



# Qualification specification

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

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v1.0	September 2019	First publication
v1.1	September 2020	Addition of <a href="#">Bundle offer</a> to qualification summary, information regarding the <a href="#">wellbeing and safeguarding</a> of learners added to Section 1 and update to <a href="#">contact email address</a> .
v1.2	June 2022	<p>Further information added to the <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance section</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to advise about <a href="#">terminology in relation to Autism</a> within the specification.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access the support handbook.</p> <p>References to GDPR legislation have been updated to the <a href="#">UK General Data Protection Regulation (UK GDPR)</a>.</p>
v1.3	October 2023	Information regarding <a href="#">UCAS</a> points added to Section 1, About this qualification, Qualification Summary.

# Section 1

## About this qualification

## Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- 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.

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## 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.

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Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland)
<b>Qualification number (QN)</b>	603/4724/7
<b>Total Qualification Time (TQT)</b>	580
<b>Guided Learning Hours (GLH)</b>	<b>374</b>
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Credit value</b>	<b>58</b>
<b>Minimum age</b>	<b>16</b>
<b>Qualification purpose</b>	<p>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.</p> <p>The qualification is formed of mandatory and optional units.</p> <p>The mandatory units cover core competencies that have been categorised around the following four key themes:</p> <ul style="list-style-type: none"> <li>• Communication and Information Sharing</li> <li>• Health and Wellbeing</li> <li>• Principles and Values</li> <li>• Continuing Professional Development in Health and Social Care.</li> </ul> <p>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.</p>
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of health and social care settings</li> <li>• offer breadth and depth of study</li> <li>• provide opportunities to acquire a number of practical skills.</li> </ul> <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> <li>• confirm occupational competence</li> </ul>

<b>Real work environment (RWE) requirement/ recommendation</b>	<p>Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.</p> <p>Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.</p>
<b>Rules of combination</b>	<p>Learners must achieve a minimum of 58 credits to gain this qualification.</p> <p>Learners must achieve 37 credits from the mandatory units and a minimum of 21 credits from the optional units.</p>
<b>Grading</b>	Achieved/Not Yet Achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Additional assessment requirements</b>	<p>Assessment enables the learner's workplace practice to provide evidence for individual units, as well as the whole qualification, through a portfolio of evidence. Methods of assessment could include:</p> <ul style="list-style-type: none"> <li>• direct observation of learner by Assessor</li> <li>• witness evidence when directed by the sector skills assessment strategy</li> <li>• professional discussion</li> <li>• reflection on own practice in real work environments</li> <li>• written assignments</li> <li>• learner's own work products.</li> </ul>
<b>Progression including job roles (where applicable)</b>	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 within adult health and social care.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/4724/7.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
<b>Bundle offer</b>	There is a bundle offer available for centres if they register learners on this Level 3 Diploma and NCFE CACHE Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) (603/5355/7) at the same time. Using bundle code NDF6754, centres will receive a discounted price for the two qualifications, only paying for the Extended Diploma registration.

## 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 this 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.

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## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **37 credits from the mandatory units and 21 credits from the optional units**.

Please refer to the list of units on the next page or the unit summaries in Section 2 for further information.

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

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## Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



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	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	

