure individuals have access to and, where applicable, the correct support with fluids, food and nutrition
4.1 Types of care and support needs could include: • individuals who need support to shop and cook independently • assisted feeding • tube feeding • special diet, for example, soft or liquid diet • adaptive equipment (for example, slip mats, wide rimmed plates, specialist drinking cups)

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

LO3**AC3.2 Process:**

Following placement policies and procedures in a work or a simulated environment, research existing policies and procedures for how to deal with comments and complaints.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO1

AC1.6 Support others to understand how to establish informed consent when providing care and support

LO2

AC2.5 Support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care

LO4

AC4.3 Recognise individuals who are at risk after receiving the incorrect level of fluids, food and nutrition

AC4.4 Promote healthy eating and wellbeing by supporting individuals to have access to drinks, food and nutrition

Unit 04 Communication in social care (R/651/7277)

Unit summary

In this unit, learners will understand communication in social care settings and legislation, policies, procedures and codes of practice relating to information management. Learners will be able to demonstrate and promote excellent communication skills and effective recording and reporting. Learners will also be able to support others to keep information safe and preserve confidentiality.

Assessment

This unit is internally assessed via a portfolio of evidence

Mandatory	Graded P/M/D	Level 3	55 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
1. Understand communication in social care settings	1.1 The purpose of communication in social care settings	Describe the purpose and importance of communication in social care and related settings	Explain the purpose and importance of communication in social care and related settings	Evaluate the principles of 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	
	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	Explain how to ensure reports and records are clear, timely and sufficiently detailed, including how this	Evaluate the importance of clear, timely and sufficiently detailed reports and record keeping, and the

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	1.5 Legal requirements for written and electronic reports and record keeping	requirements for written and electronic reports and record keeping	meets legal requirements for written and electronic reports and record keeping	implications of not meeting legal requirements for written and electronic reports and record keeping
	1.6 Demonstrate and ensure that records and reports are clear, timely and sufficiently detailed			
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 How to address barriers to communication	Describe how to address barriers to communication		
	2.4 Reduce environmental barriers to communication	Identify how to reduce environmental barriers to communication		
	2.5 How to communicate to meet the needs of others	Describe how to communicate effectively to meet the needs of others		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		
	2.8 Demonstrate and promote excellent communication skills to others	Describe how excellent communication skills can be demonstrated and promoted to others		
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	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	Analyse reasons for tensions between maintaining confidentiality and the need to disclose information, including the

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	need to disclose information 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	impact of information disclosure on the individual, social care practitioner and the organisation	impact of information disclosure on the individual, social care practitioner and 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 4.2 How to ensure the security of data and preserve confidentiality when sharing information with relevant colleagues 4.3 How to maintain records 4.4 Support others to keep information safe and preserve confidentiality in accordance with agreed ways of working	Describe how to preserve confidentiality and ensure the security of data when accessing and storing records, and when sharing information with relevant colleagues 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

Range
1. Understand communication in social care settings 1.3 Verbally: Communication using speech (tone, pitch, volume of speech). 1.3 Non-verbally: Communication through body language, for example, facial expression, gestures, body position, use of sign language (for example, Makaton, British Sign Language (BSL)).
2. Understand how to support communication 2.4 Environmental barriers including: • background noise • visual overload • location • physical discomfort 2.7 Methods of communication including: • sign language • electronic aids • face to face communication • written communication • online communication Could also include: • assistive living technology within communication: ○ eye gaze devices ○ voice recognition ○ speech synthesisers

Range
• other technologies: ○ artificial intelligence (AI) ○ virtual assistants ○ alerting devices ○ hearing loops • digital communication tools: ○ PC ○ chatbots ○ email ○ forums ○ smart phone/watch ○ social media ○ tablet ○ telephone/text ○ technical platforms 2.7 Preferred by the individual: According to the individual's language, cultural and sensory needs, wishes and preferences. 2.8 Excellent communication skills: • clear and concise written and verbal communication • suitable language • non-verbal communication • confirmation of understanding to individuals and others
4. Understand how to work in line with legislation, policies, procedures, and codes of practice relating to information management
4.4 Agreed ways of working: To include policies and procedures, job descriptions and less formal agreements, and expected practices.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

L01

AC1.6 Demonstrate and ensure that records and reports are clear, timely and sufficiently detailed

L02

AC2.4 Reduce environmental barriers to communication

AC2.7 Use and facilitate methods of communication preferred by the individual

AC2.8 Demonstrate and promote excellent communication skills to others

L04

AC4.4 Support others to keep information safe and preserve confidentiality in accordance with agreed ways of working

Unit 05 The care and support planning process (T/651/7278)

Unit summary			
In this unit learners will understand the care and support planning process including how to create, develop, monitor and review a care plan. Learners will be able to contribute to the development and ongoing review of care and support plans and support others to work in line with care and support plans. Learners will be able to respond to changes in the health and wellbeing of individuals and facilitate the specialist assessment of the needs of individuals with cognitive, sensory and physical impairments.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
Mandatory	Graded P/M/D	Level 3	34 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
	1.3 How the person-centred care and support planning process differs from other forms of planning and assessment within the care planning process	Describe the differences between the person-centred care and support planning process and other forms of planning and assessment within the care planning process	Explain the different roles involved in the care and support planning process, their purposes, and how the person-centred care and support planning process can differ from other forms of planning within social care	Evaluate the different roles involved in the care and support planning process, including the variances between the person-centred care and support planning process, and why this can differ from other forms of planning within social care
	1.4 The purpose of different professional roles	Identify the different roles involved in the care and		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	involved in the care and support planning process	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
	1.6 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		
	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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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 individuals' changing needs, including: • physical needs • social needs • emotional needs • spiritual needs
	1.10 Contribute to the development and ongoing review of care and support plans for individual's	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 individual's 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 individual's 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		
	1.12 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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	1.13 Support others to work with individuals in line with the individual's personal care and support plan	Describe how to support others to work with individuals in line with the individual's personal care and support plan	Explain the importance of supporting others to work with individuals in line with the individual's personal care and support plan	Analyse the benefits of supporting others to work with individuals in line with the individual's personal care and support plan, including the outcomes for individuals

Range**1. Understand the care and support planning process****1.1 Care and support planning process:**

The process of assessing individuals' needs, wishes, choices and how these will be met, including relevant documentation.

