Qualification Specification

NCFE CACHE Level 4 Diploma in Adult Care
QN: 603/2614/1

Qualification approved by skillsforcare

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Summary of changes

This section summarises the changes to this Qualification Specification since the last version.

Version	Publication Date	Summary of amendments
v2.1	January 2020	All units with skills based LOs to now have the statement 'Learning outcome X, X and X must be assessed in a real work environment. 'Be able to' prefix added to skills based learning outcomes: • LO 3 and LO 4 for HSC S 33: Undertake research in adult care • LO4 for DAC4E2: Working in partnership with others Reference to mandatory documents included in Section 5: • Skills for Health Assessment Principles • Skills for Care and Development Assessment Principles. Resources section added to Section 5 – information regarding the well-being and safeguarding of learners.
v2.2	June 2022	Further information added to the qualification summary 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. Information added to the entry requirements section and qualification summary to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks. Legislation and case types updated in accordance with recent changes.
v2.3	June 2023	Age range amended from 14 to 18 in the entry requirements section of the qualification summary to be consistent with the age ranges in the qualification summary section.
v2.4	July 2024	Additional guidance regarding assessment principles has been added to page 206 in Section 4: Assessment and quality assurance information
V2.5	April 2026	Updated assessment principles for Skills for Care added to Section 4: Assessment and quality assurance information. Updated Section 5: Documents and resources to cite current documents.

V2.6	19 September 2026	Contents page updated to remove error codes.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is: www.ncfe.org.uk. The website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

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.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.ncfe.org.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 4 Diploma in Adult Care		
Qualification number	603/2614/1		
Aim	This qualification is aimed at learners aged 18+, and will support the development of staff in a number of job roles in the adult care sector. It will support learners to develop specialist knowledge and skills in their area of responsibility and enable learners to promote a values-based culture within their setting. This qualification acts as a progression route from the Level 3 Diploma in Adult Care qualification to the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) qualification. The qualification is also being incorporated into the Lead Practitioner in Adult Care Apprenticeship standard, which is currently being developed at Level 4.		
Purpose Ofqual code and description (where applicable)	D. Confirm occupational competence and/or 'licence to practise'. D1. Confirm competence in an occupational role to the standards required.		
Total Qualification Time (hours)	700		
Guided Learning (hours)	514		
Credit value	70	**Minimum credits at/above Level**	55
Minimum age of learner	Learners should be at least 18 years old. We do not set any other entry requirements but colleges or training providers may have their own guidelines.		
Age ranges covered by the qualification	18+ years.		
Real work environment (RWE) requirement/ recommendation	Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.		

Rules of combination	Learners must achieve a minimum of 70 credits to achieve the Level 4 Diploma in Adult Care. 36 credits must be achieved from the mandatory group. Learners must achieve 34 credits from the optional units. At least 55 credits must be achieved at Level 4 or above.
Apprenticeships standards	This qualification can be undertaken as part of the Lead Practitioner in Adult Care Apprenticeship standard. If learners have not already achieved qualifications in English and maths, Level 2 Functional Skills in English and Mathematics can also be taken. For Apprenticeship standards, the latest standard and assessment plan documents, available from www.gov.uk, should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and Apprenticeship conditions are achieved and evidenced.
Progression including job roles (where applicable)	Completion of this qualification could lead to progression to the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) qualification. The qualification will enable learners to progress into employment in settings such as residential or nursing homes, domiciliary care, day centres, an individual's own home or some clinical healthcare settings. Learners can progress into a number of lead practitioner job roles within the adult care sector, such as: • Community Care/Support Officer • Social Care Assessor • Care Assessment Officer • Social Services Officer • Brokerage Worker • Rehabilitation and Reablement Assistant • Independence Support Assistant • Reablement Support Worker/Officer • Telecare Assistant • Assistive Technology Co-ordinator/Officer.
Recommended assessment methods	All units will be internally assessed using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task.
Grading system	Achieved/Not Yet Achieved.

Additional assessment requirements	This qualification must be assessed in line with the Skills for Care and Development Assessment Principles. 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.
How long will it take to complete?	The Diploma can usually be completed in 12 to 18 months.
Entry requirements / recommendations	There are no specific prior skills/knowledge a learner must have for this qualification. However, learners should be aged 18 or above to undertake this qualification. Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements. Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2614/1.

Qualification support

This qualification is supported by Skills for Care.

Section 3: Units

Unit achievement log – Level 4 Diploma in Adult Care – Mandatory units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
DAC4A1	D/616/6409	Lead communication in adult care settings	Knowledge/Skills	4	4	27	
DAC4A2	R/616/6410	Develop, maintain and use records and reports	Knowledge/Skills	4	3	23	
DAC4B1	Y/616/6411	Personal development in adult care settings	Knowledge/Skills	4	4	26	
DAC4C1	D/616/6412	Lead inclusive practice in adult care settings	Knowledge/Skills	4	3	21	
DAC4D1	H/616/6413	Lead health and safety in adult care settings	Knowledge/Skills	4	3	21	
DAC4D2	K/616/6414	Facilitate person-centred assessment to support well-being	Knowledge/Skills	4	2	14	
DAC4D3	M/616/6415	Facilitate support planning to ensure positive outcomes for individuals and to support well-being	Knowledge/Skills	4	2	14	
DAC4E1	T/616/6416	Professional practice in adult care settings	Knowledge/Skills	4	3	20	
DAC4E2	A/616/6417	Working in partnership with others	Knowledge/Skills	4	4	26	
DAC4E3	F/616/6418	Understand personalisation in care and support services	Knowledge	4	4	36	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
DAC4F1	J/616/6419	Understand safeguarding and protection in adult care settings	Knowledge	4	2	18	
DAC4F2	A/616/6420	Safeguard children and young people who are present in the adult care sector	Knowledge/Skills	4	2	14	