**Optional units**

	<b>Unit number</b>	<b>Regulated unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Notes</b>
☆	Unit 05	K/617/3377	Mental health and wellbeing	3	4	33	
	Unit 06	H/616/6363	Promote mental wellbeing and mental health	3	3	20	
☆	Unit 07	K/615/7227	Dementia awareness	2	2	7	
☆	Unit 08	M/615/7228	Understand the process and experience of dementia	3	3	22	
	Unit 09	J/616/6355	Provide support to individuals with dementia	3	4	35	
☆	Unit 10	L/616/6339	Understand personalisation in adult care	3	3	22	
☆	Unit 11	M/615/7374	Understand the context of supporting individuals with learning disabilities	3	4	35	
☆	Unit 12	Y/616/6361	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	
☆	Unit 13	F/616/6354	Understand how to support individuals with autism spectrum condition (ASC)	3	3	28	
	Unit 14	Y/616/6537	Support individuals with autism spectrum condition (ASC)	3	4	33	
☆	Unit 15	J/601/6150	Understand physical disability	3	3	22	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 16	T/616/6352	Understand the impact of acquired brain injury on individuals	3	3	28	
★	Unit 17	J/616/6369	Understand sensory loss	3	3	21	
	Unit 18	F/616/6371	Support the assessment of individuals with sensory loss	3	3	22	
★	Unit 19	F/601/3473	Understand models of disability	3	3	26	
★	Unit 20	D/504/2243	Understand the factors affecting older people	3	2	17	
★	Unit 21	D/616/6359	End of life care	3	7	53	
	Unit 22	M/615/7326	Support individuals at the end of life	3	6	50	
★	Unit 23	F/503/7150	Stroke awareness	2	3	28	
	Unit 24	J/616/6372	Promote stroke care management	3	4	36	
★	Unit 25	L/616/6356	Diabetes awareness	2	3	28	
	Unit 26	Y/616/6358	Support individuals with diabetes	3	6	46	
★	Unit 27	H/602/3185	Understanding professional supervision practice	4	3	22	
	Unit 28	R/616/6407	Professional supervision in adult care	4	3	22	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 29	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	
Unit 30	D/616/6376	Support individuals who are substance users	3	5	35	
Unit 31	H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	7	42	
Unit 32	K/616/6378	Test for substance use	3	5	30	
Unit 33	K/501/0590	Support individuals through detoxification programmes	3	3	18	
Unit 34	D/501/0599	Supply and exchange injecting equipment for individuals	3	3	18	
Unit 35	T/615/7229	Move and position individuals in accordance with their care plan	2	4	26	
Unit 36	T/601/9027	Contribute to raising awareness of health issues	3	4	26	
Unit 37	H/616/6346	Support individuals to retain, regain and develop skills for everyday life	3	4	28	
Unit 38	M/615/7259	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	
Unit 39	Y/615/7188	Implement therapeutic group activities	3	4	25	
Unit 40	A/615/7216	Support individuals to develop and run support groups	3	3	24	
Unit 41	A/615/7202	Support individuals to access and use services and facilities	3	4	25	
Unit 42	J/601/9601	Provide support for individuals within a shared lives arrangement	3	5	35	
Unit 43	R/601/8578	Support individuals in their relationships	3	4	27	
Unit 44	K/616/6350	Facilitate person-centred assessment, planning, implementation and review	3	6	45	
Unit 45	D/615/7337	Support individuals to live at home	3	4	29	
Unit 46	J/615/7185	Support individuals to manage their finances	3	3	20	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 47	K/615/7213	Support individuals to access and manage direct payments	4	4	20	
Unit 48	H/615/7243	Support individuals to access housing and accommodation services	3	4	31	
Unit 49	L/615/7320	Support individuals with specific communication needs	3	5	35	
Unit 50	A/615/7278	Support individuals during a period of change	3	4	29	
Unit 51	L/615/7317	Support individuals to prepare for and settle in to new home environments	3	3	23	
Unit 52	M/615/7214	Work in partnership with families to support individuals	3	3	27	
Unit 53	L/616/6342	Implement positive behaviour support	3	6	41	
Unit 54	R/615/7335	Administer medication to individuals and monitor the effects	3	5	30	
Unit 55	D/615/7368	Understand the administration of medication	3	3	24	
Unit 56	F/615/7248	Monitor and maintain the environment and resources during and after healthcare activities	2	3	20	
Unit 57	L/615/7169	Prepare for and carry out extended feeding techniques	3	4	27	
Unit 58	J/615/7297	Undertake physiological measurements	3	3	23	
Unit 59	R/615/7187	Obtain venous blood samples	3	3	24	
Unit 60	T/615/7232	Undertake urethral catheterisation processes	3	4	28	
Unit 61	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	
Unit 62	K/615/7261	Enable individuals to develop strategies to manage their behaviour	3	8	41	
Unit 63	F/615/7377	Interact with and support individuals using telecommunications	3	5	36	
Unit 64	D/616/6362	Support individuals with learning disabilities to access healthcare	3	3	25	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 65	F/602/0049	Support young people with a disability to make the transition into adulthood	3	5	40	
Unit 66	K/601/7047	Support parents with disabilities	3	6	43	
Unit 67	J/602/0053	Support individuals with self-directed support	3	5	35	
Unit 68	M/616/6351	Support families who care for individuals with acquired brain injury	3	3	28	
Unit 69	K/601/3483	Promote effective communication with individuals with sensory loss	3	4	30	
Unit 70	M/616/6365	Support individuals with multiple conditions and/or disabilities	3	4	31	
Unit 71	J/616/6310	Co-ordinate the use of assistive living technology	4	4	31	
★ Unit 72	Y/616/6330	Understand how to support individuals to access and engage in education, training and employment (ETE)	3	3	25	
Unit 73	R/601/5180	Enable individuals to negotiate environments	3	5	34	
Unit 74	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	
Unit 75	D/504/2226	Support individuals to be part of a community	3	3	20	
Unit 76	A/616/6336	Promote nutrition and hydration in adult care settings	3	4	42	
Unit 77	A/601/8025	Provide support for journeys	2	2	17	
★ Unit 78	K/615/7258	Support individuals who are distressed	2	3	21	
Unit 79	R/615/8596	Human structure and functionality	3	8	20	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

### Barred unit combinations

The rules of combination for the Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland) will not allow the following optional units to be taken together.

If taken			cannot be taken ( <i>and vice versa</i> )		
Regulated unit number	Unit number	Unit title	Regulated unit number	Unit number	Unit title
K/617/3377	Unit 05	Mental health and wellbeing	H/616/6363	Unit 06	Promote mental wellbeing and mental health
D/616/6359	Unit 21	End of life care	M/615/7326	Unit 22	Support individuals at the end of life
H/602/3185	Unit 27	Understanding professional supervision practice	R/616/6407	Unit 28	Professional supervision in adult care
M/601/0648	Unit 29	Recognise indications of substance misuse and refer individuals to specialists	D/616/6376	Unit 30	Support individuals who are substance users

## Progression to higher level studies

This qualification provides learners with the option to progress to the Level 3 Extended Diploma (Adults) (Northern Ireland), which provides entry to higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the CACHE website.