1.13 Others:

In this context, 'others' refers to colleagues.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO1

AC1.10 Contribute to the development and ongoing review of care and support plans for individuals

AC1.11 Manage, monitor, report and respond to changes in the health and wellbeing of individuals

Delivery and assessment guidance

AC1.12 Facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments

AC1.13 Support others to work with individuals in line with the individual's personal care and support plan

Unit 06 Person-centred approaches and risk assessments (Y/651/7279)

Unit summary			
In this unit learners will understand the person-centred approach to care and the role of risk assessments in promoting person-centred approaches, choice and independence. Learners will be able to encourage individuals to actively participate in the way their care and support is delivered and provide individuals with information to enable them to exercise choice on how they are supported.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
Mandatory	Graded P/M/D	Level 3	42 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
	1.2 How a person-centred approach benefits the individual			
	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
	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		
	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)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		
	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		
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	Identify when risk assessments should be reviewed and updated and	Explain the role of risk management and associated risks involved when	Analyse the impact of risk management in social care settings, including who

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	be involved in the process	who should be involved in the process	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	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		
	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		
	2.6 How to manage risks when empowering individuals	Summarise how to manage risks when empowering individuals		

Range
1. Understand the person-centred approach to care 1.1 Person-centred approach: This might include, but is not limited to: • individuality • rights • choice • privacy • independence • dignity

Range
• respect • partnership
2. Understand the role of risk assessments in promoting person-centred approaches, choice and independence
2.1 Choice: Includes understanding the options and deciding between them. 2.1 Independence: Social care often involves supporting the individual to do things for themselves. 2.1 Right to take risks: Working towards independence may include taking risks.
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications. Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method: LO1 AC1.5 Carry out research relevant to individuals' support needs and share with others AC1.6 Encourage individuals to actively participate in the way their care and support is delivered AC1.7 Provide individuals with information to enable them to exercise choice on how they are supported AC1.8 Ensure that individuals know what they are agreeing to regarding the way in which they are supported

Delivery and assessment guidance

Alternative assessment methods could include a roleplay or reflective diary.
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Unit 07 Values and behaviours (F/651/7280)

Unit summary

In this unit learners will understand ethical principles in social care and the impact of ethical practice on individuals and organisations. In addition, learners will understand how to respond when asked to perform duties outside of normal responsibilities. Learners will be able to demonstrate empathy for individuals they support. Learners will also demonstrate courage in supporting individuals in ways that may challenge their own cultural and belief systems.

Assessment

This unit is internally assessed via a portfolio of evidence

Mandatory	Graded P/M/D	Level 3	41 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
	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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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
	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
	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
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
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	Analyse how a social practitioner's own values, beliefs and experiences can influence ethical practice and care delivery, including why courage may be

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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	supporting individuals in ways that may challenge the social care practitioner's own cultural and belief systems	needed in cases that challenge the social care practitioner's own cultural and belief systems, and the implications of this
4. Understand how to respond when asked to perform duties outside of normal responsibilities	4.1 The importance of appropriate training, experience and seniority within normal duties and responsibilities of the social care practitioner's role	Identify appropriate training, experience and seniority within normal duties and responsibilities of the social care practitioner's role	Explain the importance of appropriate training, experience and seniority within normal duties and responsibilities of the social care practitioner's role	Evaluate the importance of appropriate training, experience and seniority within 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

Range

1. Understand ethical principles in social care

Range
1.1 Characteristics: Defining features and principles. Must include: - the four main principles of ethics: - autonomy - beneficence - justice - non-maleficence 1.6 Individuals: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner.
2. Understand the impact of ethical practice on individuals and organisations
2.1 Impact The benefits to individuals and organisations of ethical practice, for example: - improved outcomes for individuals - increased trust and confidence in the system - better overall health and wellbeing for individuals

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications. Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method: LO1 AC1.7 Demonstrate empathy for individuals they support

Delivery and assessment guidance

L03

AC3.2 Demonstrate courage in supporting individuals in ways that may challenge the social care practitioner's own cultural and belief systems

Unit 08 Advocacy in social care (H/651/7281)



Unit summary

In this unit learners will understand the role of advocacy in social care and models used. Learners will also understand the role of an advocate and their role in safeguarding.

Assessment

This unit is internally assessed via a portfolio of evidence

Mandatory	Graded P/M/D	Level 3	20 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
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
	3.2 When an advocate may be required			
	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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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

Range**2. Understand models of advocacy****2.1 Models of advocacy** could include:

- self-advocacy
- peer advocacy
- volunteer advocacy/citizen advocacy
- professional/independent advocacy/statutory advocacy
- case advocacy
- paid independent advocacy

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 09 Safeguarding in social care (J/651/7282)

Unit summary

In this unit learners will understand safeguarding, including factors that may contribute to an individual being vulnerable to harm or abuse and signs of abuse. In addition, the unit provides the learner with knowledge and skills in relation to the lines of reporting, recording and responsibility in relation to safeguarding, the national and local strategies for safeguarding, how to recognise and respond to suspected harm or abuse and the importance and process of whistleblowing.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	80 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
	1.3 How social care practitioners can take steps to safeguard themselves	Describe the steps social care practitioners can take to safeguard themselves		
	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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
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: • neglect • self-neglect • physical abuse • emotional abuse • sexual abuse • domestic abuse • financial abuse • institutional abuse • bullying • trafficking • cuckooing • radicalisation	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		
	3.3 Support others to recognise and respond to potential signs of	Describe how to support others within agreed ways of working to recognise and		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	abuse according to agreed ways of working	respond to potential signs of abuse		
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 the safeguarding, protection and welfare of individuals	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
	4.2 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		
	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		
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
	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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
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 involved in reporting harm or abuse	Identify the types of national and local strategies and associated agencies which may be involved in reporting harm or 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
	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		
	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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
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 of 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
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 it's 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 practitioner's 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		
	10.4 Potential implications if issues are not raised	Identify the potential implications if issues are not		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	using the whistleblowing process	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		
	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		

