CACHE

Tutor guidance

NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland)
QN: 603/4724/7

Contents

Section 1

Introduction

Introduction

This Tutor Guidance was created to support assessors and learners in identifying how the skills learning outcomes can be evidenced through the skills/competency ('Be able to') assessment criteria within the mandatory units of the Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland).

This document will:

- provide an overview of each theme
- highlight knowledge learning outcomes to facilitate holistic opportunities for application to skills assessment
- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion.
- enable planning for next steps and tracking in relation to assessment.

Your External Quality Assurer or Subject Specialists will be able to support you with the use of this document.

This document must be used alongside the Qualification Specification to ensure all assessment criteria are appropriately met.

We have provided this Tutor Guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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Qualification introduction and purpose

This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings in Northern Ireland.

The qualification is formed of mandatory and optional units.

The mandatory units cover core competencies that have been categorised around the following four key themes:

- Communication and Information Sharing
- Health and Wellbeing
- Principles and Values
- Continuing Professional Development in Health and Social Care.

The optional units allow learners to choose from a wide variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.

Rules of combination

Learners must achieve a minimum of 58 credits to gain this qualification.

Learners must achieve 37 credits from the mandatory units and a minimum of 21 credits from the optional units.

Progression

Learners who achieve this qualification could progress to the Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) or enter the workforce. The content is applicable to a variety of roles and/or careers.

Entry guidance

This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

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

Section 2
Mandatory units

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	F/617/4809	Communication and Information Sharing - Theme 1	3	5	30	
Unit 02	T/617/4810	Health and Wellbeing - Theme 2	3	7	50	
Unit 03	A/617/4811	Principles and Values - Theme 3	3	15	120	
Unit 04	F/617/4812	Continuing Professional Development in the context of Health and Social Care -Theme 4	3	10	85	

Theme 1: Communication and Information Sharing
Unit number: 01

Theme 1: Communication and Information Sharing provides learners with the understanding, knowledge and skills required to communicate successfully, and ensure records and reports are maintained in line with the organisations policies and procedures.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced

For this theme, learners need to demonstrate knowledge and understanding of:

- the importance of communication and information handling
- how to respond to complaints.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Establish the communication and language needs, wishes and preferences of the individuals	Direct observation: - interacting with an individual - care planning cycle - team meeting - working with others, partnership activity or networking Work product: - assessment of communication and language needs, wishes and preferences - care plan - care plan review minutes - meeting minutes	

LO	AC	Suggested evidence for assessment	Planning for next steps
		• referral documentation • training records Reflective account	
	2.2 Use a range of communication methods and styles to meet individual needs	Direct observation - holistic	
	2.3 Work in ways that respond to an individual's reactions when communicating within limits of own role	Direct observation: • interacting with an individual • care planning cycle • team meeting • working with others, partnership activity or networking Work product: • care plan • care plan review minutes • meeting minutes • referral documentation • training records	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to overcome barriers to communication and information handling within limits of own role	3.1 Describe barriers to communication: • cognitive • cultural • sensory • environmental • interpersonal	Work product: • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes • meeting minutes • referral documentation • training records Professional discussion Reflective account	
	3.2 Work in ways that overcome barriers to communication	Direct observation: • interacting with an individual • care planning cycle • team meeting • working with others, partnership activity or networking Work product : • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes • meeting minutes • referral documentation • training records	

LO	AC	Suggested evidence for assessment	Planning for next steps
	3.3 Explain how to access extra support or services to enable individuals to communicate	Direct observation: • care planning cycle • team meeting • working with others, partnership activity or networking Work product: • assessment of communication and language needs, wishes and preferences • care plan • care plan review minutes • meeting minutes • referral documentation • training records Professional discussion Reflective account	
4. Be able to apply principles and practices of confidentiality	4.1 Explain the meaning of the term 'confidentiality'	Work product; • policy and procedure Professional discussion Reflective account	
	4.2 Work in ways that maintain confidentiality in day-to-day communication	Direct observation: • accessing information • recording, reporting and storing information • ensuring security and privacy	