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## Terminology relating to Autism in this document

Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms may change. The National Autistic Society provides a useful source for accurate terms and reference and can be found here: <https://www.autism.org.uk>



## 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:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

The Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland) is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the Skills for Care and Development Assessment Principles (March 2016). For further information, please visit the Qualifications page on the NCFE website.

Learners must be successful in **all** components to gain the Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland)

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner for each learning outcome.

Unless stated otherwise 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.

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## Internal assessment

We have created some sample tasks for the internally assessed mandatory units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge learning outcomes for the mandatory units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. Where applicable, 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.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

## Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Visit Report.

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# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 our Quality Assurance team.

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

For further information or guidance about this qualification, please contact our Customer Support team.

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**Unit 01 Communication and Information Sharing – Theme 1 (F/617/4809)**

<b>Unit summary</b>	Theme 1 – Unit 01 provides learners with the understanding, knowledge and skills required to communicate successfully, and ensure records and reports are maintained in line with the organisation's policies and procedures.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	This unit is linked to CCLD 301, GCU 1, GEN 22 and HSC 31. Themes recur as knowledge requirements and core values throughout HSC NOS.

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the importance of communication and information handling	1.1 Outline the different reasons people communicate		
	1.2 Describe factors to consider when promoting communication within limits of own role		
	1.3 Explain how communication affects relationships with individuals and others		
	1.4 Summarise key aspects of the operational framework for communication and handling information in health and social care: <ul style="list-style-type: none"> <li>• <b>legal requirements</b></li> <li>• best practice</li> <li>• <b>standards</b></li> </ul>		
	1.5 Explain how active and responsive listening supports communication and information handling with individuals and <b>others</b>		
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		
	2.2 Use a range of <b>communication methods</b> and styles to meet individual needs		
	2.3 Work in ways that respond to an individual's reactions when communicating within limits of own role		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to overcome barriers to communication and information handling within limits of own role	3.1 Describe barriers to communication: <ul style="list-style-type: none"> <li>cognitive</li> <li>cultural</li> <li>sensory</li> <li>environmental</li> <li><b>interpersonal</b></li> </ul>		
	3.2 Work in ways that overcome barriers to communication		
	3.3 Explain how to access extra support or <b>services</b> to enable individuals to communicate		
4. Be able to apply principles and practices of confidentiality	4.1 Explain the meaning of the term 'confidentiality'		
	4.2 Work in ways that maintain confidentiality in day-to-day communication		
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns		
	4.4 Outline the implications of breaches of confidentiality for: <ul style="list-style-type: none"> <li>the individual in receipt of services</li> <li>the employer</li> <li>the employee</li> </ul>		
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		
	5.2 Use practices that ensure security when storing and accessing information		
	5.3 Record, report and refer information in line with regulatory requirements and legal responsibilities		
	5.4 Support others to understand the need for secure handling of information		
	5.5 Support others to understand and contribute to records		
6. Understand how to respond to complaints	6.1 Explain the main points of agreed policy and procedures for handling complaints		
	6.2 Describe circumstances and experiences that may prompt a complaint from an individual		
	6.3 Explain how to support an individual to make a complaint		
	6.4 Outline the benefits of reviewing complaints to improve service provision		

## Unit 01 Communication and Information Sharing – Theme 1 (F/617/4809) (cont'd)

### Assessment guidance

Delivery and assessment
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
Types of evidence
<p>Evidence could include:</p> <p><b>Legal requirements, standards:</b></p> <ul style="list-style-type: none"> <li>• relevant statutory and regulatory requirements including UK General Data Protection Regulation (UK GDPR)</li> <li>• Freedom of Information</li> <li>• codes of conduct and practice</li> <li>• Caldicott Principles</li> <li>• Management Information System (MIS)</li> <li>• policies and procedures.</li> </ul> <p><b>Others:</b></p> <p>People in receipt of services both directly and indirectly; colleagues and other professionals and those relevant to the support/care of individuals.</p> <p><b>Communication methods:</b></p> <p>Non-verbal communication:</p> <ul style="list-style-type: none"> <li>• eye contact</li> <li>• touch</li> <li>• physical gestures</li> <li>• body language</li> <li>• behaviour.</li> </ul> <p>Verbal communication:</p> <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• linguistic tone</li> <li>• pitch.</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• conflict/conflict resolution</li> <li>• behavioural</li> <li>• emotional</li> <li>• communication misunderstanding/breakdown.</li> </ul> <p><b>Services:</b></p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul>

**Unit 01 Communication and Information Sharing – Theme 1 (F/617/4809) (cont'd)**

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 01**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## Unit 01 Communication and Information Sharing – Theme 1 (F/617/4809) (cont'd)

### Assessment task

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

#### Task 1

This task involves the development of a resource that can be used by Health and Social Care Practitioners to enhance their knowledge and understanding of communication and information sharing in a professional context.