Range
1. Understand safeguarding 1.1 Principles: The beliefs which underpin safeguarding practices, for example, the six principles of safeguarding embedded within the Care Act 2014: • empowerment • prevention • proportionality • protection • partnership • accountability

Range
2. Understand factors that may contribute to an individual being vulnerable to harm or abuse
2.1 Factors: Refers to the individual's circumstances or influences which make them vulnerable to harm or abuse. Examples may include, but are not limited to: • a setting or situation • the individual and their care and support needs • social isolation and exclusion
5. Understand the role and responsibilities of the social care practitioner in relation to safeguarding individuals
5.2 Recognise: Refers to identifying signs of abuse. 5.2 Respond to: Refers to doing something about the signs of abuse. 5.2 Report: Refers to notifying senior staff and recording concerns in writing.
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications. Skills-based criteria assessed through observation of practice in a work setting/practical, realistic work environment or by another valid assessment method: L03

Delivery and assessment guidance

AC3.2 Recognise potential signs of abuse according to agreed ways of working

AC3.3 Support others to recognise and respond to potential signs of abuse according to agreed ways of working

LO4

AC4.2 Respond to potential signs of abuse according to agreed ways of working

LO7

AC7.4 Work in partnership with external agencies to respond to concerns of abuse

LO10

AC10.6 Recognise, report, respond to and record unsafe practices and encourage others to do so

Unit 10 Mental health and wellbeing (K/651/7283)

Unit summary

In this unit learners will understand mental health and mental ill-health, how to promote and support mental health and wellbeing, factors which impact mental health and wellbeing and how to manage stress in self and others. Learners will be able to demonstrate how to promote the mental health and wellbeing of individuals and support others to do so.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	57 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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 model of mental distress	Describe differences between the medical model and social model of 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		
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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
	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		
4. Understand how to manage stress, anxiety and burnout in self and others	4.1 Indicators of stress, anxiety and burnout in self and others	Summarise the indicators of stress, anxiety and burnout in self and others	Explain indicators of stress, anxiety and burnout, key 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	Evaluate methods of addressing stress, anxiety 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		

Range

1. Understand mental health and mental ill-health

1.2 Legislation:

Refers to current and relevant legislation at the time of delivery and could include how legislation influences current working practices.

Mental health-related legislation could include:

- Mental Health Act 1983
- Mental Capacity Act 2005
- Mental Health Amendment Act 2007
- Care Act 2014 which requires local authorities to assess social care needs for people with mental and/or physical illness and/or disabilities

1.2 Policy could include:

- NHS Long Term Plan 2019
- NHS Community Mental Health Framework 2019
- Advancing Mental Health Equalities Strategy 2020
- National Disability Strategy 2021
- National Partnership Agreement: Right Care, Right Person 2023
- Suicide prevention strategy for England: 2023 to 2028
- Major conditions strategy

Range

- NHS Workforce Plan 2023
- NHS Five Year Forward View 2014
- The Five Year Forward View for Mental Health 2016
- Stevenson/Farmer 'Thriving at Work' review 2017

1.6 Medical classification:

International Classification of Diseases (ICD), Diagnostic and Statistical Manual of Mental Disorders (DSM)

1.7 Impact:

- relationships with family, friends and community
- education
- employment
- finances
- physical health

Examples may include, but are not limited to:

- inequalities
- poor quality social relationships

1.7 Others:

Examples may include, but are not limited to:

- parents/carers
- family
- friends

1.8 Positive:

Range
- increased support for individuals with anxiety and depression - increased awareness through social media and/or TV Negative: For example, stigma towards some lesser understood mental health disorders such as psychosis and personality disorders
2. Understand how to promote and support mental health and wellbeing
2.2 Individual: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner. 2.2 Promote could include: - ensuring a healthy lifestyle - socialising in person opposed to online - limiting use of screentime - engaging in personal interests - social prescribing 2.4 Support could include: - GP services - named support individual - referral to day services - increased support to access leisure activities 2.5 Local strategies: From learner's area, for example, Sheffield Mental Health and Emotional Wellbeing Strategy

Range
2.5 National strategies could include: • NHS Long Term Plan • NHS Community Mental Health Framework 2019
3. Understand factors which impact mental health and wellbeing
3.1 Factors could include: • biological factors (genetics, sleep deprivation) • psychological (belief systems, traumatic life experiences, resilience) • social (relationships, housing, poverty)
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications. Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method: L03 AC3.2 Demonstrate how to promote the mental health and wellbeing of individuals AC3.3 Support others where appropriate to promote the mental health and wellbeing of the individuals they support

Unit 11 Health and safety in social care (L/651/7284)

Unit summary

In this unit learners will understand the different responsibilities relating to health and safety in social care settings, risk assessments, procedures for responding to accidents and sudden illness, how to move and handle individuals and equipment safely, how to promote environmental safety procedures in the social care setting and how to handle and store medication and food safely. Learners will be able to develop risk assessments and demonstrate how to use risk assessments to perform a task safely.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	100 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
	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		
	1.4 Situations in which the responsibility for health	Identify situations in which the responsibility for health	Explain examples of when the responsibility for health	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	and safety lies with the individual	and safety lies with the individual	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		
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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
	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		
	3.3 Why it is important for emergency first aid tasks only to be carried out by suitably trained first aiders	Summarise why it is important for emergency first aid tasks only to be carried out by suitably trained first aiders		
	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		
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
	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	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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	situations that may require additional equipment necessary 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
	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		
	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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
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
	6.2 How to ensure others adhere to environmental safety procedures	Describe how to ensure others adhere to	Explain the impact of ensuring others adhere to	Evaluate the importance of ensuring others adhere to