Unit achievement log – Level 4 Diploma in Adult Care – Optional units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
HSC AS 4	F/616/6306	Advocacy in adult care	Knowledge/Skills	4	5	35	
HSC AS 5	J/616/6310	Co-ordinate the use of assistive living technology	Knowledge/Skills	4	4	31	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge/Skills	4	5	33	
HSC AS 10	D/616/6314	Lead practice to support individuals to access and engage in education, training or employment (ETE)	Knowledge/Skills	4	4	31	
HSC AS 11	M/616/6317	Lead practice in providing information, advice and guidance	Knowledge/Skills	4	4	26	
AN 39	R/615/7254	Awareness of the Mental Capacity Act 2005	Knowledge	3	3	28	
HSC AS 14	A/616/6336	Promote nutrition and hydration in adult care settings	Knowledge/Skills	3	4	42	
HSC AS 18	F/616/6323	Develop, implement and review reablement plans	Knowledge/Skills	4	4	30	
AN 33	A/615/7202	Support individuals to access and use services and facilities	Knowledge/Skills	3	4	25	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
AN 59	K/615/7213	Support individuals to access and manage direct payments	Knowledge/Skills	4	4	20	
AN 60	H/615/7243	Support individuals to access housing and accommodation services	Knowledge/Skills	3	4	31	
AN 67	K/615/7275	Support the spiritual well-being of individuals	Knowledge/Skills	3	3	26	
AN 89	H/615/7307	Support carers to meet the care needs of individuals	Knowledge/Skills	3	4	30	
HSC S 32	J/616/6324	Specialist areas of care	Knowledge/Skills	4	5	40	
HSC S 33	L/616/6325	Undertake research in adult care	Knowledge/Skills	4	8	55	
HSC L 1	R/616/6326	Promote innovation and change in adult care	Knowledge/Skills	4	3	25	
HSC L 2	A/616/6398	Manage induction in adult care	Knowledge/Skills	4	3	25	
HSC L 3	F/616/6399	Lead learning and development in adult care	Knowledge/Skills	4	4	26	
HSC L 4	K/616/6400	Mentoring in adult social care	Knowledge/Skills	4	4	30	
HSC L 5	M/616/6401	Partnership working in adult social care	Knowledge/Skills	4	4	30	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
HSC L 6	T/616/6402	Manage personal and professional behaviour in adult care	Knowledge/Skills	4	3	20	
HSC L 8	A/616/6403	Lead practice to promote quality assurance in adult care	Knowledge/Skills	4	4	36	
HSC L 10	F/616/6404	Contribute to recruitment and selection in adult care	Knowledge/Skills	4	3	25	
HSC L 11	J/616/6405	Manage resources in adult care	Knowledge/Skills	4	3	20	
HSC L 12	L/616/6406	Service improvement and development in adult care	Knowledge/Skills	4	3	25	
HSC L 13	R/616/6407	Professional supervision in adult care	Knowledge/Skills	4	3	22	
HSC L 15	Y/616/6408	Lead an effective team in adult care	Knowledge/Skills	4	3	20	

Unit layout

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcomes	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	Hours attributed to the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

* *Additional information* and *unit assessment guidance* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

Explanation of terms used at Level 4:
(not all verbs are used in this qualification)

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which…)	Make a final decision or judgment based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply current research or theories to support the evaluation.

Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Mandatory Units

DAC4A1: Lead communication in adult care settings

Unit reference	D/616/6409	**Unit level**	4
Credit value	4	**GL**	27
Unit aim	This unit enables the learner to develop advanced communication skills whilst working with individuals and others.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand communication needs and the factors affecting them.	1.1. Analyse different models of communication including: • transactional analysis • Lasswell's model.		
	1.2. Analyse why individuals communicate.		
	1.3. Analyse how models of communication can meet the individual's personal needs, wishes and preferences.		
	1.4. Explain how physical, social, environmental and emotional barriers to communication may be overcome.		
	1.5. Analyse the consequences of ineffective communication.		
	1.6. Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand how to support the use of assistive technology to enhance communication.	2.1. Discuss the role of assistive technology in supporting individuals to communicate.		
	2.2. Describe types of support that an **individual** may need in order to use assistive technology.		
	2.3. Describe the specialist services relating to assistive technology.		
	2.4. Explain how to ensure that communication equipment is: • fit for purpose • correctly set up and working • able to be used by the individual.		
3. Be able to interact with individuals.	3.1. Work in partnership with the individual and others to identify their preferred methods of communication.		
	3.2. Use agreed methods of communication to interact with the individual.		
	3.3. Interact with an individual using active and reflective listening.		
	3.4. Monitor the individual's responses during and after the interaction to check the effectiveness of communication.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
4. Be able to convey information to individuals and **others.**	4.1. Use **formats** that enable an individual and others to understand the information conveyed.		
	4.2. Assess an individual's understanding of information conveyed.		
5. Understand the importance of confidentiality in interactions with individuals.	5.1. Analyse legal and ethical tensions between maintaining confidentiality and sharing information.		
	5.2. Analyse the implications of assistive technology for maintaining confidentiality for the individual.		

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: DAC4A1
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC 0041 – Maintain effective communication systems and practice. SCDHSC 369
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit guidance	An **individual** is someone who requires care or support. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Formats** may include: • verbal • written • web-based • using specific aids • Braille

	• large print.

DAC4A2: Develop, maintain and use records and reports

Unit reference	R/616/6410	**Unit level**	4
Credit value	3	**GL**	23
Unit aim	The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the legal and organisational requirements for recording information and providing reports.	1.1. Specify own responsibilities and those of **others** when recording information and producing reports.		
	1.2. Explain the legal requirements and **agreed ways of working** for the security and confidentiality of information.		
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.	2.1. Support **individual**s to participate in the preparation of reports.		
	2.2. Produce accurate and coherent records and reports that can be understood by those who have a right to see them.		
	2.3. Maintain accurate, complete, retrievable and up-to-date records.		
	2.4. Ensure that records and reports comply with legal and organisational requirements.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.5. Explain how to balance the tension between confidentiality and openness in records and reports.		
	2.6. Use information communication technology (ICT) systems for the collection and storage of information.		
	2.7. Use ICT that supports information exchange within and across disciplines and organisations.		
3. Be able to use records and reports to inform judgements and decisions.	3.1. Clarify the accuracy of records and reports with individuals and others.		
	3.2. Respond to feedback from those who receive records and reports.		
	3.3. Use facts and evidence-based opinions within records and reports.		
	3.4. Evaluate how own records and reports provide evidence for the basis of judgements and decisions.		

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: DAC4A2
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0041 – Maintain effective communication systems and practice. SCDHSC 0434 – Lead practice for managing and disseminating records and reports.
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit guidance	**Others** may include: • team members • other colleagues. **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

DAC4B1: Personal development in adult care settings

Unit reference	Y/616/6411	**Unit level**	4
Credit value	4	**GL**	26
Unit aim	This unit is aimed at those who work in adult care settings. The unit considers personal development, reflective practice and evidence-based research.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand what is required to be competent in own work role.	1.1 Explain the duties and responsibilities of own work role.		
	1.2 Explain expectations about own work role as expressed in relevant **standards.**		
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work.		
	1.4 Describe reasons for modelling person-centred values and practice.		
2. Be able to reflect on practice.	2.1 Explain the cyclical process of reflection.		
	2.2 Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.3 Reflect on day-to-day work practice.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
3. Be able to evaluate own performance.	3.1 Evaluate own knowledge, understanding and performance against relevant standards.		
	3.2 Use feedback to evaluate own performance and inform development.		
4. Be able to use reflective practice to contribute to personal development.	4.1 Evaluate how learning activities have affected practice.		
	4.2 Demonstrate how reflective practice has contributed to improved ways of working.		
	4.3 Record progress in relation to personal development.		
5. Be able to agree a **personal development plan.**	5.1 Use **data** and **information** to plan and review own development.		
	5.2 Work with **others** to review and prioritise own learning needs, professional interests and development opportunities.		
	5.3 Take steps to develop own leadership and mentoring skills.		
6. Be able to use evidence-based practice.	6.1 Analyse how **evidence-based practice** can be used to inform your practice.		
	6.2 Apply evidence-based practice in your practice.		
	6.3 Evaluate use of evidence-based practice in own setting.		