1. Include an introduction to the resource which:
  - outlines the different reasons people communicate
  - explains how communication affects relationships with individuals and others
  - summarises the main points for communication and handling information in health and social care:
    - legal requirements
    - best practice
    - standards
  - outlines the implications of breaches of confidentiality for:
    - the person in receipt of services
    - the employer
    - the employee.
2. Reflect on the role of the Health and Social Care Practitioner to consider how communication is an integral part of everyday practice and:
  - describe two (2) factors to consider when promoting effective communication within limits of own role
  - use an example to explain how active and responsive listening supports effective communication and information handling with individuals and others.

#### Task 2

This task focuses on concerns and complaints.

1. Refer to the policy and procedures held within a health and social care setting to:
  - explain the main points of agreed policy and procedures for handling complaints
  - describe two (2) occasions that may prompt a complaint from an individual
  - refer to the procedures within the policy to explain how to support an individual to make a complaint
  - outline the benefits of reviewing complaints to improve service provision.

## Unit 02 Health and Wellbeing – Theme 2 (T/617/4810)

<b>Unit summary</b>	Theme 2 – Unit 02 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 individuals' safety, health and wellbeing.
<b>Credit value</b>	7
<b>Guided learning hours</b>	50
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	This unit is linked to HSC 32

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand own and others' responsibilities relating to health and safety in the work setting	1.1 Discuss legislation relating to general health and safety in a health or social care work setting		
	1.2 Describe the main points of health and safety policies and procedures that are relevant to own job role		
	1.3 Analyse the health and safety responsibilities of: <ul style="list-style-type: none"> <li>self</li> <li>the employer or manager</li> <li><b>others</b> in the work setting</li> </ul>		
	1.4 Identify specialised training that may be needed to support health and safety tasks		
	1.5 Describe what type of additional support may be required relating to health and safety		
	1.6 Explain how to access the support needed		
	1.7 Describe incidents and accidents which could occur		
	1.8 Explain procedures relating to incidents and accidents in own work setting		
	1.9 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>starting</li> <li>spreading</li> </ul>		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	1.10 Explain emergency procedures to be followed in the event of a fire in own work setting		
2. Be able to use risk assessments in relation to health and safety	2.1 Explain the <b>five steps</b> of the risk assessment process		
	2.2 Follow the five steps of the risk assessment process		
	2.3 Balance rights and responsibilities in health and safety		
3. Understand own role in relation to security	3.1 Describe policies and procedures for verifying the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>premises</li> <li>information</li> </ul>		
	3.2 Implement measures to protect personal security and the security of others in own work setting		
	3.3 Explain reasons for sharing own whereabouts with others		
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		
	4.2 Explain procedures for moving and handling equipment, objects and loads safely		
	4.3 Move and handle equipment, objects or loads safely		
5. Be able to reduce the spread of infection	5.1 Describe <b>procedures and systems</b> relevant to the prevention and control of infection		
	5.2 Explain the potential impact of an outbreak of infection on the individual and the organisation		
	5.3 Use the recommended method for handwashing		
	5.4 Model best practice in the use of Personal Protective Equipment		
	5.5 Work in ways that ensure own health and hygiene do not pose a risk to others at work		
	5.6 Investigate how poor practices can lead to the spread of infection		
	5.7 Explain the ways an infective agent might enter the body		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6. Know how to handle hazardous substances and material	6.1 Describe types of hazardous substances and materials that may be found in the work setting		
	6.2 Describe safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul>		

## Unit 02 Health and Wellbeing – Theme 2 (T/617/4810) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Five steps:</b></p> <p>Health and Safety Executive Northern Ireland: Five steps to risk assessment</p> <p><b>Procedures and systems</b> must include:</p> <ul style="list-style-type: none"> <li>• regulatory requirements</li> <li>• policies and procedures.</li> </ul>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 02</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 02 Health and Wellbeing – Theme 2 (T/617/4810) (cont'd)

### Assessment task

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

Task 1
<p>This task requires you to focus on health and safety practices in the context of health and social care. Produce a series of factsheets that can be shared amongst staff during an induction to work in health and social care.</p> <ol style="list-style-type: none"> <li>Outline the legislation relating to general health and safety in a health or social care work setting.</li> <li>Include a Health and Safety Policy, highlight key areas that are relevant to the role of the Health and Social Care Practitioner and describe each of the main points of health and safety policies and procedures that are relevant to your job role.</li> <li>Analyse the health and safety responsibilities of: <ul style="list-style-type: none"> <li>self</li> <li>the employer or manager</li> <li>others in the work setting.</li> </ul> </li> <li>Describe three (3) examples of incidents or accidents which could occur in a healthcare setting.</li> <li>Use two (2) examples to describe types of hazardous substances and materials that may be found in the work setting.</li> <li>Describe safe practices for: <ul style="list-style-type: none"> <li>storing hazardous substances</li> <li>using hazardous substances</li> <li>disposing of hazardous substances and materials.</li> </ul> </li> </ol>
Task 2
<p>This section considers specialised training.</p> <ol style="list-style-type: none"> <li>Identify specialised training that you may need to support health and safety tasks.</li> <li>Describe what type of additional support you could require relating to health and safety.</li> <li>Explain how to access this support.</li> </ol>
Task 3
<p>This section focuses on fire safety.</p> <ol style="list-style-type: none"> <li>Explain procedures relating to incidents and accidents in own work setting. Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>starting</li> <li>spreading.</li> </ul> </li> <li>Explain emergency procedures to be followed in the event of a fire in a health and social care setting.</li> </ol>
Task 4
<p>This section considers security in the health and social care setting.</p> <ol style="list-style-type: none"> <li>Describe policies and procedures for verifying the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>premises</li> <li>information.</li> </ul> </li> <li>Explain measures to protect personal security and the security of others in own work setting.</li> <li>Describe why you should ensure that others are aware of own whereabouts.</li> </ol>