LO	AC	Suggested evidence for assessment	Planning for next steps
		• team meeting • working with others, partnership activity or networking Work product: • records and reports • meeting minutes	
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns	Work product • policy and procedure Professional discussion Reflective account	
	4.4 Outline the implications of breaches of confidentiality for: • the individual in receipt of services • the employer • the employee	Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to implement and support good practice in handling information	5.1 Describe the features of manual and electronic information storage systems that help ensure security	Work product: • policy and procedure Professional discussion Reflective account	
	5.2 Use practices that ensure security when storing and accessing information	Direct observation: • accessing information • recording, reporting and storing information • ensuring security and privacy • team meeting • working with others, partnership activity or networking Work product: • records and reports • meeting minutes	
	5.3 Record, report, and refer information in line with regulatory requirements and legal responsibilities	Direct observation: • accessing information • recording, reporting and storing information • ensuring security and privacy • team meeting • working with others, partnership activity or networking Work product: • records and reports • meeting minutes • referral documentation	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.4 Support others to understand the need for secure handling of information	Direct observation: • role modelling • induction • coaching and mentoring	
	5.5 Support others to understand and contribute to records	Direct observation: • role modelling • induction • coaching and mentoring	

Theme 2: Health and Wellbeing
Unit number: 02

Theme 2: Health and Wellbeing provides learners with the understanding, knowledge and skills required to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support individual's safety, health and wellbeing.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this theme, learners need to demonstrate knowledge and understanding of:

- own and others responsibilities relating to health and safety in the work setting
- own role in relation to security
- how to handle hazardous substances and material.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to use risk assessments in relation to health and safety	2.1 Explain the five steps of the risk assessment process	Work products: • policy and procedure • risk management Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.2 Follow the five steps of the risk assessment process	Direct observation: • implementing risk management • care planning cycle Work products • risk management • care plan review minutes	
	2.3 Balance rights and responsibilities in health and safety	Direct observation: • interacting with an individual • implementing risk management • care planning cycle • service user meetings and forums • team meeting • working with others, partnership activity or networking Work product: • risk management • care plan • care plan review minutes • meeting minutes • referral documentation • health and safety audits • training records Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to move and handle equipment, objects and loads safely	4.1 Explain the main points of legislation that relates to moving and handling	Work product: • policy and procedure • risk management • training records Professional discussion Reflective account	
	4.2 Explain procedures for moving and handling equipment, objects and loads safely	Work product: • policy and procedure • care plan • risk management • training records Professional discussion Reflective account	
	4.3 Move and handle equipment, objects or loads safely	Direct observation: • moving and handling techniques	
5. Be able to reduce the spread of infection	5.1 Describe procedures and systems relevant to the	Work product: • policy and procedure • risk management • training records	

LO	AC	Suggested evidence for assessment	Planning for next steps
	prevention and control of infection	Professional discussion Reflective account	
	5.2 Explain the potential impact of an outbreak of infection on the individual and the organisation	Work product: • policy and procedure Professional discussion Reflective account	
	5.3 Use the recommended method for handwashing	Direct observation of handwashing using appropriate technique	
	5.4 Model best practice in the use of Personal Protective Equipment	Direct observation: • implementing care plan activities ie clinical activity, moving and positioning, administration of medication, personal care • implementing risk management • use of Personal Protective Equipment (PPE) • disposal of waste/clinical waste/sharps • cleaning and decontamination procedures • handwashing • personal hygiene and attire	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.5 Work in ways that ensure own health and hygiene do not pose a risk to others at work	Direct observation: • implementing care plan activities ie clinical activity, moving and positioning, administration of medication, personal care • implementing risk management • use of Personal Protective Equipment (PPE) • disposal of waste/clinical waste/sharps • cleaning and decontamination procedures • handwashing • personal hygiene and attire	
	5.6 Investigate how poor practices can lead to the spread of infection	Professional discussion Reflective account	
	5.7 Explain the ways an infective agent might enter the body	Work product; • policy and procedure • risk management Professional discussion Reflective account	

Theme 3: Principles and Values
Unit number: 03

Theme 3: Principles and Values provides learners with the understanding, knowledge and skills required to work to the values and principles in health and social care. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced

For this theme, learners need to demonstrate knowledge and understanding of:

- the importance of diversity, equality and inclusion
- how duty of care contributes to safe practice
- the national and local context of safeguarding and protection from abuse
- how to recognise signs of abuse
- ways to reduce the likelihood of abuse and harm
- how to recognise and report unsafe practices.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to establish consent when providing care or support	1.1 Describe legislation, policies and procedures relating to capacity	Work product: - policy and procedure - care plan - risk management - mental capacity assessment - training record Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
		Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	1.2 Explain the term 'informed consent'	Work product: • policy and procedure • care plan • risk management Professional discussion Reflective account	
	1.3 Analyse factors that influence the capacity of an individual to express consent	Work product: • policy and procedure • care plan • mental capacity assessment Professional discussion Reflective account	
	1.4 Model how to: • obtain consent for an activity or action • support others to obtain consent for an activity or action	Direct observation: • interacting with an individual • implementing care plan activities ie clinical activity, moving and positioning, administration of medication, personal care, leisure and recreation • role modelling • induction • coaching and mentoring Work products: • care plan	

LO	AC	Suggested evidence for assessment	Planning for next steps
	1.5 Describe own organisation's procedures and local guidance if consent cannot be established	Work product: • policy and procedure • care plan • risk management • mental capacity assessment Professional discussion Reflective account	
2. Be able to work in a person-centred way	2.1 Define the values and person-centred approaches that underpin social care practice	Work product: • policy and procedure • statement of purpose • care plan Professional discussion Reflective account	
	2.2 Explain how and why person-centred values must influence all aspects of health and social care work	Work product: • policy and procedure • statement of purpose • care plan Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.3 Practice person-centred values when: • working with an individual and others to find out the individual's history, preferences, wishes and needs • working in a complex or sensitive situation • adapting actions and approaches in response to an individual's changing needs or preferences	Direct observation: • interacting with an individual • care planning cycle • implementing risk management • promoting positive behaviour • team meeting • working with others, partnership activity or networking Work product: • care plan • care plan review minutes • risk management • behaviour support plan • meeting minutes • referral documentation	
4. Be able to support positive risk taking for individuals	4.1 Describe aspects of everyday life in which risks play a part	Work product: • care plan • risk management Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.2 Discuss why supporting positive risks should be part of a person-centred approach	Work product: • policy and procedure • care plan • risk management Professional discussion Reflective account	
	4.3 Describe the consequences for individuals in being prevented or discouraged from taking risks	Professional discussion Reflective account	
	4.4 Model best practice when supporting individuals to make informed choices about risks enabling them to: • consider the positive and negative consequences of their choices • gain in self confidence • develop skills	Direct observation: • interacting with an individual • promoting informed decision making • care planning cycle • implementing risk management • promoting positive behaviour • team meeting • working with others, partnership activity or networking Work product: • care plan • care plan review minutes • risk management • positive behaviour support plan	

LO	AC	Suggested evidence for assessment	Planning for next steps
	• take an active part in their communities	• meeting minutes Professional discussion Reflective account	
	4.5 Record and report incidents, discussions and decisions relating to risk-taking	Work product: • policy and procedure • care plan • risk management • mental capacity assessments • incident reports • accident reports • near miss reports • daily logs • meeting minutes • internal and external audits	
5. Be able to implement and promote active participation, collaboration and wellbeing	5.1 Describe what is meant by: • active participation • collaboration • wellbeing	Professional discussion Reflective account	
	5.2 Analyse how active participation and collaborative working with individuals and others promotes	Work product: • care plan • care plan review minutes • risk management • meeting minutes • service evaluation	

LO	AC	Suggested evidence for assessment	Planning for next steps
	independence in daily living	• quality improvement plans Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.3 Support the creation of an environment that: • promotes wellbeing • reduces barriers • encourages active participation and collaboration • supports individuals to develop and maintain social networks and relationships	Direct observation: • holistic • promoting informed decision making • implementing care plan activities ie promoting independence, personal care, food and drink, leisure and recreation • care planning cycle • implementing risk management • service user meetings and forums • team meeting • working with others, partnership activity or networking • focus group meetings Work products: • statement of purpose • care plan • care plan review minutes • risk management • meeting minutes • inspection reports • internal and external audits • service evaluation • quality improvement plans • workforce development plans	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.4 Support individuals to manage their daily living and further their potential in the context of their lives	Direct observation: • interacting with an individual • promoting informed decision making • implementing care plan activities ie promoting independence, personal care, food and drink, leisure and recreation • care planning cycle • implementing risk management • service user meetings and forums • team meeting • working with others, partnership activity or networking Work products: • care plan • care plan review minutes • risk management • meeting minutes	
	5.5 Evaluate how active participation and collaborative working has impacted on the individual	Direct observation: • care planning cycle • team meeting • working with others, partnership activity or networking Work product: • care plan • care plan review minutes • meeting minutes • supervision record	

