




Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Diploma in Health and Social Care (Northern Ireland)
Ofqual qualification number (QN)	610/5996/1
Guided learning hours (GLH)	278
Total qualification time (TQT)	370
Credit value	37
Minimum age	17
Qualification purpose	<p>This qualification is designed for learners who wish to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland.</p> <p>The qualification is formed of 11 mandatory units. The first 7 mandatory units are shared with the NCFE CACHE Level 2 Certificate in Safe and Effective Practice in Health and Social Care (Northern Ireland) (610/6939/5) qualification, which will be made available to learners at a later stage.</p> <p>The mandatory units cover core competencies that have been categorised around the following key themes:</p> <ul style="list-style-type: none"> • communication and information sharing • health, safety and wellbeing • principles, standards and values • continuing professional development (CPD) in the context of health and social care.
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	The learner must be employed in a health and social care role in an appropriate setting to be able to meet the assessment requirements of this qualification.
Occupational standards	This qualification is underpinned by the National Occupational Standards (NOS) for health and social care and is aligned with the Level 2 Health and Social Care Apprenticeship framework.



<p>Endorsement</p>	<p>This qualification is endorsed by the Northern Ireland Social Care Council (NISCC) and sits within the Care in Practice (CiP) framework.</p> <div style="text-align: center;"> <p>Northern Ireland</p>  </div>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 610/5996/1.</p>
<p>Funding</p>	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>



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Summary of changes made to the NCFE CACHE Level 2 Diploma in Health and Social Care (Northern Ireland) (610/5996/1) Qualification Specification

This table provides a record of any changes made to the qualification specification since its last version.

Version number	Page reference	Change made to specification	Date of amendment
v1.1	9	Wording updated in the range section for assessment criteria (AC) 1.2 to combine and clarify reference to the NISCC standards of conduct and practice.	January 2026
	9	For Unit 01, the term 'person-centred approach' has been bolded in AC 2.2 to highlight its importance, and range/guidance has been added to provide a clear definition and support consistent interpretation during delivery and assessment.	
	9	Clarified that standards are binding on all registered social care workers regardless of employment status or work setting.	
	10	Range added to reference Standard 3 of the NISCC Standards of Conduct and Practice to reinforce guidance on the person-centred approach.	
	10	Added NISCC-specified values for AC 2.1 into unit guidance to align with proposed specification.	
	10	Added NISCC-specified values for AC 2.3 into unit guidance to align with proposed specification.	
	12	Wording updated in the range section for AC 3.2 from 'should' to 'must' to align with the mandatory regulatory requirements of NISCC. Additionally, the range for 'Key principles' and 'Organisational policies and procedures' was expanded, ensuring full compliance and parity.	
	13	Extended definition of restrictive practices to include restriction of rights and freedom of movement.	
	14	Added wording 'about reporting concerns' to responsibilities list.	
	15, 16	Created new range heading under AC 1.4 to correctly locate active participation guidance.	
	16	Moved guidance to sit under AC 1.4 (Ways to maintain dignity), aligning with NISCC specification.	
	16	Removed bolded range definition for active participation under AC 2.2 to align with NISCC specification.	
	16	Updated range wording from 'may relate to' to 'may include' for consistency with NISCC language.	
	16	Updated Range heading from 'should include' to 'may include' to align with NISCC wording.	
	16	Emphasised the word 'not' within the phrase 'affected by not following' using bold formatting.	
	16	Updated range wording for AC 3.2 to use 'may include', reflecting NISCC guidance.	
	19	Added reference to hand sanitiser as a method of hand cleaning.	
	20	Updated list of assessment criteria suitable for written or verbal questioning (AC 3.1, 3.2, 3.3, 3.5, 3.7).	



Version number	Page reference	Change made to specification	Date of amendment
	22	Added Department of Health guidance on safe handling, administration, storage and custody of medicines.	
	22	Updated wording to 'three specific legal categories' for clarity and consistency.	
	22	Added additional medication routes: ingestion, infusion, instillation, PR and PV.	
	10, 13, 15, 17, 21, 24, 27, 32, 34, 37, 39, 41	Added the acronym (SfC&D) after the first reference to Skills for Care and Development to ensure consistency with sector terminology and improve clarity across the specification.	
	25	Only the term 'cleaning' has been removed from the range heading ('Clean or cleaning may include') to align with the bolded term 'clean' in AC 1.4. The explanatory guidance that follows – 'Effective cleaning removes bacteria on hands, equipment and surfaces' – remains unchanged.	
	25	The range section in Unit 06 was incorrectly using AC-style numbering (for example, '1.1') instead of the learning outcome (LO) number ('1'). This has been corrected to ensure accurate LO referencing and consistent formatting.	
	26	Corrected hazard terminology from 'biological' to 'microbiological'.	
	26	Added clarification and guidance on signs of dysphagia, including observable indicators.	
	26	Introduced expanded range for AC 3.2, including definition of swallowing difficulty and detailed indicators, aligning with NISCC specification.	
	27	Updated wording from 'images' to 'image and information'.	
	27	Added additional resources information; excluded Learn HSCNI link due to restricted access.	
	29	Added the recognised acronyms (GMC, NMC, HCPC) after the first full reference to each professional regulator to ensure accuracy, consistency, and alignment with sector conventions.	
	30, 31	Updated HSE citation titles and page references for accuracy and consistency with NISCC approach.	
	32	Updated linked document title to full official title, matching NISCC specification.	
	39	The acronym (CPD) has been added to both the unit title Continuing professional development and reflective practice in health and social care (J/651/6978) and the unit summary.	
v1.2	13	Terminology updated from "person/people" to "individual/s" within Range 2.3 to align with Northern Ireland HSC Trust documentation and NISCC Standards of Conduct and Practice. Amendment ensures sector-accurate nomenclature and strengthens alignment with regional regulatory language.	April 2026
	25	Regulatory source titles updated to align with current and verifiable Northern Ireland and NISCC-referenced wording within Range 1.2.	



Version number	Page reference	Change made to specification	Date of amendment
	50	Updated websites in section 4 to include current Department of Health and RQIA links provided by NISCC following regulatory clarification. Amendment ensures references are accurate and aligned to live guidance.	



Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- provide learners within health and social care relevant training
- offer breadth and depth of study, incorporating key core knowledge
- provide opportunities to acquire a number of practical skills.

The objective of this qualification is to:

- enable learners to gain knowledge and skills to support them to develop their careers in health and social care.

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 working in health and social care to develop the knowledge, skills and competence required to practice in a range of health and social care settings within Northern Ireland.

It may also be useful to learners studying qualifications in the health and social care sector.

Learners must be at least 17 years of age and be employed in relevant health and social care roles in Northern Ireland.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE 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 qualification which could include the NCFE CACHE Level 2 Certificate in Safe and Effective Practice in Health and Social Care (Northern Ireland) (610/6939/5).