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
		environmental safety procedures	environmental safety procedures	environmental safety 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
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 consequences of handling medication without specialist training or outside current legislation	Describe the impact and consequences of handling medication without specialist training or outside current legislation		
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	Evaluate the importance of food safety standards in a social care setting, including

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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	the importance of following food safety standards	the potential consequences of not following food safety standards
	8.3 The potential consequences of not following food safety standards	Summarise the potential consequences of not following food safety standards		

Range**1. Understand the different responsibilities relating to health and safety in social care settings****1.1 Legislation** includes:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- The Personal Protective Equipment at Work Regulations 1992
- Manual Handling Operations Regulations 1992
- RIDDOR-Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (on reporting incidents at work)

1.2 Policies and procedures:

Written statements of principles which underpin procedures. This may include other agreed ways of working as well as formal policies and procedures, for example, step by step 'how to' instructions.

1.3 Others:

In this context, others refers to service users and visitors to the workplace.

1.4 Individual:

Range
Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner.
1.5 Tasks: Designated work activities. These may include, but are not limited to: • use of specific equipment • first aid • medication • health care procedures • food handling and preparation
2. Understand risk assessments and their importance in relation to health and safety
2.4 Dilemmas: In this context the tension between rights and risks.
3. Understand procedures for responding to accidents and sudden illness
3.4 Impact: How individuals, social care staff, managers and organisations may be affected by failing to follow emergency procedures.
4. Understand how to move and handle individuals and equipment safely
4.1 Legislation: Main points from moving and handling legislation, for example: • Manual Handling Operations Regulations 1992 (amended 2002) • Health and Safety at Work etc. Act 1974 • The Management of Health and Safety at Work Regulations 1999 • Provision and Use of Work Equipment Regulations 1998 (PUWER)

Range
4.2 Additional equipment could include: • hoists • slings • frames to enable mobility • slide sheets • transfer boards used to assist in moving from and to different furniture (for example, seat to wheelchair) • turntables used to assist in turning individuals around • electric profiling beds • wheelchairs • handling belts • lifting cushions used to assist people to get up from the floor or bath • bed levers, support rails/poles • emergency evacuation equipment • suitable walking aids, handrails • bariatric equipment 4.8 Care plan should include: An individualised statement of how the individual should be safely moved and handled, for example, when to use a hoist.
6. Understand how to promote environmental safety procedures in the social care setting
6.3 Emergency plan: Written procedure for how to deal with common or life-threatening emergencies in the workplace.
7. Understand procedures regarding handling medication
7.1 Legislation could include: • Misuse of Drugs Act 1971 • Human Medicines Regulations 2012 • Medicines Act 1968

Range

- The Hazardous Waste (England and Wales) Regulations 2005 (updated medicines disposal methods)
- Psychoactive Substances Act 2016

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO4

AC4.5 Develop risk assessments which are person-centred ensuring safety of the individual

AC4.6 Demonstrate how to use risk assessments to perform a task safely

Unit 12 Prevention and control of infection (M/651/7285)

Unit summary			
In this unit learners will understand how to reduce the spread of infection and the role of wound care in preventing infection. Learners will be able to demonstrate the correct procedure for hand hygiene			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Graded P/M/D	Level 3	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
	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		
	1.3 Why some individuals are more vulnerable to infection than others	Describe why some individuals are more vulnerable to infection than others		
	1.4 The following infection prevention methods: • hand hygiene • own personal hygiene	Identify and describe infection prevention measures (as identified in AC1.4)		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	- hygiene of relevant 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		
	1.6 Demonstrate correct procedure for hand hygiene	Summarise the correct procedure for hand hygiene		
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 with 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.		

Range
1. Understand how to reduce the spread of infection 1.4 Hand hygiene: Using recommended handwashing techniques, approved products and the use of sanitiser where indicated. 1.5 Personal protective equipment (PPE) could include: • gloves • mask • apron The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean that after risk assessment PPE is not required.
2. Understand the role of wound care in preventing and controlling infection 2.1 Wound infection: Causes, appearance and consequences of infected wounds (including poor healing and worsening condition of the wound and the individual's mental and physical health). Sepsis: The body's extreme reaction to an untreated infection which can be rapidly fatal. 2.3 Aseptic technique: Use of sterile equipment and dressings combined with use of infection control measures such as handwashing, wearing appropriate PPE and the correct procedure for cleaning and dressing wounds.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO1

AC1.6 Demonstrate correct procedure for hand hygiene

Unit 13 Personal and professional development (R/651/7286)

Unit summary

In this unit learners will develop the knowledge and skills to reflect on their own personal and professional development, and to create, implement and review their own personal development plan. Learners will explore the need for continuing professional development (CPD) in the social care sector and the role of reflective practice in professional development. In addition, the learner will understand how the social care practitioner's own values, beliefs and experiences can influence delivery of care.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	62 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
2. Understand how to create, implement and review own personal development plan	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 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
	2.2 The importance of developing a curriculum vitae (CV)	Describe the importance of developing a CV		
	2.3 The importance of creating a personal development plan	Describe the importance of creating a personal development plan		
	2.4 How to develop own personal development plan	Describe how to develop, implement and reflect on plan		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	2.5 How to implement own personal development plan	own personal development plan		
	2.6 How to review own personal development plan			
3. Understand the need for continuing professional development (CPD) in the social care sector	3.1 The purpose of CPD 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
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)		
	4.4 Evaluate own skills and knowledge through reflective practice, supervision, feedback	Describe how to evaluate own skills and knowledge through reflective practice, supervision, feedback and learning opportunities		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	and learning opportunities			
	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 CPD	Evaluate the impact of reflective practice, supervision, feedback and learning opportunities, including their effectiveness in ensuring CPD
	4.6 Demonstrate CPD	Summarise how to ensure CPD		
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
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 care practitioner's role and identifying learning needs	Summarise the purpose of line managers in identifying learning needs and the development of the social care practitioner's 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
	6.2 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		
	6.4 How to develop opportunities for personal and professional development	Identify ways to develop opportunities for personal and professional development		
	6.5 Pathways available to access and apply specialist knowledge	Identify pathways available to access and apply 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
	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			