### Unit 03 Principles and Values – Theme 3 (A/617/4811)

<b>Unit summary</b>	Theme 3 – Unit 03 provides learners with the understanding, knowledge and skills required to work to the values and principles in health and social care within the boundaries of their own role and responsibilities. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.
<b>Credit value</b>	15
<b>Guided learning hours</b>	120
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	This unit is linked to HSC 21, 31, 41, 24, 35, 36, 45, HSC 240, HSC 332, HSC 350, HSC 3117 and SCDHSC0024

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Be able to establish consent when providing care or support	1.1 Describe legislation, policies and procedures relating to capacity		
	1.2 Explain the term 'informed consent'		
	1.3 Analyse factors that influence the capacity of an individual to express <b>consent</b>		
	1.4 Model how to: <ul style="list-style-type: none"> <li>• obtain consent for an activity or action</li> <li>• support others to obtain consent for an activity or action</li> </ul>		
	1.5 Describe own organisation's procedures and <b>local guidance</b> if consent cannot be established		
2. Be able to work in a person-centred way	2.1 Define the values and person-centred approaches that underpin social care practice		
	2.2 Explain how and why person-centred values must influence all aspects of health and social care work		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.3 Practise person-centred values when: <ul style="list-style-type: none"> <li>working with an individual and others to find out the individual's history, preferences, wishes and needs</li> <li>working in a complex or sensitive situation</li> <li>adapting actions and approaches in response to an individual's changing needs or preferences</li> </ul>		
3. Understand how duty of care contributes to safe practice	3.1 Explain what it means to have a duty of care in own work role		
	3.2 Explain how duty of care contributes to the safeguarding and protection of individuals		
	3.3 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights		
	3.4 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care		
	3.5 Explain where to get additional support and advice about conflicts and dilemmas		
4. Be able to support positive risk-taking for individuals	4.1 Describe aspects of everyday life in which risks play a part		
	4.2 Discuss why supporting positive risks should be part of a person-centred approach		
	4.3 Describe the consequences for individuals in being prevented or discouraged from taking risks		
	4.4 Model best practice when supporting individuals to make informed choices about risks, enabling them to: <ul style="list-style-type: none"> <li>consider the positive and negative consequences of their choices</li> <li>gain in self confidence</li> <li>develop skills</li> <li>take an active part in their communities</li> </ul>		
	4.5 Record and report incidents, discussions and decisions relating to risk-taking		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
5. Be able to implement and promote active participation, collaboration and wellbeing	5.1 Describe what is meant by: <ul style="list-style-type: none"> <li>active participation</li> <li>collaboration</li> <li>wellbeing</li> </ul>		
	5.2 Analyse how active participation and collaborative working with individuals and others promotes independence in daily living		
	5.3 Support the creation of an environment that: <ul style="list-style-type: none"> <li>promotes wellbeing</li> <li>reduces barriers</li> <li>encourages active participation and collaboration</li> <li>supports individuals to develop and maintain social networks and relationships</li> </ul>		
	5.4 Support individuals to manage their daily living and further their potential in the context of their lives		
	5.5 Evaluate how active participation and collaborative working has impacted on the individual		
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		
	6.2 Discuss why practitioners' views, beliefs, wishes and preferences should 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		
	6.4 Evaluate how an individual's informed choices have impacted their wellbeing		
7. Know how to recognise signs of abuse	7.1 Define the following types of abuse: <ul style="list-style-type: none"> <li>physical abuse</li> <li>sexual abuse</li> <li>emotional/psychological abuse (including via social media)</li> <li>financial abuse</li> <li>institutional abuse</li> <li>self-neglect</li> <li>neglect by others</li> <li><b>exploitation</b></li> <li>domestic violence and abuse</li> <li>human trafficking</li> <li>hate crime</li> </ul>		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	7.2 Describe the signs and/or symptoms/indicators associated with each type of abuse		
	7.3 Explain factors that may contribute to <b>an individual</b> being at increased risk or in need of protection in relation to: <ul style="list-style-type: none"> <li>• setting</li> <li>• situation</li> <li>• individual circumstance</li> </ul>		
8. Understand ways to reduce the likelihood of abuse and harm	8.1 Evaluate how the likelihood of abuse is reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• an accessible complaints procedure</li> </ul>		
	8.2 Explain the actions to take if there are suspicions that an individual is being abused		
	8.3 Explain the actions to take if an individual alleges that they are being abused		
	8.4 Identify ways to ensure that evidence of abuse is preserved		
	8.5 Explain what is meant by the term 'whistleblowing'		
	8.6 Explain how whistleblowing: <ul style="list-style-type: none"> <li>• supports escalation of concern</li> <li>• overcomes a failure to act by others</li> </ul>		
9. Understand the national and local context of safeguarding and protection from abuse	9.1 Describe national policies and <b>local systems</b> that relate to safeguarding and protection from abuse		
	9.2 Analyse the roles of different agencies in safeguarding and protecting individuals from abuse		
	9.3 Explain how reports into serious failures to protect individuals from abuse can support service improvement		
	9.4 Explain how to use sources of information and advice about own role and the role of <b>others</b> in safeguarding and protecting individuals from abuse		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
10. Know how to recognise and report unsafe practices	10.1 Describe unsafe practices that may affect the wellbeing of individuals: <ul style="list-style-type: none"> <li>• poor working practices</li> <li>• resource difficulties</li> <li>• operational difficulties</li> </ul>		
	10.2 Analyse the actions to take if unsafe practices have been identified		
	10.3 Evaluate the recording and reporting mechanisms within own area of work		
11. Understand the importance of diversity, equality and inclusion	11.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination (both direct and indirect)</li> </ul>		
	11.2 Describe the potential effects of discrimination		
	11.3 Explain how inclusive practice promotes equality and supports diversity		
	11.4 Explain how legislation and <b>professional standards</b> relating to equality, diversity and discrimination underpins own practice		
	11.5 Describe how to challenge discrimination in a way that promotes change		
12. Be able to work in an inclusive way to promote diversity, equality and inclusion	12.1 Interact with individuals in ways that respect their beliefs, culture, values and preferences		
	12.2 Use actions that model inclusive practice		
	12.3 Support others to promote equality and rights		