Centres are responsible for ensuring that all learners are capable of achieving the units and 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 achieve 37 credits from the mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. 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.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - roles in health and social care
- further education:
 - level 3 qualifications in related subject areas
 - NCFE CACHE Level 3 Diploma in Health and Social Care Practice (Northern Ireland) (610/6571/7).

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 learner must be employed in a health and social care role in an appropriate setting to be able to meet the assessment requirements of this qualification.

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 2 Diploma in Health and Social Care (Northern Ireland) (610/5996/1).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.



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

Internal assessment

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 four essential elements in the production of successful centre-based assessment tasks; these are:

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



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level, credit and guided learning hours (GLH).

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).

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and therefore minimise the impact on individuals who are in receipt of care or support, their families and carers.

Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

When answering, learners should reflect on own service user group and organisational context.

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 Standards and values underpinning social care practice (J/651/6969)



Unit summary				
This unit will enable the learner to understand the responsibilities of a registered social care worker, including the values required to work in the social care sector, as well as the importance of a person-centred approach to practice.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the regulatory responsibilities of a registered social care worker	1.1 Outline the role of the regulatory body with responsibility for the registration of social care workers
	1.2 Summarise the Standards of Conduct and Practice associated with the registration of social care workers
	1.3 Explain why adherence to the standards is essential
	1.4 Identify possible consequences of non-adherence
2. Understand the values that underpin a person-centred approach to social care practice	2.1 Define the values that underpin social care practice
	2.2 Explain what is meant by a person-centred approach and why it is important in social care
	2.3 Outline how using a person-centred approach can promote an individual's sense of identity and self-esteem
	2.4 Describe examples of how person-centred values are practised

Range
<p>1. Understand the regulatory responsibilities of a registered social care worker</p> <p>1.1 Regulatory body should include:</p> <p>Northern Ireland Social Care Council (NISCC) and what they are responsible for.</p> <p>1.2 Standards of Conduct and Practice should include:</p> <p>The six standards of conduct and the six standards of practice from NISCC (Standards of Conduct and Practice for Social Care Workers).</p> <p>1.3 Standards:</p> <p>The standards are binding on all social care workers registered with the Social Care Council, irrespective of employment status or work setting.</p> <p>The standards are intended to reflect existing good practice and public expectations of the behaviour and practice of social care workers. They form part of the wider package of legislation, regulatory requirements, practice standards and employers' policies and procedures that social care workers must meet.</p>



Range

1.4 Possible consequences of non-adherence:

For more detailed information on possible consequences of non-adherence to the standards see: [Fitness to Practise - NISCC](#).

2. Understand the values that underpin a person-centred approach to social care practice.

2.1 Values may include:

- respect the rights, dignity and inherent worth of individuals
- work in a person-centred way
- treat people respectfully and with compassion
- support and promote the independence and autonomy of service users
- act in the best interests of service users and carers
- uphold and promote equality, diversity and inclusion
- ensure the care they provide is safe and effective and of a high quality.

2.2 Person-centred approach:

Ensuring individuals get all the information they need, in a way that is accessible for them, to make decisions for their care and support.

For more information see: [Personalised and person-centred care - Social Care Institute for Excellence \(SCIE\)](#).

See also Standards of Conduct and Practice for Social Care Workers – Standard 3 of both the standards of conduct and standards of practice.

2.3 Person-centred approach may include:

- supports the individual to get the care they need when they need it
- helps individuals to be more active in looking after themselves
- care tailored to the individual
- care delivered with the individual not 'to' the individual
- individuals included in the development and review of care and support plans that meet their needs.

2.4 How person-centred values are practised may include:

- how individuals are involved in all aspects of their care including developing and reviewing care plans
- how individuals can request reviews of care and support plans.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding.

Written or verbal questions (with accompanying assessor records) or an assignment/workbook may be used for LO1 and LO2.



Delivery and assessment guidance

When examples are asked for, learners should give two or more examples.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0023 Develop your own knowledge and practice
- SCDHSC0234 Uphold the rights of individuals.



Unit 02 Understand safeguarding in social care services (M/651/6970)



Unit summary				
This unit will enable the learner to understand their responsibilities in relation to safeguarding individuals.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual violence and abuse • emotional/psychological abuse • financial abuse • institutional abuse • neglect (self and others) • exploitation • domestic violence and abuse • human trafficking/modern slavery • hate crime
	1.2 Identify signs and indicators often associated with each of the above types of abuse
2. Know how to respond to suspected or alleged abuse	2.1 Describe actions to take in your role if there are suspicions that an individual is being abused
	2.2 Describe actions to take in your role if an individual alleges that they are being or have been abused
	2.3 Outline ways to ensure that evidence of suspected abuse is preserved
3. Understand the use of restrictive practices in social care	3.1 Describe what is meant by restrictive practices
	3.2 Summarise key principles, organisational policies and procedures that inform the use of restrictive practices in social care
	3.3 Outline examples of situations where restrictive practices might need to be used
4. Know how to recognise and report unsafe practices	4.1 Describe unsafe practices that may affect the wellbeing of individuals
	4.2 Outline actions to take in your role in relation to unsafe practices
	4.3 Define the term 'whistleblowing'
	4.4 Describe the responsibilities of the social care worker in relation to whistleblowing
	5.1 Identify legislation, policies and procedures relating to an individual's capacity



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand capacity and informed consent when providing care or support	5.2 Define the term 'informed consent'
	5.3 Describe the importance of establishing informed consent when providing care and support
	5.4 Outline ways to obtain informed consent
	5.5 Describe the steps to be taken if informed consent cannot be obtained

Range
<p>3. Understand the use of restrictive practices in social care</p> <p>3.1 Restrictive practices:</p> <p>Methods used to restrain an individual. This may be any practice that restricts the rights and freedom of movement of a person, such as physical restraint, medical restraint, environmental restraint or seclusion.</p> <p>3.2 Key principles for any use of restrictive practices should include:</p> <ul style="list-style-type: none"> • least restrictive option • justification and compliance • time and frequency • person-centred care • proportionality to harm • last resort • imminent risk of harm • non-physical first approach • should not be used for reasons related to disability. <p>3.2 Organisational policies and procedures must include:</p> <ul style="list-style-type: none"> • local and organisational policy frameworks should be co-produced • organisational values that underpin the approach to minimising restrictive interventions • organisational vision and strategy for minimising restrictive interventions • roles within the organisations with specific restrictive practice responsibility and accountability • communication requirements and strategies • standard definitions • clear professional/clinical guidance • working within current legislative frameworks and professional registration requirements • emphasis on positive, proactive, preventative and evidence-based interventions and strategies • Three Steps to Positive Practice Framework as the organisational methodology for considering and reviewing the use of restrictive interventions is embedded and operationalised • accredited training required, including training required for specific interventions • interfaces with other regional and local policies, agreed protocols and any associated requirements • clear recording, reporting, monitoring and governance arrangements • support mechanisms for those who are subject to restrictive interventions • support mechanisms for staff who restrict, restrain and/or seclude those in their care. <p>4. Know how to recognise and report unsafe practices</p> <p>4.1 Unsafe practices:</p>



Range

Ways of working that could jeopardise the safety and wellbeing of or cause potential harm to individuals that are receiving care.