Range
1. Understand how to reflect on own personal and professional development
1.1 Professional development: Learners may distinguish this from personal development. Could include: • seminars • webinars • conferences • workshops • volunteer events • classes or programmes
1.1 Reflective learning: Learners must show understanding of how this differs from simply learning new information or having professional experience.
2. Understand how to create, implement and review own personal development plan
2.1 Factors: Learners may consider the support they have available, the professional experience they can gain in the workplace and their career aspirations.
2.3 Personal development plan: May be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, timescales for review.
3. Understand the need for continuing professional development (CPD) in the social care sector
3.1 Continuing professional development (CPD): The ongoing process of developing, monitoring and documenting skills, knowledge and experience both formally and informally beyond initial training.
6. Understand how to identify learning needs and plan for personal and professional development in social care

Range**6.2 Sources of support:**

Examples may include, but are not limited to:

- formal or informal support
- supervision
- appraisal
- mentoring
- peer support
- within and outside the organisation

6.3 Others:

In this context, others refers to colleagues and peers.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO4

AC4.4 Evaluate own skills and knowledge through reflective practice, supervision, feedback and learning opportunities

AC4.5 Improve on own knowledge and skills through reflective practice, supervision, feedback and learning opportunities

AC4.6 Demonstrate continuing professional development

Delivery and assessment guidance

LO6

AC6.6 Guide and mentor colleagues in the workplace

AC6.7 Reflect upon own learning using a model of reflection

AC6.8 Use outcomes from reflection to assess and plan for own development

Unit 14 Working with others (T/651/7287)

Unit summary

The learner will understand professional relationships in social care, partnership working, multi-disciplinary working, multi-agency working and the benefits and challenges of partnership working. Learners will be able to demonstrate effective team working skills while working within safe, clear and professional boundaries and supporting others to do so.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	35 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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)		
	1.3 The role of communication in building and maintaining professional relationships	Summarise the role of communication in building and maintaining professional relationships		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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
	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		
2. Understand partnership working	2.1 Partnership working, including: • multi-disciplinary working • multi-agency 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 and responsibilities of others involved and how this meets the needs of individuals	Analyse the role of partnership working, including multi-disciplinary and multi-agency 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
	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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	3.3 Benefits of working in partnership with other professions and agencies	Summarise the benefits of working in partnership with other professions and agencies		work within professional boundaries in social care
	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		
	3.5 Professional boundaries in social care	Describe 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

Range**2. Understand partnership working****2.2 Others** could include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- professionals from other services

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method:

LO1

AC1.5 Demonstrate effective team working skills in a social care setting

LO3

AC3.4 Identify and form professional relationships with other professionals, agencies and organisations

AC3.6 Demonstrate working within safe, clear and professional boundaries

AC3.7 Support others to work within safe, clear and professional boundaries

Unit 15 Research in social care (Y/651/7288)

Unit summary

In this unit the learner will develop knowledge and skills in relation to undertaking research in social care. Learners will understand research approaches and methodologies, ethical implications associated with undertaking research in social care, and how to plan a research project relevant to individuals' support needs, including how to carry out research and communicate results.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	52 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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 out 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
3. Understand how to plan a research project relevant to individuals' support needs	3.1 The key stages in a research project	Describe how to identify, plan and develop a research topic, 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	Explain how to identify, plan and develop a research topic, 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	Analyse the importance of effectively identifying, planning and 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
	3.2 How to identify a research topic			
	3.3 How to identify aims of a 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			
4. Understand how to carry out research and communicate results	4.1 Demonstrate how to carry out a method of research	Describe how to carry out a method 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
	4.2 Demonstrate how to collect and analyse results of research	Describe how to collect and analyse results of research		
	4.3 How to form a conclusion from the results of research	Describe how to form conclusions from the results of research		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	4.4 Effective ways of communicating conclusions of research with colleagues, including the use of appropriate written, numerical, and digital formats	Describe effective ways of communicating conclusions of research with colleagues, including the use of appropriate written, numerical, and digital formats	Explain ways of communicating conclusions of research with colleagues and why they are effective, including appropriate written, numerical, and digital formats	Evaluate the effectiveness of methods of communicating conclusions of research with colleagues, including appropriate written, numerical, and digital formats

Range
1. Understand research approaches and methodologies 1.1 Research approaches could include: - quantitative - qualitative - exploratory 1.2 Methodologies could include: - action research - interviews - questionnaires - experimental - observation - case studies - review of previous studies
2. Understand ethical implications associated with undertaking research in social care 2.1 Ethical issues could include: obtaining informed consent

Range
• risk to participants • privacy and confidentiality • conflict of interests • sensitivity of subject matter and data • safeguarding • health and safety • participant background
4. Understand how to carry out research and communicate results
4.4 Effective ways of communicating could include: • presentation • report • leaflets • handouts • group discussions
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications. Skills-based criteria assessed through observation of practice in a work setting/practical placement, realistic work environment or by another valid assessment method: LO4 AC4.1 Demonstrate how to carry out a method of research AC4.2 Demonstrate how to collect and analyse results of research

Unit 16 Good practice in social care (A/651/7289)



Unit summary

The learner will understand the role of good practice and why it is important in social care. The learner will also understand how duty of candour supports good practice in social care.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	16 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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 and complaints within this
	2.2 Why duty of candour was developed			
	2.3 How duty of candour improves quality of service	Describe how duty of candour improves quality of service		
	2.4 Examples of procedures involved in duty of candour	Identify examples of procedures involved in duty of candour		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	2.5 How comments and complaints improve quality of service	Describe how comments and complaints improve quality of service		