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: DAC4B1
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	Performance criteria and core values throughout HSC NOS. SCD HSC 0043 – Take responsibility for the continuing professional development of yourself and others.
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.
Unit guidance	**Standards** may include: • codes of practice • regulations • minimum standards • National Occupational Standards. A **personal development plan** may have a different name, but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc. **Data** may include: • supervision • feedback from internal and external sources • appraisal • regulatory feedback. **Information** may include: • journals • Internet/websites • publications • legislation • professional bodies. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Evidence-based practice** - applying the best available research results (evidence) when making decisions about healthcare. Healthcare professionals who perform evidence-based practice use research evidence along with clinical expertise and patient

	preferences.

DAC4C1: Lead inclusive practice in adult care settings

Unit reference	D/616/6412	**Unit level**	4
Credit value	3	**GL**	21
Unit aim	This unit is aimed at those who work in adult care settings. The unit covers the topics of equality and diversity and how to promote inclusion in the work setting.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand equality, diversity and inclusion.	1.1 Summarise current **legislation** relating to equality.		
	1.2 Evaluate how legislation, codes of practice, and policies and procedures relating to equality and diversity apply to own work role.		
	1.3 Explain the impact on own practice of equality, diversity and inclusion.		
	1.4 Analyse how barriers to equality impact on **individuals.**		
	1.5 Explain the attitudes that may lead to discriminatory behaviour.		
2. Understand how inclusive practice supports equality and diversity.	2.1 Explain how inclusive practice promotes equality and supports diversity.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.2 Analyse how inclusive practice respects the individual's beliefs, culture, **values**, preferences and life experience.		
	2.3 Evaluate principles of inclusive practice.		
3. Understand how to promote equality, diversity and inclusion.	3.1 Explain how to challenge discrimination to promote change.		
	3.2 Explain how to support others to promote equality, diversity and inclusion.		
	3.3 Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion.		
4. Be able to work in a way that supports equality and diversity.	4.1 Use person-centred approaches to support equality and diversity.		
	4.2 Work with **others** to promote equality and diversity.		
	4.3 Challenge discrimination to promote change.		
	4.4 Access resources to support equality and diversity practice.		
	4.5 Disseminate information to others relating to equality and diversity.		
	4.6 Reflect on own practice in relation to equality and diversity.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.7 Model behaviour that promotes equality, diversity and inclusion.		

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: DAC4C1
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcome 4 must be assessed in a real work environment.
Unit guidance	**Legislation** may include: • Equality Act 2010 • Mental Capacity Act 2005 • Human Rights Act 1998 • Mental Health Act 2007 • UK GDPR • Care Act 2014. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Values** may include: • individuality • rights • choice • privacy • independence • dignity • respect • care • compassion • courage • communication • competence • partnership. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

DAC4D1: Lead health and safety in adult care settings

Unit reference	H/616/6413	**Unit level**	4
Credit value	3	**GL**	21
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement health and safety in their work setting.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand own responsibilities and the responsibilities of **others**, relating to health and safety.	1.1 Describe current legislation relating to health and safety in own **work setting.**		
	1.2 Explain health and safety **policies and procedures** as agreed with the employer in relation to own role.		
	1.3 Explain the health and safety responsibilities of: • self • the employer or manager • others in the work setting.		
	1.4 Explain specific **tasks** in the work setting that should not be carried out without special training.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand how to carry out own responsibilities for health and safety.	2.1 Analyse the limits of own role in relation to moving and positioning.		
	2.2 Analyse own responsibilities with regard to legislation and policy for: • emergency first aid • food safety • fire safety • risk to own safety • risk to safety of others • prompting of administration of medication • infection prevention and control • hazardous substances • security.		
	2.3 Explain procedures to be followed if an accident or sudden illness should occur.		
	2.4 Explain how to record and report health and safety incidents.		
3. Be able to work safely in care settings.	3.1 Apply current legislation relating to health and safety in own work setting.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.2 Comply with current guidelines for: • hand hygiene • moving and handling equipment or other objects safely • checking the identity of anyone requesting access to the work setting • maintaining evacuation routes • food safety.		
	3.3 Complete health and safety records according to legal and work setting requirements.		
4. Be able to manage risk.	4.1 Contribute to development of policies, procedures and practices which identify, assess and manage risk.		
	4.2 Work with others to assess potential risks.		
	4.3 Assess how risk-taking impacts on individuals and the organisation.		
	4.4 Work with others to manage risks.		
	4.5 Evaluate own practice in leading a balanced approach to risk management.		
5. Be able to support others to work safely in relation to health and safety.	5.1 Support others to work safely.		

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: DAC4D1
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	Content recurs throughout HSC NOS knowledge requirements. SCDHSC 0042
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Unit guidance	**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role. **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Tasks** for which special training is required may include: • use of equipment • first aid • medication • healthcare procedures

	• food handling and preparation.

DAC4D2: Facilitate person-centred assessment to support well-being

Unit reference	K/616/6414	**Unit level**	4
Credit value	2	**GL**	14
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the assessment processes to support the well-being of individuals. This unit covers a range of the key areas of practice that support the implementation of personalisation.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand theories and principles of **assessment**.	1.1 Critically review theoretical models of assessment.		
	1.2 Review the effectiveness of **assessment tools** available to support your role.		
	1.3 Analyse the effect of **legislation** and policy on assessment processes.		
	1.4 Explain how assessment practice can impact on individuals' lives.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Be able to work in partnership with an **individual** and **others** to facilitate person-centred assessment.	2.1 Agree the purpose of the assessment with the individual and others.		
	2.2 Agree the intended outcomes of the assessment with the individual and others.		
	2.3 Agree with the individual and others how the assessment should be carried out and who else should be involved.		
	2.4 Ensure that the individual is supported to carry out self-assessment processes.		
3. Be able to carry out person-centred assessment that promotes well-being.	3.1 Analyse the interrelationship between factors that support an individual's **well-being**.		
	3.2 Take account of the strengths and aspirations of an individual in the assessment.		
	3.3 Work with an individual and others to assess requirements to support well-being.		
	3.4 Record the assessment in an agreed format according to organisational policies and procedures.		

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: DAC4D2
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC 0414
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit guidance	**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention**.** **Assessment tools** may include: • FACE • mental health specific • learning disability specific • specialist tools for moving and handling, continence, occupation and activities. **Legislation** may include: • Equality Act 2010 • Mental Capacity Act 2005 • Human Rights Act 1998 • Mental Health Act 2007 • UK GDPR • Care Act 2014. **Individual** refers to someone requiring care or support, it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Well-being** may include aspects that are: • social • emotional • cultural • spiritual • intellectual

	• economic • physical • mental.