4.4 Responsibilities may include:

- reporting concerns
- following workplace policies and procedures about reporting concerns
- accurately documenting concerns/actions taken
- if the concerns are not responded to in a timely manner, concerns may be raised through Northern Ireland Social Care Council (NISCC).

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to either show understanding or to demonstrate competence.

Written or verbal questions (with accompanying assessor records) or an assignment may be used for LOs 1, 2, 3 and 4.

Scenarios relevant to job role and context may be helpful for learners in relation to AC2.3, 3.3, 4.1 and 4.2.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0035 Promote the safeguarding of individuals
- SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse.



Unit 03 Safe moving and positioning of individuals in social care services (R/651/6971)

Unit summary				
This unit will enable the learner to understand their responsibilities in relation to providing appropriate support when moving and positioning individuals.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand own responsibilities and accountability in relation to moving and positioning individual	1.1 Identify policies, procedures, and guidelines in relation to moving and assisting individuals
	1.2 Describe health and safety considerations in relation to moving and positioning individuals
	1.3 Identify sources of information and support in relation to moving and positioning individuals
	1.4 Describe ways to maintain dignity when moving and positioning individuals
	1.5 Identify specific health conditions and ways in which they may impact on the moving and positioning of individuals
2. Be able to undertake moving and positioning tasks safely in accordance with organisational policies and procedures	2.1 Prepare the environment to ensure the safe moving and positioning of an individual
	2.2 Communicate effectively with the individual throughout the task, encouraging their active participation
	2.3 Move and position the individual using the agreed ways of working
3. Know how to recognise and report unsafe practices	3.1 Describe unsafe practices in moving and positioning that may affect the wellbeing of individuals
	3.2 Explain actions to take in your role, in relation to unsafe practices in moving and positioning individuals

Range
1. Understand own responsibilities and accountability in relation to moving and positioning individuals
1.1 Policies, procedures, and guidelines may include: <ul style="list-style-type: none"> • Health and Safety at Work (Northern Ireland) Order 1978 • Manual Handling Operations Regulations 1992 (MHOR) (as amended 2002) • The Management of Health and Safety at Work Regulations 1999 • Provision and Use of Work Equipment Regulations 1998 (PUWER) • Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) • Health and Safety Executive (HSE) information sheet: Getting to grips with hoisting (HSIS3) • organisation policies and procedures • Northern Ireland Social Care Council (NISCC) Standards of Conduct and Practice for Social Workers, standard 5.1 'Applying your organisation's policies and procedures in relation to moving and handling service users'.



Range

1.2 Health and safety considerations may include:

- risk assessment
- individual's care plan in relation to moving and positioning
- equipment availability and training to use the equipment
- individual's physical/emotional/mental health.

1.4 Ways to maintain dignity may include:

Active participation, which is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible. Active participation when moving and positioning an individual receiving care ensures dignity and respect for the individual. This can be done by:

- communicating with the individual before starting any moving and positioning task
- explaining the purpose, steps involved, and continually listening to the individual's feedback (both verbal and non-verbal)
- looking for non-verbal signs that may indicate pain, fear, or discomfort (such as facial grimacing, restlessness, agitation, or guarding painful areas)
- respecting the individual's dignity and privacy, ensuring compassionate and person-centred delivery
- ensuring you are professionally competent and have the necessary training for the specific task before proceeding.

3. Know how to recognise and report unsafe practices

3.1 Unsafe practices may include:

How individuals and others' wellbeing can be affected by **not** following:

- individual's care plan
- organisational policies and procedures
- Safe Systems of Work (SSOW) procedures
- risk assessment for moving and handling.

3.2 Actions to take may include:

- unsafe practices must be challenged immediately; they should not be allowed to continue
- follow your organisation's policy and procedures for reporting unsafe or harmful practice
- report your concerns to your manager
- keep an accurate record of your concerns and action taken.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to either show understanding or to demonstrate competence.

Written or verbal questions (with accompanying assessor records) or an assignment/workbook may be used for LOs 1 and 3.



Delivery and assessment guidance

Simulation, assessed by an assessor or expert witness (with accompanying report) may be used for LO2.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0223 Contribute to moving and positioning individuals
- SCDHSC00243 Support the safe use of materials and equipment.



Unit 04 Environmental health and safety in social care services (T/651/6972)

Unit summary				
This unit will enable the learner to understand their responsibilities in relation to controlling substances hazardous to health, fire safety and infection prevention and control.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to store, use and dispose of hazardous substances and material	1.1 Identify hazardous substances and materials that may be found in the work setting
	1.2 Describe safe practices in relation to each of the following: <ul style="list-style-type: none"> • storage of hazardous substances • use of hazardous substances • disposal of hazardous substances and materials
2. Understand fire safety procedures	2.1 Outline workplace fire safety procedures and your role within them
	2.2 Describe practice that prevents fires from: <ul style="list-style-type: none"> • starting • spreading
3. Be able to use prevention and control measures to reduce the spread of infection	3.1 Identify legislation in relation to infection prevention and control
	3.2 Outline organisational policies and procedures for the prevention and control of infection
	3.3 Identify the ways an infective agent might enter the body
	3.4 Demonstrate the recommended method for handwashing
	3.5 Outline the potential impact of an outbreak of infection on both the individual and the organisation
	3.6 Describe best practice to reduce the spread of infection
	3.7 Identify poor practices that may lead to the spread of infection

Range
2. Understand fire safety procedures
2.2 Practices that prevent fires from starting may relate to: <ul style="list-style-type: none"> • storage of flammable materials • testing and maintenance of electrical equipment • reporting of faulty equipment • cooking of food • smoking • organisation policies and procedures, agreed ways of working.
2.2 Practices that prevent fires from spreading may relate to: <ul style="list-style-type: none"> • fire alarm checks • doors and windows



Range

- training
- fire safety equipment
- fire drills.

3. Be able to use prevention and control measures to reduce the spread of infection

3.2 Policies and procedures may relate to:

- risk assessment and management
- correct storage, use and disposal of hazardous substances
- using personal protective equipment (PPE)
- training for staff/agency workers
- how to prevent and manage outbreaks of infection
- how to respond to people with symptoms of transmissible infection
- dealing with visitors to prevent and reduce the spread of infection
- handwashing procedure.