Range

1. Understand the role of good practice and why it is important in social care

1.1 Methods include:

Following legislation, policies and procedures, and agreed ways of working.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 17 Psychology in social care (H/651/7290)



Unit summary

The learner will understand psychological perspectives on behaviour, health psychology in social care, models of stress and stress management and psychological perspectives and approaches in relation to health and illness.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	47 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
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		
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	Evaluate the different models of stress, how stress impacts health and wellbeing, including different
	3.2 How stress impacts health and wellbeing	Summarise how stress impacts health and wellbeing		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	3.3 Psychological approaches to managing stress	Identify the psychological approaches to managing stress	psychological approaches to managing stress	psychological approaches to managing stress
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 - health psychologist - counsellor	Describe the roles typically associated with psychology: - clinical psychologist - health psychologist - counsellor	Explain the different roles typically associated with psychology: - clinical psychologist - health psychologist - counsellor	Analyse the different roles typically associated with psychology: - clinical psychologist - health psychologist - 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

Range
4. Understand psychological perspectives and approaches in relation to health and illness.
4.1 Psychological factors: Psychological factors influence not just the experience of health and illness, but also health behaviours. This influence can be reactive or proactive. The perceptions of factors also predict behaviours relating to health and can help to understand concepts of health and illness.
4.2 Individuals: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner.
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 18 Sociology of health and illness (J/651/7291)



Unit summary

The learner will understand social determinants of health, health benefits and the use of health outcomes in health and social care.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	47 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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 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 the medical model and social model of health	Summarise the difference between the medical model and social model of health		
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		
	3.1 What is meant by health outcomes	Describe what health outcomes are	Explain what health outcomes are, the ways in	Evaluate what health outcomes are, the ways in

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

Range**2. Understand health beliefs****2.1 Health beliefs:**

In the context of sociology, could include:

- 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

2.2 Individuals:

Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner.

2.2 Others could include:

- family and friends
- peers
- authority figures

2.4 Sick role:

Refers to the term coined by the sociologist Talcott Parsons in the 1950s. Refers to the idea that individuals who are unwell and those treating them have roles with both rights and responsibilities.

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 19 Understanding anatomy and physiology (K/651/7292)



Unit summary

In this unit learners will understand the function and structure of body systems, their relationships to maintaining healthy body functions and homeostasis.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	50 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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 structures and functions 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 structures and functions 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			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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			
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 systems • cardiovascular and respiratory systems • digestive and endocrine systems	Describe the relationships between the following body systems in maintaining healthy body functions: • muscular, skeletal and nervous systems • cardiovascular and respiratory systems • digestive and endocrine systems	Explain the relationships between the body systems in maintaining healthy body functions: • muscular, skeletal and nervous systems • cardiovascular and respiratory systems • digestive and endocrine systems	Evaluate the relationships between the body systems in maintaining healthy body functions: • muscular, skeletal and nervous systems • cardiovascular and respiratory systems • digestive and endocrine systems
	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	Evaluate the process of homeostasis and the role of

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	2.3 The role of the endocrine system in maintaining homeostasis via: • osmoregulation • thermoregulation • controlling blood glucose levels	Describe how the endocrine system co-ordinates to maintain homeostasis in the human body	the endocrine system in maintaining homeostasis	the endocrine system in maintaining homeostasis

Range
1. Understand the structure and functions of the body systems 1.1 Skeletal system: • basic structure of the skeleton • structure of bone • structure and function of joints • how the structure relates to the functions of the bone 1.2 Muscular system: • structure and function of cardiac and skeletal muscles • how the muscles are fixed to the bone 1.3 Cardiovascular system: • structure and function the heart • structure and function of blood vessels

1.4 Respiratory system:

- structure and function of the lung
- structure and function of airways

1.5 Nervous system:

- basic structure and function of the brain
- structure and function of nerves and nerve impulses

1.6 Digestive system:

Structure and function of the organs involved in the digestive system including:

- mouth
- oesophagus
- stomach
- bowel
- organs producing digestive hormones and enzymes

1.7 Excretory system:

Basic structure and function of the kidney and bladder.

1.8 Reproductive system:

Basic structure and function of the male and female reproductive systems and associated hormones.

1.9 Immune system:

Basic structure and function of lymphatic system and white blood cells.

1.10 Endocrine system:

Range
Basic structure and function of pituitary gland, thyroid gland and adrenal gland.
1.11 Integumentary system:
Basic structure and function of skin, hair, nails, and associated glands.
2. Understand the relationships between the body systems in maintaining healthy body functions
2.1 Muscular, skeletal and nervous systems:
• movement • reflexes
Cardiovascular and respiratory systems:
• breathing • heart rate
Digestive and endocrine systems:
• digestion
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 20 End-of-life care (L/651/7293)



Unit summary			
The aim of this unit is to provide learners with knowledge and understanding in relation to end-of-life care.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Graded P/M/D	Level 3	53 GLH

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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	Identify 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		
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, 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 with others	Describe how to ensure end-of-life and advance care plans are understood and shared with others		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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		Evaluate the potential ethical and legal issues which may arise in relation to advance care planning
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		
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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	5.3 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	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 • support with leisure activities • achieving goals • interaction with others	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 • 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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			
	7.3 Care and support needs during the final days of life			
	7.4 Care and support needs during the final hours of life			
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		
	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,	Evaluate ways to manage own feelings, including different support systems available, in relation to an individual's dying

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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	including the support systems available to deal with own feelings	or death, and the ways to support colleagues to manage their own feelings
	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		

Range
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: - Care Act 2014 (requires councils to conduct needs assessments for individuals at end-of-life care and their main family caregiver) - Health and Social Care Act 2022 (guarantees NHS healthcare at end of life) - Palliative and end of life care: Statutory guidance for integrated care boards (ICBs) (relates to commissioning of services including end-of-life care) - Local Government Association End-of-life care: guide for councils 2020 (summarises councils' responsibilities to support end-of-life care) - Agreed ways of working within social care settings should be written down as policies and procedures based on the legislative framework
2. Understand factors that impact on end-of-life care 2.1 Theories: Theories of death and dying are closely linked to theories of grief as the dying individual anticipates and grieves the loss of their life. Could include: - Kubler-Ross five stages model - Silverman and Klass continuing bonds theory - Stroebe and Schut dual process model