DAC4D3: Facilitate support planning to ensure positive outcomes for individuals and to support well-being

Unit reference	M/616/6415	**Unit level**	4
Credit value	2	**GL**	14
Unit aim	This aim of this unit is to provide learners with knowledge, understanding and skills required to facilitate support planning to ensure positive outcomes for individuals and to support well-being.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the theories and principles that underpin outcome-based practice.	1.1 Critically review approaches to outcome-based practice.		
	1.2 Analyse the effect of legislation and policy on outcome-based practice.		
	1.3 Explain the impact of the Mental Capacity Act 2005 on support planning processes.		
	1.4 Explain how outcome-based practice can impact on an **individual**'s life.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Be able to develop a support plan to meet the identified needs of an individual.	2.1 Support the individual to make choices over decisions to meet their identified needs, preferences and wishes.		
	2.2 Assist the individual to make informed choices about their support plan.		
	2.3 Evaluate risks associated with a support plan.		
	2.4 Assist the individual to understand the risks associated with the choices they make in their support plan.		
	2.5 Work in partnership with the individual and **others** to identify options, resources and preferences in relation to an **assessment.**		
	2.6 Record a plan according to organisational systems and processes to support information sharing.		
3. Understand the value of **assistive living technology** in developing a support plan.	3.1 Analyse everyday situations where assistive living technology solutions can be supportive to an individual and others.		
	3.2 Analyse the potential value of assistive living technology for an individual in terms of its benefits, risks and challenges.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
4. Be able to facilitate the implementation of support plans in partnership with the individual and others**.**	4.1 Agree how a support plan will be carried out with an individual and others.		
	4.2 Agree the roles and responsibilities of those involved to implement the support plan.		
	4.3 Ensure implementation of a support plan.		
5. Be able to facilitate a person-centred review of support plans in partnership with the individual and others.	5.1 Agree the monitoring process for a support plan, taking into account time, people, budget and compliance with regulators' **standards**.		
	5.2 Use systems, procedures and practices that engage an individual and others in the review process according to **agreed ways of working**.		
	5.3 Review a support plan to include feedback from an individual and others and assess risks.		
	5.4 Record review processes and outcomes according to organisational systems and procedures to support information sharing.		

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: DAC4D3
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC 369, SCDHSC 41
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2, 4 and 5 must be assessed in a real work environment.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention. **Assistive living technology** may include: • electronic: – sensor mats or pads – pendants/telecare – echo box – reminding tool – keypad entries – keys with lights – apps for budgeting/direction-finding/instructions – talking books • physical: – kettle tippers – jar openers – special cutlery/utensils – key safe box – sticks to pull socks up. **Standards** may include: • codes of practice • regulations

	• minimum standards • National Occupational Standards. **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.

DAC4E1: Professional practice in adult care settings

Unit reference	T/616/6416	**Unit level**	4
Credit value	3	**GL**	20
Unit aim	This unit is aimed at those who work in adult care settings. The purpose of this unit is for workers to analyse the professional practice in these settings		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand theories, **values**, principles and statutory frameworks that underpin practice within care.	1.1 Analyse **theories** that underpin own practice.		
	1.2 Analyse how statutory frameworks underpin service provision.		
	1.3 Analyse how values and principles underpin service provision.		
2. Understand how duty of care contributes to safe practice.	2.1 Explain what it means to have a ‘duty of care’ in own work role.		
	2.2 Analyse how duty of care contributes to safeguarding or protection of **individual**s and supports individuals’ rights and choices.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
3. Understand how to address conflicts or dilemmas that may arise between an individual's rights to choice and control and the duty of care.	3.1 Explain why conflicts may arise between the duty of care and an individual's rights.		
	3.2 Explain how to manage risks associated with conflicts between an individual's rights and the duty of care.		
	3.3 Describe where to get support and advice about managing conflicts.		
4. Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work.	4.1 Comply with statutory frameworks that underpin service provision.		
	4.2 Apply values and principles that underpin service provision.		
	4.3 Contribute to quality assurance processes to promote positive experiences for individuals using care services.		

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: DAC4E1
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC 411, SCDLMCSB1
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcome 4 must be assessed in a real work environment.
Unit guidance	**Theories** may include: • human development and growth • identity and self-esteem • aging • loss and change • psychological and sociological perspectives of social issues • discrimination. **Values** may include: • individuality • rights • choice • privacy • independence • dignity • respect • care • compassion • courage

	• communication • competence • partnership. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

DAC4E2: Working in partnership with others

Unit reference	A/616/6417	**Unit level**	4
Credit value	4	**GL**	26
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand partnership working.	1.1 Identify the features of effective partnership working.		
	1.2 Explain the importance of partnership working with colleagues, **other professionals** and **others**.		
	1.3 Analyse how partnership working delivers better outcomes.		
	1.4 Explain how to overcome barriers to partnership working.		
2. Be able to establish and maintain working relationships with colleagues.	2.1 Explain own role and responsibilities in working with colleagues.		
	2.2 Develop and agree common objectives when working with colleagues.		
	2.3 Evaluate own working relationship with colleagues.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.4 Deal constructively with any conflict that may arise with colleagues.		
3. Be able to establish and maintain working relationships with other professionals.	3.1 Explain own role and responsibilities in working with other professionals.		
	3.2 Develop procedures for effective working relationships with other professionals.		
	3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities.		
	3.4 Evaluate procedures for working with other professionals.		
	3.5 Deal constructively with any conflict that may arise with other professionals.		
4. Be able to work in partnership with others.	4.1 Analyse the importance of working in partnership with others.		
	4.2 Develop procedures for effective working relationships with others.		
	4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities.		
	4.4 Evaluate procedures for working with others.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.5 Deal constructively with any conflict that may arise with others.		

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: DAC4E2
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCSB1, SCDHSC 41
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	**Other professionals** may include: • workers from other agencies or organisations • advocates • independent visitors. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

DAC4E3: Understand personalisation in care and support services



Unit reference	F/616/6418	**Unit level**	4
Credit value	4	**GL**	36
Unit aim	This unit is aimed at those whose work involves commissioning, providing or contributing to services for care and support. Learners will develop their understanding of the theory, practice and legislation that underpin the personalisation agenda for care and support services.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the meaning of personalisation in social care and support services.	1.1 Compare the 'professional gift', 'empowerment' and 'rights' models of service provision.		
	1.2 Define the terms: • personalised service • self-commissioned service • self-directed support • micro-employer.		
	1.3 Analyse the features of personalisation within social care and support services.		
	1.4 Explain why the concept of 'outcomes' is central to personalisation.		
	1.5 Identify legislative and policy drivers for personalised services.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand the systems and processes that support personalisation.	2.1 Describe the impact that personalisation has on the commissioning, funding and delivery of services.		
	2.2 Compare the roles of direct payments and individual budgets in supporting personalisation.		
	2.3 Explain the role of brokerage in commissioning and delivering personalised services.		
	2.4 Describe types of support that **individual**s or their families might need in order to access personalised services.		
3. Understand where responsibilities lie within self-directed support.	3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support.		
	3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by direct payments recipients, commissioners and social workers/care managers.		
4. Understand how to promote personalisation.	4.1 Analyse the attitudes, approaches and skills needed in own role to implement personalisation.		
	4.2 Evaluate the impact of personalisation on own role.		
	4.3 Propose ways to enhance own contribution to promoting personalisation.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
5. Understand how to develop systems and structures for personalisation.	5.1 Evaluate how far systems and structures in own organisation have adapted to personalisation.		
	5.2 Describe ways to improve systems and structures to enhance personalisation.		