3.4 Recommended method may include:

- demonstration using water and liquid soap:
 - wet hands under running water and apply liquid soap
 - rub hands together, ensuring all areas are covered (palms, backs, between fingers, knuckle grip, thumbs and web, fingertips and wrists)
 - dry hands thoroughly using a disposable paper towel
 - dispose of used paper towel in appropriate waste bin (waste bins may be foot-operated pedal bins; this will prevent recontamination of hands by lifting the lid of the bin)
- demonstration using hand sanitiser:
 - apply hand sanitiser to dry hands
 - rub hands together, ensuring all areas are covered (for example, palms, backs, between fingers, knuckle grip, thumbs and web, fingertips and wrists)
 - allow hand sanitiser to dry on your hands.

3.6 Best practice may include:

- steps in correct handwashing
- correct use of PPE including donning and doffing
- correct method for waste disposal
- good education for all
- personal hygiene
- covering coughs and sneezes
- avoiding touching your face
- environmental sanitation
- cleaning and disinfect surfaces.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to either show understanding or to demonstrate competence.

**Delivery and assessment guidance**

Written or verbal questions or an assignment/workbook (with accompanying assessor records) may be used for LOs 1 and 2 and for AC3.1, 3.2, 3.3, 3.5 and 3.7.

Observation should be used for AC3.4 and 3.6 in relation to handwashing and best practice to reduce the spread of infection.

Work setting can be any social care setting, including an individual's home.

When asked to identify/describe, learners should identify/describe two or more.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0246 Maintain a safe and clean environment
- SCDHSC0032 Promote health, safety and security in the work setting
- SCDHSC0022 Support the health and safety of yourself and individuals
- SCDHSC00243 Support the safe use of materials and equipment
- SCDHSC0230 Manage environments and resources for healthcare procedures in social care settings.



Unit 05 Understand safe medication practice in social care (Y/651/6973)



Unit summary				
This unit will enable the learner to understand their responsibilities in relation to managing medication safely.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that covers the use of medication in social care settings
	1.2 Identify key guidance and standards that covers the use of medication in social care settings
	1.3 Explain why it is important to adhere to legislative and guidance requirements
	1.4 Outline the legal classification system for medication
2. Know about common types of medication, their purpose, possible adverse reactions, how to access support and common medication routes for administration	2.1 Describe common types of medication used in social care settings and their purpose
	2.2 Outline possible changes to an individual's physical or mental wellbeing that may indicate adverse reactions to common types of medication
	2.3 Identify what actions should be taken if an adverse reaction is recognised
	2.4 Explain when and how to access further information and support about the use of medication
	2.5 Explain the routes by which medication can be administered
3. Understand the role and responsibility of a social care worker in the use of medication in a social care setting	3.1 Explain why it is important to follow: <ul style="list-style-type: none"> • care and support plans • policies and procedures
	3.2 Describe the role and responsibility of a social care worker in the use of medication in a social care setting
	3.3 Explain the importance of the following principles of care in the use of medication: <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity • privacy • confidentiality • teamwork • risk assessment
4. Understand the role and responsibility of others in the use of medication in a social care setting	4.1 Identify others who have a role and responsibility in the use of medication in a social care setting
	4.2 Describe the roles and responsibilities of those identified in AC4.1 in the use of medication in social care settings



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand how to order, receive, store and dispose of medication supplies safely	5.1 Identify the process for ordering, receiving and recording supplies of medication in a social care setting
	5.2 Describe how to store medication safely in a social care setting
	5.3 Describe how and when to dispose of unused or unwanted medication safely in a social care setting
6. Understand how to prepare and administer, record and report	6.1 Identify steps to take in advance of administering medication
	6.2 Identify the seven steps to administering medication
	6.3 Describe how to accurately record administration of medication including any related changes for an individual
	6.4 Describe how to maintain the security of medication records
	6.5 Identify steps to take following the administration of medication

Range
1. Understand the legislative framework for the use of medication in social care settings
<p>1.2 Guidance and standards may include:</p> <ul style="list-style-type: none"> • Regulation and Quality Improvement Authority (RQIA) guidance on the safe management and use of controlled drugs • RQIA minimum standards applicable to the care setting • Department of Health (Northern Ireland) – guidance on the safe handling, administration, storage and custody of medicinal products • Northern Ireland Social Care Council (NISCC) Standards of Conduct and Practice for Social Care Workers • policies (policies and procedures for the safe handling of medicines by all workers including prescribing, dispensing, administration, storage and disposal). <p>1.4 Legal classification system may include:</p> <ul style="list-style-type: none"> • details of how medicines are classified into the following three specific legal categories: <ul style="list-style-type: none"> ○ prescription-only medicine (POM) ○ pharmacy (P) ○ general sales list (GSL).
2. Know about common types of medication, their purpose, possible adverse reactions, how to access support and common medication routes for administration
<p>2.5 Routes may include:</p> <ul style="list-style-type: none"> • inhalation (use of inhalers, nasal or oral) • injection (piercing the skin) • ingestion (medicines/tablets taken orally, including under the tongue) • topical (application of creams, lotions, ointments) • infusion (intravenous drips) • instillation (administration of drops to ears/nose/eyes) • PR (per rectum) (for example, enemas, suppositories) • PV (per vagina) (for example, pessaries, creams).
3. Understand the role and responsibility of a social care worker in the use of medication in a social care setting
3.2 Role and responsibility may be related to:



Range

- medication administration
- storage and handling
- documentation
- risk assessment
- support and advocacy
- following organisational policies and procedures
- communication
- training and continuing professional development (CPD).

5. Understand how to order, receive, store and dispose of medication supplies safely

5.1 Process for ordering may include:

- current stock levels
- documentation
- following organisational policies and procedures.

5.1 Process for receiving and recording may include:

- receipt of medication
- checking for discrepancies
- following organisational policies and procedures
- physical check on medication available
- job role of staff member who has overall responsibility.

5.2 Store medication safely may include:

- security
- accessibility
- environmental factors
- documentation
- risk assessment
- following manufacturer's instructions.

6. Understand how to prepare and administer, record and report

6.3 How to accurately record administration of medication may include:

- medicines prescribed
- quantity
- date/time of the dose
- special administration requirements
- changes for the individual
- when recorded.

6.4 Security of medication records may include:

Reference to Data Protection Act 2018 regarding how you obtain, store, share, and use personal data.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.



Delivery and assessment guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding.

Written or verbal questions or an assignment/workbook (with accompanying assessor records) may be used for all LOs.

Having a folder of evidence sample forms to demonstrate how they are used could be useful.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC3122 Support individuals to use medication in social care settings.