## Unit 03 Principles and Values – Theme 3 (A/617/4811) (cont'd)

### Assessment guidance

Delivery and assessment
<p>Learning outcomes 1, 2, 4, 5, 6 and 12 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
Types of evidence
<p>Evidence could include:</p> <p><b>Consent</b> means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p><b>Local guidance:</b> Northern Ireland consent and capacity guidelines/legislation.</p> <p><b>Exploitation:</b> Forced marriage.</p> <p><b>An individual</b> will usually mean the person being supported by the learner but may include those for whom there is no formal duty of care.</p> <p><b>Person-centred values:</b></p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Local systems:</b></p> <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for a locality.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• other professionals</li> <li>• family/carers.</li> </ul> <p><b>Professional standards:</b></p> <ul style="list-style-type: none"> <li>• standards of conduct and practice</li> <li>• MIS.</li> </ul>

**Unit 03 Principles and Values – Theme 3 (A/617/4811) (cont'd)**

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 03**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 03 Principles and Values – Theme 3 (A/617/4811) (cont'd)

### Assessment task

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

<p><b>Task 1</b></p> <p>Work with others in a small group to produce a display. The display must show that you have a clear knowledge of legislation and professional standards relating to equality, diversity and inclusion, understand discrimination and recognise features and indicators of inclusive practice. The following list may be used as a checklist to ensure that you meet the assessment criteria. Each group member must be able to evidence their contribution and understanding.</p> <ol style="list-style-type: none"> <li>1. Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination (both direct and indirect).</li> </ul> </li> <li>2. Describe the potential effects of discrimination.</li> <li>3. Explain how inclusive practice promotes equality and supports diversity.</li> <li>4. Explain how legislation and professional standards relating to equality, diversity and discrimination underpin your practice.</li> <li>5. Suggest ways to challenge discrimination in a way that promotes change.</li> </ol>
<p><b>Task 2</b></p> <ol style="list-style-type: none"> <li>1. Create guidance for the Health and Social Care Practitioner explaining: <ul style="list-style-type: none"> <li>• what it means to have a duty of care in own work role</li> <li>• how duty of care contributes to the safeguarding or protection of individuals.</li> </ul> </li> <li>2. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.</li> <li>3. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.</li> <li>4. Use an example to explain where to get additional support and advice about conflicts and dilemmas.</li> </ol>
<p><b>Task 3</b></p> <p>This task considers protection. Create a reference document for Health and Social Care Practitioners to support their knowledge and understanding of protection. The reference document must:</p> <ol style="list-style-type: none"> <li>1. Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse (including via social media)</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> <li>• exploitation</li> <li>• domestic violence and abuse</li> <li>• human trafficking</li> <li>• hate crime.</li> </ul> </li> </ol>

2. Describe national policies and local systems that relate to safeguarding and protection from abuse.
3. Analyse the roles of two (2) different agencies in safeguarding and protecting individuals from abuse.
4. Use an example to explain how reports into serious failures to protect individuals from abuse can support service improvement.
5. Use two (2) examples of information offering advice about own role and the role of others in safeguarding and protecting individuals from abuse, and explain how they might be used.
6. Describe the signs and/or symptoms/indicators associated with each type of abuse.
7. Explain how factors may contribute to an individual being at risk or in need of protection in relation to:
  - setting/s
  - situation/s
  - individual circumstance/s.
8. Evaluate how the likelihood of abuse is reduced by:
  - working with person-centred values
  - encouraging active participation
  - promoting choice and rights
  - an accessible complaints procedure.
9. Explain the actions to take if there are suspicions that an individual is being abused.
10. Explain the actions to take if an individual alleges that they are being abused.
11. Identify ways to ensure that evidence of abuse is preserved.