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: DAC4E3
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCSB1, SCDHSC 411
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

DAC4F1: Understand safeguarding and protection in adult care settings

Unit reference	J/616/6419	**Unit level**	4
Credit value	2	**GL**	18
Unit aim	This unit is aimed at those who work in health and social care settings. The unit covers an understanding of abuse types and common symptoms. It also covers understanding of the policies and procedures in place around safeguarding and the role of the worker in putting these into practice.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the impact of current legislation for the safeguarding of adults at risk of **abuse** and neglect.	1.1 Explain the current legislative framework that underpins safeguarding of vulnerable adults.		
	1.2 Explain how current national guidelines and local policies and procedures for safeguarding affect your day-to-day work.		
	1.3 Explain own responsibilities relating to the current legislative framework with regard to safeguarding.		
2. Understand how to respond to suspected or alleged abuse.	2.1 Describe signs and symptoms associated with abuse**.**		
	2.2 Explain actions to take if there are suspicions that an **individual** is being abused.		
	2.3 Explain actions to take if an individual alleges that they are being abused.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.4 Explain whistleblowing and how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed.		
3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults.	3.1 Explain agreed protocols for working in partnership with other organisations.		
	3.2 Explain own role in partnership working.		
4. Understand how to support **others** in safeguarding.	4.1 Explain how to support others to raise concern.		
	4.2 Explain how to support others during the safeguarding process.		

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: DAC4F1
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Unit guidance	**Abuse** includes: • physical abuse • domestic violence • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect. In this unit, **individual** will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

DAC4F2: Safeguard children and young people who are present in the adult care sector

Unit reference	A/616/6420	**Unit level**	4
Credit value	2	**GL**	14
Unit aim	The purpose of this unit is to assess the knowledge and skills required to safeguard children and young people. It is for those learners who do not work directly with children, but need to know how to recognise and respond to harm, abuse and neglect should they or others encounter these in the course of their work with adults.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the responsibility to safeguard children and young people who are present in an adult care work setting.	1.1 Explain own responsibility to safeguard children and young people who are present in an adult care **work setting.**		
	1.2 Explain the responsibility of **others** to safeguard children and young people who are present in an adult care work setting.		
2. Be able to develop the understanding of others about safeguarding children and young people.	2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people.		
	2.2 Provide information to others on **indicators** of harm, abuse or neglect and actions that need to be taken where there are **safeguarding concerns**.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people.	3.1 Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting.		
	3.2 Identify actions to take when conflicts and dilemmas about safeguarding arise.		

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: DAC4F2
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCB1, SCDHSC0034, SCDHSC0044
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcome 2 must be assessed in a real work environment.
Unit guidance	**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Indicators** may include the signs, symptoms and behaviours associated with harm, abuse or neglect. **Safeguarding concerns** will include: • those identified by self • those identified by others • those that are immediate or ongoing concerns.

Optional Units

Aspects of Support Units

HSC AS 4: Advocacy in adult care

Unit reference	F/616/6306	**Unit level**	4
Credit value	5	**GL**	35
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support advocacy in adult social care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand current legislation, policies and codes of practice in relation to advocacy.	1.1 Explain the wider policy context of advocacy.		
	1.2 Summarise **legislation** in relation to advocacy.		
	1.3 Identify current guidance and codes of practice in relation to advocacy.		
	1.4 Outline requirements in relation to an **individual**'s entitlement and eligibility for advocacy.		
2. Understand the principles of advocacy in adult social care.	2.1 Explain the **principles and values** underpinning advocacy.		
	2.2 Summarise **models of advocacy**.		
	2.3 Give examples of **when an individual may require an advocate**.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.4 Explain the role of the advocate in relation to: • responsibilities • skills and attributes • limits and boundaries.		
	2.5 Describe how advocacy can support in reducing discrimination and social exclusion.		
3. Be able to assist individuals to access advocacy.	3.1 Provide information to individuals about advocacy services and professionals.		
	3.2 Support individuals to explore options, express choices and maximise their involvement.		
	3.3 Refer individuals to **other professionals or agencies**.		
	3.4 Describe factors that may prevent access to advocacy support.		
4. Be able to support individuals with advocacy.	4.1 Support individuals with self-advocacy.		
	4.2 Support individuals to participate in discussions and decisions about their lives.		
	4.3 Provide information and guidance to support individuals to make informed choices.		
	4.4 Support individuals to explore options without imposing own views.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.5 Act on the instruction of the person receiving advocacy support.		
	4.6 Share information within the boundaries of confidentiality.		
5. Be able to safeguard the rights and choices of individuals accessing advocacy.	5.1 Recognise dilemmas and conflict that may arise during advocacy.		
	5.2 Describe how culture can impact on the advocacy relationship.		
	5.3 Develop strategies to resolve conflict and dilemmas.		
	5.4 Respond to safeguarding concerns disclosed through the advocacy process in line with local and national procedures.		
	5.5 Ensure accessible complaints procedures are available.		
	5.6 Support individuals to access advocacy in the event of complaints or appeals.		
	5.7 Refer ethical, safeguarding or other concerns to appropriate professionals or agencies.		
6. Be able to review advocacy support.	6.1 Review advocacy support with individuals and other professionals or agencies.		
	6.2 Maintain records in relation to advocacy.		

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: HSC AS 4
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	HSC 31, HSC 367, HSC 368, HSC 3111
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.
Unit guidance	**Legislation** may include: • Equality Act 2010 • Mental Capacity Act 2005 • Human Rights Act 1998 • Mental Health Act 2007 • UK GDPR • Care Act 2014. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Principles and values** may include: • appropriate use of personal value base • advocacy and the duty to involve • empowerment and enablement • positive risk-taking • personalisation • rights relating to complaints and appeals • different types and sources of power and the potential for imbalance of power • rights relating to choices and decision-making, including unwise decisions • importance of differentiation between the advocate's and individual's views • values in relation to mental health, disability, human rights, participation and best interests • ethical considerations • 'no decisions about me without me'. **Models of advocacy** may include: • self-advocacy • group advocacy • peer advocacy

	• citizen advocacy • professional advocacy • non-instructed advocacy. **When an individual may require an advocate** may include: • independent advocacy and appropriate person • statutory advocacy duties • advocacy relating to mental capacity • advocacy relating to complaints and appeals. **Other professionals and agencies** may include: • Social Worker • Nurse • Clinicians – Doctors • Psychiatrist • Psychologist.

HSC AS 5: Co-ordinate the use of assistive living technology

Unit reference	J/616/6310	**Unit level**	4
Credit value	4	**GL**	31
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to co-ordinate the use of assistive living technology.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand how **assistive living technology** impacts the lives of **individual**s.	1.1 Research the range and availability of assistive technology.		
	1.2 Explain how the use of assistive living technology impacts positive outcomes for individuals.		
2. Be able to facilitate the use of assistive living technology.	2.1 Research assistive technology solutions that meet identified needs.		
	2.2 Explain how assistive living technology solutions can be adapted to meet an individual's needs.		
	2.3 Assess risks in relation to assistive living technology solutions.		
	2.4 Describe assessment and referral processes used to secure assistive living technology.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.5 Support the individual to secure the provision of appropriate assistive living technology.		
	2.6 Support the individual to use assistive living technology.		
3. Be able to support the development of **others** to facilitate the use of assistive living technology.	3.1 Provide information to others about assistive living technology.		
	3.2 Provide guidance to others to facilitate the use of assistive living technology.		
4. Be able to review the provision of assistive living technology.	4.1 Review assessment and referral processes used to secure assistive living technology.		
	4.2 Review the impact of the use of assistive living technology on individuals.		