Unit 06 Safe food handling and dysphagia awareness in social care services (A/651/6974)



Unit summary				
This unit will enable the learner to understand basic food safety practices, as well as the nature of dysphagia; and their responsibilities in relation to supporting individuals who have swallowing difficulties.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of personal and environmental cleanliness and hygiene, when engaging in food handling	1.1 Identify potential food safety hazards when engaging in food handling
	1.2 Identify personal hygiene practices when engaging in food handling, in relation to: <ul style="list-style-type: none"> • personal presentation • handwashing • cuts or wounds • personal illness
	1.3 Explain the importance of maintaining good personal hygiene practices when engaging in food handling
	1.4 Explain the importance of keeping food handling work surfaces and equipment clean and tidy
2. Understand the importance of safe food practices	2.1 Explain the importance of following safe food handling practices for: <ul style="list-style-type: none"> • preparing • cooking • reheating food
	2.2 Describe practices for storing different types of food safely
	2.3 Explain the importance of following safe practices in the disposal of food waste
	2.4 Describe the potential consequences of not following safe food practices
3. Understand dysphagia and its associated risks	3.1 Define what is meant by dysphagia
	3.2 Identify signs that could indicate: <ul style="list-style-type: none"> • a swallowing difficulty • a change in a pre-existing swallowing difficulty
	3.3 Identify risks associated with dysphagia
	3.4 Outline health conditions often associated with dysphagia
4. Understand how to support individuals to	4.1 Outline the key aspects of each level of the International Dysphagia Diet Standardisation Initiative (IDDSI) Framework



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
manage dysphagia in line with local and national guidelines and good practice	4.2 Describe safe swallowing procedures at mealtimes including PATH guidance: <ul style="list-style-type: none"> • Positioning • Alertness • Textures • Help
	4.3 Describe reporting and recording responsibilities associated with own job role, in relation to dysphagia-related incidents
	4.4 Describe assessment documents for individuals that should be followed if an individual has swallowing difficulties

Range
1. Understand the importance of personal and environmental cleanliness and hygiene, when engaging in food handling
1.1 Food safety hazards may include: <ul style="list-style-type: none"> • microbiological • chemical • physical • allergenic.
1.4 Clean: Effective cleaning removes bacteria on hands, equipment and surfaces. This helps to stop harmful bacteria and viruses from spreading onto food (Food Standards Agency – Cleaning Effectively).
3. Understand dysphagia and its associated risks
3.2 Swallowing difficulty: Some people with dysphagia have problems swallowing certain foods or drinks, while others cannot swallow at all.
3.2 Change in a pre-existing swallowing difficulty may include: <ul style="list-style-type: none"> • coughing or choking when eating or drinking • bringing food back up, sometimes through the nose • a feeling that food is stuck in the throat or chest • a gurgly, wet-sounding voice when eating or drinking • drooling and having problems chewing food • over time, symptoms such as weight loss, dehydration and repeated chest infections (which often indicate a change or worsening difficulty).
4. Understand how to support individuals to manage dysphagia in line with local and national guidelines and good practice
4.1 International Dysphagia Diet Standardisation Initiative (IDDSI) Framework: The IDDSI Framework consists of a continuum of eight levels (0 to 7), where drinks are measured from Levels 0 to 4, while foods are measured from Levels 3 to 7. The IDDSI Framework provides a common terminology to describe food textures and drink thickness.



Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

LO4, AC 4.1

Please refer to the following image and information:

- [The IDDSI Framework \(the standard\).](#)

LO4, AC 4.2

Please refer to the following image and information:

- [PATH Poster/Swallow Aware – The PATH to safe swallowing at meal times.](#)

LO4, AC 4.3

Please refer to the following image and information:

- [Swallow Aware – Adverse incident reporting checklist relating to swallowing.](#)

LO4, AC 4.4

Please refer to the following image and information:

- [Swallow Aware – Swallowing Difficulties Observational Checklist.](#)

Additional resources may include the following:

- [NISCC Learning Zone](#)
- [Dysphagia Awareness](#)
- [Dysphagia – public information \(Public Health Agency\)](#)
- [Dysphagia Care and Training Guidance](#)
- [Dysphagia Guide](#)
- [LearnHSCNI](#) (login for HSC Trust staff)
- [Health Education England.](#)

A range of teaching/assessment methods may be used, determined by the requirement for a learner to either show understanding or to demonstrate competence.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards:

- SCDHSC0214 Support individuals to eat and drink



Delivery and assessment guidance

- SFHCHS159 Provide support to individuals to develop their skills in managing dysphagia
- SFHCHS160 Assist others to monitor individuals' attempts at managing dysphagia
- PPLHSL30 Make sure food safety practices are followed in the preparation and serving of food and drink
- SCDHSC0213 Provide food and drink to promote individuals' health and wellbeing.



Unit 07 Emergency first aid in social care services (D/651/6975)

Unit summary				
This unit will enable the learner to understand their responsibilities in relation to delivering Emergency First Aid.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role and responsibilities of an emergency first aider	1.1 Outline the role and responsibilities of an emergency first aider
	1.2 Outline the need for consent to provide emergency first aid
	1.3 Describe the first aid equipment available within a social care work setting
	1.4 Describe how to minimise the risk of infection and injury to self and others
2. Know how to assess an incident	2.1 Outline how to conduct a scene survey to ensure the safety of self and others
	2.2 Describe how to make a primary survey of an individual
	2.3 Outline when and how to call for appropriate assistance
3. Be able to provide first aid to an unresponsive individual who is breathing normally	3.1 Demonstrate how to assess a casualty's level of consciousness
	3.2 Demonstrate how to check a casualty's airway and breathing
	3.3 Explain why it is important to place an individual casualty into the recovery position that maintains an open airway
	3.4 Demonstrate placing an unconscious individual into the recovery position that maintains an open airway
	3.5 Outline how to treat a casualty who is having a seizure
4. Be able to provide first aid to an unresponsive individual who is not breathing normally	4.1 Demonstrate how to administer effective cardiopulmonary resuscitation (CPR) using a manikin
	4.2 Describe how to apply and use automated external defibrillation equipment
5. Be able to provide first aid to an individual who is choking	5.1 Identify when choking is: <ul style="list-style-type: none"> • mild • severe
	5.2 Demonstrate how to assist an individual who is choking
	5.3 Outline the aftercare necessary for an individual post-choking
6. Be able to provide first aid to an individual who is displaying signs and symptoms of a potential stroke	6.1 Identify signs and symptoms of a stroke
	6.2 Demonstrate how to assist an individual who is having a potential stroke
7. Be able to provide first aid to an individual who has chest pain	7.1 Identify potential causes of chest pain
	7.2 Demonstrate how to assist an individual who is experiencing chest pain
	7.3 Outline the importance of establishing if the individual with chest pain has prescribed angina medication
	8.1 Demonstrate how to control both mild and severe external bleeding



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
8. Be able to provide first aid to an individual who is bleeding externally	8.2 Outline when and how to call for appropriate assistance
9. Be able to provide first aid to an individual who is potentially in shock	9.1 Describe signs, symptoms and the potential impact of shock
	9.2 Demonstrate how to administer emergency first aid to an individual who is potentially in shock
10. Be able to care for an individual with a minor injury	10.1 Demonstrate how to care for an individual with each of the following: <ul style="list-style-type: none"> • small cuts, grazes and bruises • minor burns and scalds • small splinters and minor irritations
	10.2 Outline when and how to seek further appropriate assistance

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to either show understanding or to demonstrate competence:

- written or verbal questions or an assignment/workbook (with accompanying assessor records) may be used for LOs 1, 2, 3, 5, 6 and 8
- simulation should be used for LOs 3, 4, 5, 6, 7, 8 and 9 in relation to CPR, blocked airway, controlling external bleeding and dealing with shock.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards:

- SFHCHS35 Provide first aid to an individual needing emergency assistance.