Range
- Uncertainty in Illness theory 2.2 Factors could include: - cultural, religious or spiritual beliefs - whether they have achieved their life goals or feel cheated of time to achieve them - social support - level of care and support an individual anticipates receiving - prior experiences of the deaths of others - financial factors - housing - how individuals anticipate their loved ones managing without them 2.2 Individual: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner. 2.5 Others could include: - family - friends - neighbours - volunteers - faith groups
4. Understand pain and symptom management in end-of-life care
4.3 Interventions could include: Physical, emotional, social and spiritual support (for example, pain relief, medication, advanced symptom control from palliative care teams and hospices, engaging in favourite activities, expressing creativity, and maintaining work and education where possible).
6. Understand the role of organisations, community and support services available to individuals and others in relation to end-of-life care
6.1 Organisations, community and support services:

Range
• health care services in the community • social care services • voluntary groups offering advice and support • faith groups • humanist society
8. Understand actions to take following the death of an individual
8.2 Actions could include: • have the death confirmed by a relevant professional • comfort relatives and provide relevant information • ensure the care plan and cultural requirements are followed and if appropriate prepare the individual's body for the undertaker • arrange for the undertaker to remove the body to a chapel of rest (or mortuary) • report and record the actions taken
9. Understand how to manage own feelings in relation to dying or death
9.3 Support systems could include: • speaking with colleagues/manager • helplines • GP and mental health helplines (if experiencing distress and/or mental health issues)
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 21 Learning disabilities (M/651/7294)



Unit summary

In this unit learners will understand learning disabilities, the associated legislation, models of learning disability, the role of support services for individuals with learning disabilities and the potential impact of learning disabilities on the individual

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	30 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
1. Understand learning disabilities	1.1 The term learning disability	Describe what is meant by the term learning disability	Explain the causes of learning disabilities and their impact on individuals and others	Evaluate the impact of learning disabilities and their impact on individuals and others, including the importance of understanding their causes
	1.2 Causes of learning disabilities	Identify causes of learning disabilities		
	1.3 The impact of learning disabilities 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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 of learning disabilities on the outcomes and life chances of individuals	5.1 The physical health challenges which some individuals with learning disabilities may experience	Describe examples of the physical health challenges which some individuals with learning disabilities may experience	Explain examples of 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	Analyse how outcomes and life 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		

Range
1. Understand learning disabilities 1.2 Individual: Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner. 1.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
2. Understand legislation in relation to individuals with learning disabilities 2.1 Legislation could include: • Mental Capacity Act 2005 • Care Act 2014 • Autism Act 2009 • The Health and Care Act 2022
4. Understand the role of support services for individuals with learning disabilities 4.2 Integrated community services: This could include teams of community health and social care workers working from community hubs such as: • GP practice • district nurses • community social worker • physiotherapist • occupational therapist
5. Understand the potential impact of learning disabilities on the outcomes and life chances of individuals

Range**5.3 Outcomes:**

The results of health or social care intervention, for example, the individual's health and wellbeing improve.

5.3 Life chances:

Opportunities to meet personal goals, achieve milestones and desired roles, and live to full life expectancy.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 22 Dementia awareness (R/651/7295)



Unit summary			
This unit gives the learner understanding of the types of dementia, the effects on health and wellbeing and how to support individuals with dementia.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Graded P/M/D	Level 3	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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
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	Analyse the roles social care practitioners and others, such as family and carers

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	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	health and wellbeing of individuals with dementia through person-centred care, including how to involve strategies which use information about life history	play in supporting the health and wellbeing of individuals with dementia, including strategies they can use 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		

Range

1. Understand the types of dementia and the effects on health and wellbeing

1.2 Types of dementia including:

- Alzheimer's disease
- vascular dementia
- Lewy body dementia
- frontotemporal dementia

1.4 Individual:

Refers to someone requiring care or support (often called service users in social care). It will usually mean the person or people supported by the learner.

Range
2. Understand dementia care in social care settings
2.1 Legislation and frameworks could include: • Mental Capacity Act 2005 • Equality Act 2010 • Health and Social Care Act 2012 • Care Act 2014 • Equality Act 2010 • Living Well With Dementia: a national dementia strategy 2009 • Mental Health Act 2007 • Mental Capacity Act 2005 • Human Rights Act 1998 • NHS England Dementia Training Standards Framework
3. Understand how to support individuals with dementia.
3.2 Strategies: • creating life stories • reminiscence therapy • cognitive stimulation therapy (CST) • cognitive rehabilitation
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Unit 23 Understanding autism (T/651/7296)



Unit summary

In this unit learners will understand autism and neurodiversity, medical approaches to autism, how autism is represented in society and behaviour within the context of autism. The learner will understand how to create an autism friendly environment, support individuals and the relevant services and legislation linked to autism.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Graded P/M/D	Level 3	40 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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: • autistic spectrum condition • developmental conditions	Analyse the differences between autism and neurodiversity, referencing both the medical model typically used with autism and the social model of neurodiversity: • autistic spectrum condition • developmental conditions
	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		
	1.3 Social model of neurodiversity	Describe the social model of neurodiversity		
	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
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	Evaluate the different professionals who are able to give a formal diagnosis