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: HSC AS 5
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	Sensory Services 4, 6, 7, 9 and 11
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	**Assistive living technology** may include: • electronic: - sensor mats or pads - reminding tool - key pad entries - key with lights - apps for budgeting/direction finding/instructions - talking books • physical: - kettle tippers - jar openers - special cutlery/utensils - key safe box - sticks to pull socks up. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC 3007: Support the development of community partnerships

Unit reference	M/601/9494	**Unit level**	4
Credit value	5	**GL**	33
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the role of community partnerships.	1.1 Explain the concept of community partnerships.		
	1.2 Analyse the benefits of community partnerships.		
	1.3 Describe the **range of agencies**, networks, organisations and individuals who may be involved in community partnerships.		
2. Be able to identify where community partnerships could inform and support practice.	2.1 Work with **others** to identify needs that could be met through community partnerships.		
	2.2 Gather and disseminate information about existing community partnerships that may meet identified needs.		
	2.3 Contribute to evaluating information about existing community partnerships and identifying gaps.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.4 Work with others to determine how a community partnership could fill a gap in provision.		
3. Be able to bring people together to set up community partnerships.	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision.		
	3.2 Disseminate information about the proposed partnership to those identified.		
	3.3 Invite participation in the proposed partnership.		
4. Be able to support the setting up of community partnerships.	4.1 Gather information about good practice from partnerships with similar purposes.		
	4.2 Gather information on potential costs and sources of funding for the partnership.		
	4.3 Provide information gathered to potential members of the partnership.		
	4.4 Work with others to agree: • membership of the partnership • aims and objectives • **roles and responsibilities** • activities and practices.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
5. Be able to contribute to the running of community partnerships.	5.1 Carry out own responsibilities to support the purpose of the partnership.		
	5.2 Support the community partnership to **operate effectively**.		
	5.3 Describe ways to support the partnership when a member disengages.		
6. Be able to contribute to the review of community partnerships.	6.1 Support members of the partnership to monitor its activities.		
	6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.		
	6.3 Contribute to evaluating the partnership.		
	6.4 Contribute to agreeing changes to the partnership's practice.		

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: HSC 3007
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	HSC 3101, HSC 3102, HSC 3104
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 4 must be assessed in a real work environment. .
Unit guidance	**Operating effectively** will include: • working inclusively • respecting and valuing all members • supporting members to participate • abiding by agreements • resolving conflicts. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Range of agencies** may include: • benefits agency • job centres • employment agencies • voluntary organisations. **Roles and responsibilities** may include: • contribution of resources • commitment of time • allocation of tasks.

HSC AS 10: Lead practice to support individuals to access and engage in education, training or employment (ETE)

Unit reference	D/616/6314	**Level**	4
Credit value	4	**GL**	31
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead practice to support individuals to access and engage in education, training and employment (ETE).		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand how legislation, statutory frameworks and codes of practice support an **individual** to access and engage in education, training and employment.	1.1 Outline the legislation, guidance and codes of practice that support an individual to access and engage in education, training, or employment.		
	1.2 Explain the statutory duties of employers and education and training providers in supporting individuals with additional and different needs.		
2. Understand support available to individuals accessing education, training or employment.	2.1 Describe the importance of partnership and inter-agency working in promoting **well-being** for individuals accessing education, training and employment.		
	2.2 Describe **assistance** available to support individuals into education, training and employment.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.3 Explain current education and training available for individuals.		
	2.4 Describe own role in developing local initiatives, projects, resources or support in relation to education, training and employment opportunities and pathways.		
3. Be able to lead practice to support individuals to access and engage in education, training and employment.	3.1 Work with individuals and others to identify the education, training or employment opportunities taking account of their: • aspirations • skills and abilities • interests • experience • qualifications • support needs • preferred career pathway • personal circumstances • language / communication needs.		
	3.2 Work with the individual and **others** to source accessible information on education, training or employment opportunities.		
	3.3 Work with individuals and others to identify resources and support that may be needed to engage in education, training and employment.		
	3.4 Apply risk enablement policies and procedures.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.5 Encourage an individual to actively participate in decision-making in relation to the selection of education, training or employment opportunities.		
	3.6 Work with others to support an individual to apply for education, training or employment opportunities.		
	3.7 Work with others to support an individual to prepare for interview or selection for education, training or employment opportunities.		
	3.8 Monitor, review and make recommendations for support in response to individuals' needs.		
4. Be able to evaluate engagement in education, training or employment.	4.1 Work with individuals and others to reflect on and evaluate the education, training or employment opportunity against agreed outcomes.		
	4.2 Review with the individual and others the continued support required to undertake education, training or employment.		
	4.3 Agree with the individual and others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences.		

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: HSC AS 10
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	Sensory Services 5
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Well-being** may include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental. **Assistance** may include: • statutory or voluntary agency support • physical adaptations • emotional support • financial support • funding initiatives. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC AS 11: Lead practice in providing information, advice and guidance

Unit reference	M/616/6317	**Unit level**	4
Credit value	4	**GL**	26
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead practice in providing information, advice and guidance.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand current legislation, frameworks and theories that affect the delivery of information, advice and guidance services.	1.1 Explain the impact on information, advice and guidance services of: • legislation • national frameworks • quality assurance standards.		
	1.2 Describe **theories** that underpin information, advice and guidance services.		
	1.3 Explain how information, advice and guidance promotes learning and well-being.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand the importance of providing accurate information, advice and guidance through person-centred approaches.	2.1 Explain the relationship between information, advice and guidance.		
	2.2 Explain benefits of a culture that actively promotes dignity and respects diversity and inclusion when providing information, advice and guidance services.		
	2.3 Explain why accessible, accurate, timely and relevant information, advice and guidance is important to support **individual**s to make informed choices.		
	2.4 Outline the importance of partnership and inter-agency working in identifying, addressing and overcoming barriers for individuals.		
3. Understand provision of information, advice and guidance in own practice.	3.1 Analyse own role, responsibilities and boundaries in provision of information, advice and guidance.		
	3.2 Analyse ethical principles in relation to information, advice and guidance and their impact on own practice.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
4. Be able to provide accurate and meaningful information, advice and guidance that supports individuals to make informed choices.	4.1 Establish procedures that encourage active participation of individuals in expressing their preferences, career aspirations and support needs.		
	4.2 Research benchmarks for the sharing of knowledge and good practice.		
	4.3 Provide person-centred information, advice and guidance to individuals and **others**.		
	4.4 Check the individual's understanding of information, advice and guidance offered.		
	4.5 Work with others to support individuals and others to access information, advice and guidance from different **sources**.		
	4.6 Implement procedures that facilitate collaboration with others to access specialist advice.		
	4.7 Apply organisational processes to record, maintain, store and share information.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
5. Be able to review and evaluate practice in providing information, advice and guidance.	5.1 Review how the interaction with individuals and others met information, advice and guidance needs.		
	5.2 Evaluate practice in providing information, advice and guidance services.		
	5.3 Mentor colleagues to develop practice in providing information, advice and guidance.		
	5.4 Implement plan to develop practice in providing information, advice and guidance.		