The guidance below is an extract from the [Health and Safety Executive \(HSE\) information sheet – Selecting a first-aid training provider: a guide for employees](#).

Class sizes:

Page 5 paragraph 20 (HSE Selecting a first-aid training provider).

‘Training organisations should demonstrate that class size is appropriate. For example, where first-aid training is provided in class sizes of greater than 12, unless additional trainers and/or assessors are provided there may be concerns over addressing the training needs of individual candidates or adequately assessing their competence’.

Trainers and assessors:

Page 4 paragraph 14 (HSE Selecting a first-aid training provider).



Delivery and assessment guidance

'Trainers/assessors should have knowledge and competence in first aid, as demonstrated by:

- a current, valid first aid at work (FAW) certificate; or
- being registered and licensed as a doctor with the General Medical Council (GMC); or
- current registration as a nurse with the Nursing and Midwifery Council (NMC); or
- current registration as a paramedic with the Health and Care Professions Council (HCPC); and
- a knowledge and competence in training and/or assessing, demonstrated by holding a training/assessing qualification such as those listed (in the table below)'.

Qualification	Train	Assess
A1 (D32/33) – Assess candidates using a range of methods	-	✓
A2 (D32) – Assess candidates' performance through observation	-	✓
Cert Ed, PGCE, B Ed, M Ed	✓	✓
CTLLS/DTLLS	✓	✓
English National Board 998	✓	✓
Further and Adult Education Teacher's Certificate	✓	✓
IHCD Instructional Methods	✓	✓
IHCD Instructor Certificate	✓	✓
Learning and Development Unit 9D – Assess workplace competence using direct and indirect methods	-	✓
Learning and Development Unit 9D1 – Assess workplace competence using direct and indirect methods	-	✓
Nursing mentorship qualifications	✓	✓
PTLLS	✓	-
PTLLS with unit 'Principles and Practice of Assessment'	✓	✓
QCF Qualifications based on the Learning and Development NOS for assessors	-	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
Training Group A22, B22, C21, C23, C24	✓	-
Level 3 Award in Education & Training	✓	✓
Level 4 Certificate in Education & Training	✓	✓
Level5 Diploma in Education & Training	✓	✓

Resource requirements:

Page 6 paragraph 23 (HSE Selecting a first-aid training provider).

'Is first aid taught in accordance with currently accepted first aid practice?'

Training organisations should teach the first aid management of injuries and illness, in relation to the topics covered in FAW/emergency first aid at work (EFAW) training courses, in accordance with:

- current guidelines published by the Resuscitation Council (UK); and
- the current edition of the first-aid manual of the Voluntary Aid Societies (St John Ambulance, British Red Cross, St Andrew's First Aid); or
- other published guidelines, provided they are in line with the two above or supported by a responsible body of medical opinion'.

Note: Centres should use specially designated areas within a centre to assess a learner, where the use of particular equipment is required, for example, using a resuscitation manikin.



Delivery and assessment guidance

The equipment and materials must meet industry standards and be capable of being used under normal working conditions to allow a learner to demonstrate their ability to act safely, promptly and effectively when an emergency occurs at work.

Equipment and venue requirements

The guidance below is an extract from the [Training standard for delivery of emergency first aid at work courses for the purposes of the Health and Safety \(First-Aid\) Regulations 1981: A guide for awarding bodies](#).

Training equipment:

Paragraph 21

'It is important there is a sufficient range of equipment to support all elements of the training. Where appropriate, there should be procedures in place for maintaining hygiene when using equipment. There should be one CPR manikin to every four students and a sufficient quantity of dressings/ bandages for the number of students being trained.'

Training venue:

Paragraph 22

'The premises should be conducive to learning. Training centres do not need to use their own training premises. Using hired premises or client facilities is acceptable. Training centres should ensure that all premises used are fit for purpose.'



Unit 08 Understand communication, recording and information sharing in health and social care services (K/651/6979)



Unit summary				
This unit will enable the learner to understand their responsibilities in relation to effective communication, recording and information sharing.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of effective communication	1.1 Explain the importance of effective communication with: <ul style="list-style-type: none"> • individuals • colleagues • others
	1.2 Explain how effective communication supports partnership working
	1.3 Identify at least one barrier to communication from each of the following categories and describe how to overcome each of the identified barriers: <ul style="list-style-type: none"> • personal • linguistic • cultural • environmental
2. Understand the legal and organisational requirements for recording and sharing information	2.1 Identify legislation and organisational policies and procedures that govern recording and sharing information
	2.2 Explain the terms: <ul style="list-style-type: none"> • data protection • confidentiality
	2.3 Describe your responsibilities in order to adhere to agreed ways of working in relation to: <ul style="list-style-type: none"> • data protection • confidentiality
	2.4 Explain the principles of good record keeping in health and social care
	2.5 Describe two examples of when and how to seek advice or guidance in relation to confidentiality and/or record keeping
	2.6 Explain own responsibilities in relation to an individual or others making a complaint



Range
<p>1. Understand the importance of effective communication</p> <p>1.1 Individuals:</p> <p>Refers to people in receipt of care/support services (usually meaning the person/people supported by the learner).</p> <p>1.1 Others may include:</p> <ul style="list-style-type: none"> • carers • family • advocates • other professionals • community services. <p>1.3 Personal barriers may include:</p> <ul style="list-style-type: none"> • psychological/emotional state • personality • attitude • physical or cognitive impairment. <p>1.3 Linguistic barriers may include:</p> <ul style="list-style-type: none"> • lack of shared language or dialect • inadequate language proficiency • jargon, slang and ambiguous language. <p>1.3 Cultural barriers may include:</p> <ul style="list-style-type: none"> • verbal and non-verbal language • values and beliefs • stereotyping. <p>1.3 Environmental barriers may include:</p> <ul style="list-style-type: none"> • physical barriers • technological barriers • lack of accessible tools.
<p>2. Understand the legal and organisational requirements for recording and sharing information</p> <p>2.3 Responsibilities should include:</p> <p>Those specified within the Northern Ireland Social Care Council (NISCC) Standards of Conduct and Practice relevant to data protection and confidentiality.</p> <p>2.6 Responsibilities should include:</p> <p>The required actions or signposting, in accordance with organisational policy and procedures.</p>

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for the learner to show understanding.