#### Task 4

This task considers how your practice can support inclusive and fair practice that protects individuals.

1. Talk to colleagues in a health and social care setting about how they evaluate their practice to reduce the likelihood of abuse by:
  - working with person-centred values
  - encouraging active participation
  - promoting choice and rights
  - having an accessible complaints procedure.
2. Refer to a policy in a health and social care setting to produce annotated flowcharts that:
  - explain the actions to take if there are suspicions that an individual is being abused
  - explain the actions to take if an individual alleges that they are being abused
  - identify ways of recording and storing information in relation to abuse.

#### Task 5

This task considers whistleblowing procedures in the context of health and social care.

1. Explain what is meant by the term 'whistleblowing' and how this supports the escalation of concerns or overcomes a failure to act by others.
2. Describe unsafe practices that may affect the wellbeing of individuals:
  - poor working practices
  - resource difficulties
  - operational difficulties.
3. Liaise with colleagues in a health and social care setting to:
  - analyse the actions to take if unsafe practices have been identified
  - evaluate the recording and reporting mechanisms within your area of work.

# Unit 04 Continuing Professional Development in the context of Health and Social Care – Theme 4 (F/617/4812)

<b>Unit summary</b>	Theme 4 – Unit 04 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.
<b>Credit value</b>	10
<b>Guided learning hours</b>	85
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	This unit is linked to CCLD 304, 328, 427, GCU 6, GEN 12, 13, LMCS A1, B1, HSC 33, 41, 43, 45. Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS. This unit is linked to the Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies.

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the role of regulation	1.1 Explain the role of the regulatory bodies applicable to own setting		
	1.2 Analyse the impact the regulatory bodies have on practice		
	1.3 Outline the standards which apply to own setting		
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		
	2.2 Access full and up-to-date details of agreed ways of working		
	2.3 Implement agreed ways of working		
3. Understand how to work in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b>		
	3.2 Evaluate ways of working that can help improve partnership working		
	3.3 Outline skills and approaches needed for resolving conflicts		
	3.4 Describe how and when to access support and advice about: <ul style="list-style-type: none"> <li>partnership working</li> <li>resolving conflicts</li> </ul>		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand what is required for competence in own work role	4.1 Describe the duties and responsibilities of own role		
	4.2 Analyse how a working relationship is different from a personal relationship		
	4.3 Describe own working relationships with: <ul style="list-style-type: none"> <li>• individual</li> <li>• family/carers</li> <li>• colleagues</li> <li>• other professionals</li> </ul>		
5. Understand own personal development	5.1 Explain what is meant by the term 'personal development' in the context of own role		
	5.2 Analyse how own personal development is important for the outcomes of <b>individuals</b>		
	5.3 Outline sources of support for own personal development		
	5.4 Explain potential barriers to personal development and how they might be overcome		
	5.5 Describe the process for agreeing own <b>personal development plan</b> and who should be involved		
	5.6 Prepare for and participate in own performance-related meetings		
	5.7 Provide records of continuous professional development of own personal development in line with <b>standards</b>		
6. Be able to reflect on practice	6.1 Explain the importance of reflective practice in continuously improving the quality of service provided		
	6.2 Use reflective practice to improve the quality of service		
7. Understand how to manage stress	7.1 Identify common signs and indicators of stress in: <ul style="list-style-type: none"> <li>• self</li> <li>• <b>others</b></li> </ul>		
	7.2 Analyse factors that tend to trigger own stress		
	7.3 Compare strategies for managing stress		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
8. Understand theories of teams and team working	8.1 Outline models of <b>team</b> working		
	8.2 Explain the process of team development		
	8.3 Describe how shared goals can lead to team cohesion		
9. Understand the principles that underpin effective teamwork	9.1 Explain why teams need: <ul style="list-style-type: none"> <li>• clear objectives</li> <li>• clearly defined roles and responsibilities</li> <li>• trust and accountability</li> <li>• confidentiality</li> <li>• effective communication</li> <li>• conflict resolution</li> </ul>		
	9.2 Explain how the values of own organisation influence team working		
	9.3 Identify own role and responsibilities in the team		
10. Understand the purpose and process of professional supervision	10.1 Describe the principles, scope and purpose of professional supervision		
	10.2 Explain how the requirements of regulations and standards and agreed ways of working influence professional supervision		
	10.3 Explain how professional supervision can protect the: <ul style="list-style-type: none"> <li>• <b>individual</b></li> <li>• supervisor</li> <li>• supervisee</li> </ul>		
	10.4 Describe the process of professional supervision		
11. Understand how the principles of professional supervision can be used to inform performance management	11.1 Explain the performance management cycle		
	11.2 Describe how professional supervision supports performance		
	11.3 Describe how performance indicators can be used to manage performance		