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: HSC AS 11
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
Unit guidance	**Theories** may include: • development • learning • matching • psychodynamic. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Sources** may include: • leaflets • libraries • GP • advisory agencies • Internet • other media source, e.g. DVD • social media.

AN 39: Awareness of the Mental Capacity Act 2005



Unit reference	R/615/7254	**Unit level**	3
Credit value	3	**GL**	28
Unit aim	This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the importance of the Mental Capacity Act 2005.	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves.		
	1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves.		
	1.3 Explain how the Mental Capacity Act 2005: • empowers people to make decisions for themselves • protects people who lack capacity by placing them at the heart of the decision-making process.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves.		
2. Understand the key elements of the Mental Capacity Act 2005.	2.1 Define the five statutory principles included in the Mental Capacity Act 2005.		
	2.2 Describe when a worker must comply with the Mental Capacity Act 2005.		
	2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity.		
	2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005.		
	2.5 Explain **'best interests'** as defined in the Mental Capacity Act 2005.		
	2.6 Explain what actions need to be taken to ensure a worker acts in an individual's best interests.		
	2.7 Identify whose responsibility it is to assess capacity and best interests.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves.		
	2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed.		
	2.10 Explain how the Mental Capacity Act 2005 can assist a person to plan ahead for a time when they may not have capacity to make certain decisions.		
3. Understand 'restraint' as defined in the Mental Capacity Act 2005 s6 (4).	3.1 Identify the range of actions that amount to restraint.		
	3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005.		
	3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being **deprived of their liberty**.		
	3.4 Describe the actions that are necessary to ensure that a person is lawfully deprived of their liberty.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think a person may be being deprived of their liberty.		
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity.	4.1 Explain the legal status of the Mental Capacity Act 2005 Code of Practice.		
	4.2 Explain the purpose of the Mental Capacity Act 2005 Code of Practice.		
	4.3 Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.		

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: AN 39
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.
Unit guidance	**Best interests** - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act 2005 Code of Practice (Chapter 5). **Deprived of their liberty** - Mental Capacity Act 2005 Code of Practice (Chapter 6).

HSC AS 14: Promote nutrition and hydration in adult care settings

Unit reference	A/616/6336	**Unit level**	3
Credit value	4	**GL**	42
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote nutrition and hydration in health and social care settings.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the components of a balanced diet.	1.1 Define the main food groups.		
	1.2 Identify sources of essential nutrients.		
	1.3 Explain the role of essential nutrients for health.		
	1.4 Evaluate the impact of poor diet on health and well-being.		
2. Understand current national and organisational requirements for meeting nutritional and hydration needs in adult care settings.	2.1 Summarise current legislation and national guidelines in relation to: • **nutritional guidelines** for a balanced diet • meeting nutritional and hydration needs • food safety • nutritional screening and malnutrition.		
	2.2 Describe the roles and responsibilities of **others** in		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	assessing and managing nutritional and hydration needs with **individual**s.		
	2.3 Explain how to access additional support and information in relation to nutrition and hydration.		
	2.4 State the prevalence of malnutrition amongst individuals accessing health and social care services.		
3. Understand malnutrition in adult care settings.	3.1 Describe **factors** that impact on nutritional intake.		
	3.2 Describe **risk factors** that may lead to malnutrition.		
	3.3 Describe the signs of malnutrition.		
	3.4 Explain the purpose of **nutritional screening** and associated risk assessment.		
	3.5 Describe how nutritional and fluid intake should be monitored.		
	3.6 Describe the impacts of malnutrition on an individual's health and well-being.		
	3.7 Explain ways of ensuring food and drink have increased nutritional density through fortification.		
	3.8 Describe the appropriate use of nutritional supplements.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.9 Identify when referral to a health professional is necessary.		
4. Understand individual preferences and **special dietary requirements** in health and social care settings.	4.1 Describe how **individual differences** may influence dietary preferences and intake.		
	4.2 Describe barriers to healthy eating for individuals.		
	4.3 Describe dietary requirements associated with common health conditions.		
	4.4 Describe how to support individuals with: • food allergy • food intolerance.		
	4.5 Explain the importance of following special dietary requirements.		
	4.6 Explain what adaptations to a balanced diet may be required to meet different requirements.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.7 Describe the importance of understanding an individual's life history in supporting nutrition and hydration needs.		
5. Understand how to promote a culture and	5.1 Explain why it is important to include a variety of food and		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
environment that supports nutrition and hydration.	drink in the diets of individuals.		
	5.2 Describe how to use a person-centred approach to support individuals with different levels of ability to eat and drink.		
	5.3 Explain the benefits of protected mealtimes.		
	5.4 Describe how mealtime environments and food presentation can be a barrier to meeting nutritional needs.		
	5.5 Explain how to promote an enabling and positive culture conducive to eating and drinking.		
6. Be able to promote nutrition in health and social care settings.	6.1 Plan a balanced diet with an individual that incorporates their preferences and meets nutritional requirements.		
	6.2 Evaluate the effectiveness of different ways of promoting healthy eating.		
7. Be able to screen and monitor nutrition and hydration in health and social care settings.	7.1 Carry out nutritional screening using an approved assessment tool.		
	7.2 Monitor and record the nutrition and fluid intake of an individual.		
	7.3 Report any concerns or information for referral to appropriate health professional.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	7.4 Implement interventions identified through nutritional screening.		
	7.5 Review the effectiveness of the interventions following nutritional screening.		

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: HSC AS 14
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	HSC 213
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 6 and 7 must be assessed in a real work environment.
Unit guidance	**Nutritional guidelines** refers to the latest national guidance for appropriate groups according to approved national sources such as The Eatwell Guide and The National Institute for Health and Care Excellence (NICE). **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Factors** may include: • culture and religion • individual preferences and habits • physical factors, e.g. positioning, oral hygiene • psychological factors, e.g. depression, eating disorders • income, lifestyle and social convention • media • family and peer group influences • ethics, morals and political beliefs • neglect. **Risk factors** could include: • dysphagia • effects of medication • physical or mental health • specific conditions such as dementia • oral health • communication • understanding of healthy and balanced diet

	appropriate to the individual. **Nutritional screening** may include: • Malnutrition Universal Screening Tool (MUST) • British Association for Parenteral and Enteral Nutrition (BAPEN) • National Institute for Health and Care Excellence (NICE) - Nutrition for adults. **Special dietary requirements** may include diets for an illness or condition, e.g. food allergy, diabetes, eating, drinking or swallowing difficulty, dysphagia and coeliac disease. **Individual differences** may include: • health and well-being • cognitive and emotional • values and beliefs • culture and religion • mental health • gender • age • specific conditions, e.g. dementia, autism, learning disability • values and beliefs.