Centres may use written or verbal questions, with accompanying assessor records, or centre-devised assignments or workbooks.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0021 Support effective communication
- SCDHSC0031 Promote effective communication.



Unit 09 Implementing values-led practice in a health and social care context (F/651/6976)

Unit summary				
This unit will enable the learner to demonstrate their communication skills and social care values when providing care/support to individuals in accordance with care/support plans and agreed ways of working.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	6 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to establish the support required by an individual, in accordance with their care/support plan and own role and responsibilities	1.1 Demonstrate how to access information about an individual's care/support, using their care/support plan, risk assessments and agreed ways of working
	1.2 Establish with the individual the appropriate level and type of support/care, in accordance with their needs and wishes
	1.3 Demonstrate how to obtain consent for an activity or action, in accordance with the individual's care/support plan
	1.4 Explain actions to take if consent cannot be readily secured
	1.5 Explain how and when to access support and guidance in order to deal with conflicts that may arise when providing care/support for individuals
2. Be able to work in a person-centred way	2.1 Demonstrate person-centred values when implementing an individual's care/support plan
	2.2 Interact with the individual in ways that respect their equality and diversity
	2.3 Demonstrate interactions with the individual that are empathetic and support a positive sense of identity and self-esteem
3. Be able to meet the communication and language needs, wishes and preferences of individuals	3.1 Demonstrate the use of appropriate verbal and non-verbal communication when communicating with individuals, in accordance with their needs, wishes and preferences
	3.2 Demonstrate how to reduce barriers to communication
	3.3 Demonstrate ways to check that communication has been understood
4. Be able to apply principles and practices relating to record keeping and handling information	4.1 Ensure that records comply with legal and organisational requirements
	4.2 Maintain accurate, complete, retrievable and up-to-date records, in accordance with agreed ways of working
	4.3 Demonstrate confidentiality in day-to-day communication and record keeping, in line with agreed ways of working
	4.4 Contribute to the ongoing monitoring and review of the care/support plan
	4.5 Demonstrate the appropriate and safe use of digital communication systems

Range
2. Be able to work in a person-centred way



Range

2.1 Person-centred values:

- respect
- independence
- individuality
- privacy
- partnership
- choice
- dignity
- rights.

2.2 Equality and diversity may include:

- lifestyle choices
- beliefs
- cultures
- values
- preferences.

3. Be able to meet the communication and language needs, wishes and preferences of individuals

3.1 Non-verbal communication may include:

- appropriate use of silence
- proximity
- body language
- eye contact
- facial expressions
- gestures.

4. Be able to apply principles and practices relating to record keeping and handling information

4.5 Digital communication systems may include:

- the use of mobile or other permitted devices for work purposes such as phone calls, emails
- access to workplace apps, digital documents, information management systems or collaboration tools, for example, Microsoft Teams or Zoom.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment methods for LOs 1, 2, 3 and 4:

- direct observation of the learner in their work setting; review of work products and associated questioning
- **all ACs in this unit must be assessed and evidenced on at least two separate occasions**



Delivery and assessment guidance

- skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time
- evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0025 Contribute to implementation of care or support plan activities
- SCDHSC0233 Develop effective relationships with individuals
- SCDHSC0234 Uphold the rights of individuals.



Unit 10 Adhering to health and safety requirements in a health and social care context (H/651/6977)

Unit summary				
This unit will enable the learner to demonstrate their implementation of health and safety requirements when providing care/support to individuals in accordance with care/support plans, risk assessments and agreed ways of working.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to contribute to preparing the environment for an activity or action, in accordance with the individual's support plan, risk assessments and agreed ways of working	1.1 Demonstrate how to identify risks or difficulties in the environment that may be associated with an agreed activity or action
	1.2 Demonstrate how to prepare the environment, equipment or resources to be used during an agreed activity or action in order to minimise risk and maximise the individual's active participation and independence
2. Be able to apply health and safety measures relevant to a specific health and social care setting and an agreed activity or action	2.1 Implement measures to protect own safety and security and the safety and security of others, in own work environment
	2.2 Adhere to fire safety requirements in own work environment
	2.3 Move and handle equipment, objects or loads safely and in accordance with agreed ways of working
	2.4 Demonstrate safe practices for storing, using and disposing of hazardous substances
3. Be able to follow infection prevention and control procedures	3.1 Demonstrate effective hand hygiene using appropriate products and methods
	3.2 Demonstrate good hygiene practice in relation to own role and responsibilities
	3.3 Use personal and protective equipment (PPE) as appropriate for an agreed activity or action
	3.4 Demonstrate how to ensure the safe disposal of waste materials, in order to avoid the spread of infection or cross-contamination

Range
2. Be able to apply health and safety measures relevant to a specific health and social care setting and an agreed activity or action
2.1 Measures may include:
<ul style="list-style-type: none"> ensuring own whereabouts are clearly communicated and in line with agreed ways of working use of ID use of mobile devices visibility.



Range

2.1 Work environment may include:

- the individual's own home
- health and social care settings
- places visited when supporting individuals, for example, community-based services and facilities.

3. Be able to follow infection prevention and control procedures

3.2 Good hygiene practice may include:

Adhering to workplace expectations in relation to dress code, hair, nails, and jewellery.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment methods for LOs 1, 2 and 3:

- direct observation of the learner in their work setting; review of work products and associated questioning
- **all ACs in this unit must be assessed and evidenced on at least two separate occasions**
- skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time
- evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0022 Support the health and safety of yourself and individuals
- SCDHSC0032 Promote health, safety and security in the work setting.



Unit 11 Continuing professional development (CPD) and reflective practice in health and social care (J/651/6978)

Unit summary				
This unit will enable the learner to demonstrate their engagement in continuing professional development (CPD) and reflective practice, in order to improve social care practice.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to work in ways that are agreed with the employer	1.1 Explain why it is important to adhere to the agreed scope of own job role
	1.2 Access full and up-to-date details of agreed ways of working
	1.3 Outline own responsibilities when you become aware of changes in an individual's needs or risks that may require support beyond the agreed scope of own job role
2. Understand the importance of reflective practice and continuing professional development (CPD) for social care workers	2.1 Define the term 'reflective practice'
	2.2 Explain the importance of reflective practice and CPD
	2.3 Identify ways to engage in reflective practice in order to support own development
3. Be able to participate in CPD in accordance with job role and organisational requirements	3.1 Provide access to records that demonstrate engagement in CPD in order to meet organisational and job role requirements
	3.2 Provide access to a record of a current development plan to support own CPD
4. Be able to participate in reflective practice in order to improve health and social care practice	4.1 Reflect on an aspect of recent learning in order to describe its impact on: <ul style="list-style-type: none"> • your own development • individuals or others
	4.2 Use examples from your work environment in order to reflect on how your own practice : <ul style="list-style-type: none"> • has improved • may need to improve

Range
1. Be able to work in ways that are agreed with the employer
1.2 Agreed ways of working:
Must be in line with policies and procedures of the setting.