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	2.2 Which professionals would give a formal diagnosis of autism	Identify the professionals who are able to give a formal diagnosis of autism	professionals who are able to give a formal diagnosis of autism	of autism and the process which is followed for a medical 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		
3. Understand how autism is represented in society	3.1 Positive and negative attitudes towards autism in: • media • arts and culture • education	Describe attitudes towards autism in: • media • arts and culture • education • workplace	Discuss different attitudes towards autism and how these representations might influence public perception and autistic individuals:	Analyse different attitudes towards autism and how these representations might influence public perception and autistic individuals:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	- workplace - healthcare settings - social care settings	- healthcare settings - social care settings	- media - arts and culture - education - workplace - healthcare settings - social care settings	- 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 in healthcare settings and social care settings	Describe how autistic individuals could experience discrimination in healthcare settings and social care settings	Explain how autistic individuals could experience discrimination in healthcare settings and social care settings, and how signs of discrimination and abuse could be missed	Evaluate how autistic individuals could experience discrimination in healthcare 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		
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' perspectives: - external environment - internal environment - interests - anxiety	Discuss the factors which influence autistic individuals' perspectives: - external environment - internal environment - interests - anxiety	Evaluate the factors which influence autistic individuals' perspectives: - 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	Evaluate the range of behaviours associated with autism, the factors which

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	4.3 The importance of interpreting behaviour within the context of autism	Describe the importance of interpreting behaviour within the context of autism	can influence behaviour, the importance of interpreting behaviour within the context of autism	can influence behaviour, 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 autism friendly environment	Explain how to anticipate and meet the needs of autistic individuals, why it is important to implement a proactive approach, and different ways to reduce stress, anxiety and respond to distressed behaviour	Evaluate why it is important to implement a proactive approach, and 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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
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		
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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will:	Merit The learner will:	Distinction The learner will:
	8.4 Ways to overcome barriers to accessing services	Describe ways to overcome barriers to accessing services		

Range

5. Understand how to promote an autism friendly environment

5.1 Proactive approach:

Proactive means anticipating what will be helpful and what will be anxiety provoking for autistic individuals and taking action to put strategies in place.

Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your EQA with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
A	Direct observation of learner by assessor: by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice may include simulation *	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony**: • when directed by the SSC or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Reflection on own practice in workplace/work placement	Yes	Yes
I	Written and pictorial information	No	Yes
J	Scenario or case study	No	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
K	Task set by NCFE (for knowledge LOs)	No	Yes
L	Oral questions and answers	Yes	Yes

* **Simulation.** A learner's portfolio of evidence may only include simulation of skills where skills can't be observed in the workplace. Simulation should reflect as closely as possible to a scenario found in a real work environment.

Exceptionally, use of simulation is permitted under a number of circumstances to assess competence:

- where a unit is primarily based on underpinning knowledge but can be contextualised to the workplace within a competency qualification
- where a lack of opportunity for workplace assessment may be a barrier to a learner accessing or achieving the qualification
- where specific adjustments for a given learner prevent access to the workplace or to activities designed to assess learning
- where there may be issues of confidentiality/safeguarding for young people

Where simulation is used, it **must** be designed to ensure that:

- the learner is required to use materials and, where relevant, equipment found and used within the workplace environment
- the learner is provided by the centre with information, advice and guidance in line with what would be provided in the workplace in the specific context
- the physical environment and situation replicate the workplace environment in which the skills are used
- other people with whom the learner interacts in undertaking the assessed activity behave 'in character' for the given situation

When a roleplay is used as part of a simulation to assess competence it must be conducted using the same controls outlined above.

** **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

Knowledge assessment criteria (AC) are shown throughout and all accepted assessment methods within the NCFE CACHE Level 3 Technical Occupational Entry in Social Care (Diploma) (610/6200/5) are valid as knowledge underpins all skills. Centres may use any method which suits the learner's individual learning needs to show any of the knowledge criteria and these would remain a valid and reliable assessment.

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

For skills AC, the learner will need to practically demonstrate their ability to perform that skill. In some instances, behaviours have also been included with these skills.

Competence LOs and AC are identified in the delivery and assessment guidance section for each unit within the Qualification Specification.

Observation will be the primary method for assessing competence and skills-based AC. However, valid alternative methods may be used where appropriate to meet a learners' individual learning needs. These alternatives are identified within the 'Recommended Assessment Methods' section of the specification. The assessment methods listed allow learners to clearly demonstrate how they have been able to practically utilise the knowledge they have gained to show their competency in the assessed skill. This can include the learners' own work products such as a care and support plan but also may include an activity plan, professional discussion or a reflective diary.

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

For this qualification, the centre must use the further information relating to adult care assessment principles, which can be found within the mandatory Support Handbook.

Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.

Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.

State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Evidence and Grading Tracker
- Qualification Factsheet

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Version 1.0 August 2026

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	K/651/7274	Working in social care	3	58	
Unit 02	L/651/7275	Equality, diversity, dignity and rights in social care	3	50	
Unit 03	M/651/7276	Duty of care	3	43	
Unit 04	R/651/7277	Communication in social care	3	55	
Unit 05	T/651/7278	The care and support planning process	3	34	
Unit 06	Y/651/7279	Person-centred approaches and risk assessments	3	42	
Unit 07	F/651/7280	Values and behaviours	3	41	
 Unit 08	H/651/7281	Advocacy in social care	3	20	
Unit 09	J/651/7282	Safeguarding in social care	3	80	



Unit 10	K/651/7283	Mental health and wellbeing	3	57	
Unit 11	L/651/7284	Health and safety in social care	3	100	
Unit 12	M/651/7285	Prevention and control of infection	3	28	
Unit 13	R/651/7286	Personal and professional development	3	62	
Unit 14	T/651/7287	Working with others	3	35	
Unit 15	Y/651/7288	Research in social care	3	52	
Unit 16	A/651/7289	Good practice in social care	3	16	
Unit 17	H/651/7290	Psychology in social care	3	47	
Unit 18	J/651/7291	Sociology of health and illness	3	47	
Unit 19	K/651/7292	Understanding anatomy and physiology	3	50	
Unit 20	L/651/7293	End-of-life care	3	53	
Unit 21	M/651/7294	Learning disabilities	3	30	
Unit 22	R/651/7295	Dementia awareness	3	40	
Unit 23	T/651/7296	Understanding autism	3	40	