## Unit 04 Continuing Professional Development in the context of Health and Social Care – Theme 4 (F/617/4812) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Others</b> (AC 3.1):</p> <ul style="list-style-type: none"> <li>the individual</li> <li>carers</li> <li>advocates</li> <li>supervisor, line manager or employer</li> <li>other professionals</li> </ul> <p><b>Individuals</b> (AC 5.2):</p> <p>The people supported/cared for.</p> <p><b>Personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, time scales for review, etc.</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>MIS</li> <li>registration</li> <li>policies and procedures.</li> </ul> <p><b>Others</b> (AC 7.1):</p> <ul style="list-style-type: none"> <li>colleagues.</li> </ul> <p><b>Team:</b></p> <ul style="list-style-type: none"> <li>within the organisation/service</li> <li>multi-disciplinary</li> <li>multi-agency.</li> </ul> <p><b>Individual</b> (AC 10.3):</p> <ul style="list-style-type: none"> <li>parent</li> <li>child</li> <li>carer.</li> </ul>

**Unit 04 Continuing Professional Development in the context of Health and Social Care – Theme 4 (F/617/4812) (cont'd)**

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 04**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 04 Continuing Professional Development in the context of Health and Social Care – Theme 4 (F/617/4812) (cont'd)

### Assessment task

This non-mandatory holistic task has been provided to meet the knowledge learning outcomes.

Task 1
<p>This task considers the duties and responsibilities of a healthcare practitioner and explores regulatory practice.</p> <ol style="list-style-type: none"> <li>1. Refer to a Job Description to: <ul style="list-style-type: none"> <li>• describe the duties and responsibilities of own role</li> <li>• describe why it is important to adhere to the agreed scope of the job role</li> <li>• access full and up-to-date details and discuss agreed ways of working</li> <li>• explain the role of regulatory bodies applicable to your setting</li> <li>• analyse the impact regulatory bodies have on practice</li> <li>• outline the standards which apply to your setting.</li> </ul> </li> </ol>
Task 2
<p>This task considers positive professional relationships for effective teamwork.</p> <ol style="list-style-type: none"> <li>1. Analyse how a working relationship is different from a personal relationship.</li> <li>2. Describe different working relationships in social care settings: <ul style="list-style-type: none"> <li>• individual</li> <li>• family/carer</li> <li>• colleagues</li> <li>• other professionals.</li> </ul> </li> <li>3. Explain why it is important to work in partnership with others.</li> <li>4. Evaluate ways of working that can help improve partnership working.</li> <li>5. Outline skills and approaches needed for resolving conflicts.</li> <li>6. Describe how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts.</li> </ul> </li> <li>7. Outline two (2) models of team working.</li> <li>8. Use your theoretical learning to explain the process of team development.</li> <li>9. Use an example of a situation you have been involved in to describe how shared goals led to team cohesion.</li> <li>10. Reflect on your experience and knowledge to explain why teams need: <ul style="list-style-type: none"> <li>• clear objectives</li> <li>• clearly defined roles and responsibilities</li> <li>• trust and accountability</li> <li>• confidentiality</li> <li>• effective communication</li> <li>• conflict resolution.</li> </ul> </li> <li>11. Explain how the values of own organisation influences the working of your team.</li> <li>12. Identify own role and responsibilities in the team.</li> </ol>

**Task 3**

This task considers the role of continued professional development for the Health and Social Care Practitioner.

1. Explain what is meant by the term 'personal development' in the context of your role.
2. Analyse how your personal development is important for the outcomes of individuals.
3. Outline sources of support for own personal development.
4. Explain potential barriers to personal development and how they might be overcome.
5. Describe the process for agreeing your personal development plan and who should be involved.
6. Prepare for and participate in own performance-related meetings.
7. Provide records of CPD of your personal development in line with standards.
8. Explain the performance management cycle.
9. Describe how professional supervision supports performance.
10. Describe how performance indicators can be used to manage performance.

**Task 4**

This task will enhance your knowledge and understanding of supervision.

1. Describe the principles, scope and purpose of professional supervision.
2. Explain how the requirements of regulations and standards and agreed ways of working influence professional supervision.
3. Explain how professional supervision can protect the:
  - individual
  - supervisor
  - supervisee.
4. Describe the process of professional supervision.

**Task 5**

This task considers the implications of stress.

1. Identify common signs and indicators of stress in:
  - self
  - others.
2. Reflect on how you handle stressful situations to analyse factors that tend to trigger your stress.
3. Compare two (2) strategies for managing stress.

## Recommended assessment methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives the opportunity for 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 Advisor 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. (Grades are not awarded)

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>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</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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 <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	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
<p>* <b>Expert witness testimony</b> should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.</li> </ul> <p>** <b>Simulation.</b> A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			



## **Skills for Care and Development assessment principles**

### **Knowledge learning outcomes**

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

# Section 3

## Explanation of terms

## Explanation of terms

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

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

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

# Section 4

## Additional information

## **Additional information**

### **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 learning outcomes.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Tutor Guidance 'Be able to' assessment criteria
  - Skills for Care and Development Assessment Principles.
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### **Support for centres**

#### **Key Facts**

This document outlines the key information of this qualification for the centre, learner and employer.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

## Contact us

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Q6  
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NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***