Range

1.3 Responsibilities may include:

- escalation to family/carers/line manager
- referral
- specialist or emergency intervention.

3. Be able to participate in CPD in accordance with job role and organisational requirements

3.1 Records may include:

- supervision documentation
- appraisal documentation
- competence assessments
- training records/certificates
- Northern Ireland Social Care Council (NISCC) Post Registration Training and Learning (PRTL) records.

3.2 Development plan:

May be documented as part of induction, supervision, appraisal or other performance management processes.

4. Be able to participate in reflective practice in order to improve health and social care practice

4.1 Learning may include:

- mentoring
- in-house training
- learning from others at team meetings/case discussions
- attending formal training or conferences
- distance learning
- use of NISCC Learning Zone
- internet research
- own reading and research.

4.1 Own practice has improved, may need to improve may include:

Areas of understanding, skills or values that underpin best practice; and align with sectoral standards and agreed ways of working.

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment methods for LO1:

- direct observation of the learner in their work setting; review of work products and associated questioning
- skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time

**Delivery and assessment guidance**

- evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.

Primary assessment methods for LO3:

- review of work products and associated questioning.

Primary assessment methods for LO2 and LO4, determined by the requirement for a learner to show understanding:

- written or verbal questions, with accompanying assessor records, or centre devised assignments or workbooks.

When answering, learners should reflect on own service user group and organisational context.

Relationship to National Occupational Standards (NOS):

- SCDHSC0023 Develop your own knowledge and practice
- SCDHSC0033 Develop your practice through reflection and learning.



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

- 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

- 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.

Sector body assessment strategies and principles

Some units and qualifications must be assessed in line with a sector body's assessment strategy or principles. The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to these requirements for the units/qualifications they are assessing or quality assuring. To access a full copy of the sector body's requirements, please refer to the relevant sector body website; useful links have been provided below.

Skills for Care and Development (SfC&D) assessment principles: www.skillsforcare.org.uk



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.



Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



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:

- Qualification Factsheet.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Personalised and person-centred care \(Social Care Institute for Excellence \(SCIE\)\)](#)
- [Standards of Conduct and Practice for Social Care Workers \(Northern Ireland Social Care Council \(NISCC\)\)](#)
- [Values, Behaviours and Person-Centred Practice learning resource \(NISCC\)](#)
- [NISCC Learning Zone](#)
- [Types and indicators of abuse \(SCIE\)](#)
- [Regional Policy on the use of Restrictive Practices in Health and Social Care Settings \(Department of Health\)](#)
- [First aid at work: Guidance on regulations \(Health and Safety Executive \(HSE\)\)](#)
- [British Red Cross first aid resources](#)
- [Fitness to Practise \(NISCC\)](#) – for more detailed information on possible consequences of non-adherence to the standards
- [Handling with Care: A practical guide to the prevention and management of musculoskeletal disorders in the healthcare sector \(Health and Safety Executive for Northern Ireland \(HSENI\)\)](#)
- [Control of Substances Hazardous to Health Regulations \(COSHH\) basics \(HSE\)](#)
- [Introduction to fire safety \(HSE\)](#)
- [Supporting Good Infection Prevention and Control \(NISCC\)](#)
- [Medication Management \(NISCC\)](#)
- [Guidance on the Safe Management and use of Controlled Drugs – Department of Health \(NI\)](#)
- [Guidance on Standard Operating Procedures for Controlled Drugs – Northern Ireland](#)
- [Medicines Safety – Department of Health \(NI\)](#)
- [Guidance for Registered Providers – Regulation and Quality Improvement Authority \(RQIA\)](#)
- [The Regulation and Quality Improvement Authority \(RQIA\)](#)
- [National Institute for Health and Care Excellence \(NICE\) website](#)
- [Safer food, better business supplement for residential care homes \(Food Standards Agency \(FSA\)\)](#)
- [Eating, Drinking and Swallowing Difficulties - Dysphagia Awareness Training and Resources \(NISCC\)](#)
- [Dysphagia Guide – e-learning for healthcare \(NHS\)](#)
- [Learn HSCNI Portal.](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.



Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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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	Credit	GLH	Notes
	Unit 01	J/651/6969	Standards and values underpinning social care practice	2	2	16	
	Unit 02	M/651/6970	Understand safeguarding in social care services	2	3	24	
	Unit 03	R/651/6971	Safe moving and positioning of individuals in social care services	2	2	16	
	Unit 04	T/651/6972	Environmental health and safety in social care services	2	3	24	
	Unit 05	Y/651/6973	Understand safe medication practice in social care	2	5	40	
	Unit 06	A/651/6974	Safe food handling and dysphagia awareness in social care services	2	3	24	
	Unit 07	D/651/6975	Emergency first aid in social care services	2	2	16	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 08	K/651/6979	Understand communication, recording and information sharing in health and social care services	2	3	24	
Unit 09	F/651/6976	Implementing values-led practice in a health and social care context	2	6	40	All ACs in this unit must be assessed and evidenced on at least two separate occasions.
Unit 10	H/651/6977	Adhering to health and safety requirements in a health and social care context	2	5	30	All ACs in this unit must be assessed and evidenced on at least two separate occasions.
Unit 11	J/651/6978	Continuing professional development (CPD) and reflective practice in health and social care	2	3	24	



Change history record

Version	Publication date	Description of change
v1.0	October 2025	First published.
v1.1	January 2026	<p>This version includes updates to wording and range statements to improve clarity, accuracy, and alignment with NISCC Standards of Conduct and Practice, including strengthened requirements and added references to specific standards.</p> <p>Acronyms such as Sfc&D, GMC, NMC, HCPC, and CPD have been added at first mention to ensure consistency with sector terminology. Formatting corrections were made to align range headings with AC wording and to correct LO numbering.</p> <p>These changes enhance clarity, improve consistency across the specification, and ensure compliance with sector and regulatory expectations.</p>
v1.2	April 2026	<p>This version includes updates to regulatory source titles to align with current and verifiable Northern Ireland and NISCC-referenced wording. It also includes updates to the websites section to include current Department of Health and RQIA links provided by NISCC following regulatory clarification.</p> <p>These changes enhance clarity, improve consistency across the specification, and ensure compliance with sector and regulatory expectations.</p>