LO	AC	Suggested evidence for assessment	Planning for next steps
		• service evaluation • quality improvement plans Professional discussion Reflective account	
6. Be able to support the individual's right to make choices	6.1 Use own role and influence to support individuals to make choices	Direct observation: • interacting with an individual • promoting informed decision making • implementing care plan activities ie promoting independence, personal care, food and drink, leisure and recreation • care planning cycle • implementing risk management • service user meetings and forums • team meeting • working with others, partnership activity or networking Work products: • care plan • care plan review • risk management • meeting minutes	
	6.2 Discuss why practitioners' views, beliefs, wishes and preferences should	Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	not influence an individual's choices		
	6.3 Describe how to support an individual to question or challenge decisions that have been made by others on their behalf	Work product: • policy and procedure • care plan review minutes • service user meetings and forums • referral documentation • comments and complaints Professional discussion Reflective account	
	6.4 Evaluate how an individual's informed choices has impacted their wellbeing	Work product: • care plan review minutes Professional discussion Reflective account	
12. Be able to work in an inclusive way to promote diversity, equality and inclusion	12.1 Interact with individuals in ways that respects their beliefs, culture, values and preferences	Direct observation - holistic	
	12.2 Use actions that model inclusive practice	Direct observation: • holistic • implementing care plan • care planning cycle • team meeting	

LO	AC	Suggested evidence for assessment	Planning for next steps
		• working with others, partnership activity or networking Work product: • risk management • care plan • care plan review minutes • meeting minutes • referral documentation • training records	
	12.3 Support others to promote equality and rights	Direct observation: • championing equality, diversity and inclusion • role modelling • induction • coaching and mentoring	

Theme 4: Continuing Professional Development in the context of Health and Social Care
Unit number: 04

Theme 4: Continuing Professional Development in the context of Health and Social Care provides learners with the understanding, knowledge and skills required to become competent workers and to be accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.

The knowledge learning outcomes within this theme underpin the skills required and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced

For this theme, learners need to demonstrate knowledge and understanding of:

- what is required for competence in own work role
- how to work in partnership with others
- own personal development
- the role of regulation
- how to manage stress
- theories of teams and team working
- the principles that underpin effective teamwork
- the purpose and process of professional supervision
- how the principles of professional supervision can be used to inform performance management

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role	Work product: • job description and person specification • employment contract • policy and procedure • training records Professional discussion Reflective account	
	2.2 Access full and up-to-date details of agreed ways of working	Work product: • job description and person specification • employment contract • policy and procedure • care plan • training records	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.3 Implement agreed ways of working	Direct observation - holistic	
6. Be able to reflect on practice	6.1 Explain the importance of reflective practice in continuously improving the quality of service provided	Work products • supervision records • appraisal/performance review documentation • service evaluation • quality improvement plans • workforce development plans Professional discussion Reflective account	
	6.2 Use reflective practice to improve the quality of service	Reflective account: • accessing informal support • debrief • team meetings • self and peer evaluations • supervision • appraisal/performance review Work product: • supervision records	

LO	AC	Suggested evidence for assessment	Planning for next steps
		- appraisal/performance review documentation - personal development plan - performance plans and indicators - collated feedback - meeting minutes - service evaluation - quality improvement plans - skills analysis - training needs analysis - training records	

Section 3

Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and 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 External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Direct observation is a requirement of evidence generation contributing to the achievement of skills based assessment criteria.

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

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 or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes	
B	Professional discussion	Yes	Yes	
C	Expert Witness evidence • when directed by the Sector Skills Council 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	Portfolio of evidence	Yes	Yes	

I	Recognition of prior learning	Yes	Yes	
J	Reflection on own practice in real work environment	Yes	Yes	
K	Written and pictorial information	No	Yes	
L	Scenario or case study	No	Yes	
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes	
N	Oral questions and answers	Yes	Yes	

Assessment strategy

Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

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