HSC AS 18: Develop, implement and review reablement plans

Unit reference	F/616/6323	**Unit level**	4
Credit value	4	**GL**	30
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to develop, implement and review reablement plans.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand reablement.	1.1 Explain current legislation in relation to reablement.		
	1.2 Analyse the evidence base for current policy drivers towards reablement.		
	1.3 Explain how the following principles support reablement: • independence • empowerment • personalisation • choice and control.		
	1.4 Explain how reablement services can: • improve an **individual**'s outcome • increase quality of life • support the family of an individual.		
	1.5 Evaluate strategies used in reablement planning: • positive risk-taking • outcomes-focused goals.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand the importance of activities of daily living for individuals.	2.1 Explain basic and complex activities of daily living.		
	2.2 Evaluate how reablement can promote independence in daily activities for individuals.		
	2.3 Analyse **barriers** to independence in relation to activities of daily living.		
3. Understand resources available to support reablement.	3.1 Explain **techniques** for reablement.		
	3.2 Explain roles and responsibilities of professionals within the **multi-disciplinary team.**		
	3.3 Explain how multi-disciplinary team working is used to support reablement.		
	3.4 Describe how equipment can be used to support reablement.		
	3.5 Explain how assistive technology can support reablement.		
	3.6 Explain when and how to involve other **agencies** to support reablement.		
4. Be able to contribute to the development of plans for reablement.	4.1 Work in partnership with individuals, **others** and the multi-disciplinary team to agree outcome-focused goals using assessment information.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.2 Address barriers identified in an individual's reablement plan.		
	4.3 Identify resources needed to implement the reablement plan.		
	4.4 Assess risks associated with the reablement plan.		
	4.5 Develop contingency plans to reduce the likelihood of identified risks.		
	4.6 Record the reablement plan.		
5. Be able to implement a reablement plan.	5.1 Support the individual, others and multi-disciplinary team to engage in the reablement plan.		
	5.2 Enable an individual to participate in activities of daily living.		
	5.3 Enable learning and engagement with an individual and their family.		
	5.4 Address barriers identified in an individual's reablement plan.		
6. Be able to monitor and review the reablement plan.	6.1 Work in partnership with the individual, others and the multi-disciplinary team to monitor progress towards the outcome-focused goals.		
	6.2 Evaluate the effectiveness of the reablement plan.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	6.3 Work in partnership with the individual, others and the multi-disciplinary team to agree any changes to the reablement plan.		
	6.4 Record agreed changes to reablement plan.		

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: HSC AS 18
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes **4, 5 and 6** must be assessed in a real work environment.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Barriers** may include: • environmental • social • physical • emotional • sensory impairment • cognitive • financial. **Techniques** may include: • pacing • grading • energy conservation • time and length of calls • spacing between visits. **Multi-disciplinary team** may include: • care delivery team • Occupational Therapist • GP • Speech and Language Therapist • Physiotherapist • Pharmacist • Nurse • Social Worker • Psychologist • Admiral Nurses • Community Psychiatric Nurse • Dementia Care Advisors. **Agencies** may include those services or facilities that may have influence or responsibilities in relation to the individual's reablement plan, e.g. housing, adult services, meals on wheels, financial, support groups etc.

	Others may include: • team members • other colleagues • those who use or commission their own health or social care service • families, carers and advocates.

AN 33: Support individuals to access and use services and facilities

Unit reference	A/615/7202	**Unit level**	3
Credit value	4	**GL**	25
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand factors that influence individuals' access to services and facilities.	1.1 Describe how accessing a range of services and facilities can be beneficial to an **individual**'s well-being.		
	1.2 Identify barriers that individuals may encounter in accessing services and facilities.		
	1.3 Describe ways of overcoming barriers to accessing services and facilities.		
	1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.		
2. Be able to support individuals to select services and facilities.	2.1 Work with individuals to identify services and facilities likely to meet their assessed needs.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.2 Agree with individuals their preferred options for accessing services and facilities.		
	2.3 Work with individuals to select services or facilities that meet their assessed needs and **preferences**.		
3. Be able to support individuals to access and use services and facilities.	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities.		
	3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities.		
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.		
4. Be able to support individuals to review their access to and use of services and facilities.	4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences.		
	4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.3 Work with individuals and **others** to evaluate the support provided for accessing and using services or facilities within scope of own role.		
	4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role.		

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: AN 33
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0226, HSC 330
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Preferences** may be based on: • beliefs • values • culture. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

AN 59: Support individuals to access and manage direct payments

Unit reference	K/615/7213	**Unit level**	4
Credit value	4	**GL**	20
Unit aim	This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the role of direct payments.	1.1 Explain the purpose of direct payments.		
	1.2 Explain legislation and policies relating to direct payments for providing care and support.		
	1.3 Identify the range of services for which direct payments may be used.		
	1.4 Explain the term 'personalisation' in relation to direct payments.		
2. Be able to support individuals to decide whether to use direct payments.	2.1 Identify sources of information and advice about using direct payments.		
	2.2 Identify the conditions that need to be met for the **individual** to be eligible for direct payments.		
	2.3 Provide information and advice about direct payments		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	in a way that is accessible to an individual and **others**.		
	2.4 Access specialist guidance about using direct payments.		
	2.5 Work with the individual and others to assess: • whether a direct payment would be beneficial in meeting the individual's needs • the level and type of support needed to manage the direct payment.		
3. Be able to provide support to select services to be purchased with direct payments.	3.1 Provide accessible information about services that are likely to meet the individual's needs.		
	3.2 Work with the individual and others to select support that meets their needs within resources available.		
	3.3 Support the individual to check and understand documents produced by service providers selected.		
4. Be able to provide support for completing paperwork associated with direct payments.	4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes **active participation.**		
	4.2 Support the individual to make payments for services purchased, in a way that promotes active participation.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation.		
5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments.	5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments.		
	5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments.		
	5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts.		
6. Be able to contribute to reviewing the support provided through direct payments.	6.1 Agree with the individual any support needs and the required support to be purchased.		
	6.2 Work with the individual and others to evaluate the support they have purchased.		
	6.3 Agree and record any changes needed to the support purchased.		
	6.4 Provide feedback to organisations about the support purchased.		
7. Be able to contribute to reviewing the management of direct payments.	7.1 Work with the individual and others to review the management of the direct payment.		
	7.2 Agree and record any changes to the type and level		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	of support needed for managing a direct payment.		
	7.3 Provide feedback to people and organisations about the management of the individual's direct payment.		

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: AN 59
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0346
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles. Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues

	• those who use or commission their own health or social care services • families, carers and advocates. **Active participation** 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.

AN 60: Support individuals to access housing and accommodation services

Unit reference	H/615/7243	**Unit level**	3
Credit value	4	**GL**	31
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand support available to access housing and accommodation services.	1.1 Identify sources of funding and benefits that are available for **housing and accommodation** services.		
	1.2 Analyse the range of housing and accommodation services available.		
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Be able to work with individuals to identify housing and accommodation services that meet their needs.	2.1 Work with an **individual** to identify their accommodation requirements.		
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs.		
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services.		
3. Be able to work with individuals to plan to access housing and accommodation services.	3.1 Work with the individual and **others** to agree a plan for accessing housing and accommodation services.		
	3.2 Establish with an individual which housing and accommodation services will be approached.		
4. Be able to work with individuals to access housing and accommodation services.	4.1 Support the individual to prepare to attend meetings with housing and accommodation services.		
	4.2 Work with the individual to provide accurate and complete information to express their requirements and **preferences**.		
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service.		
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
5. Be able to work with housing and accommodation services to meet the needs of individuals.	5.1 Provide housing and accommodation services with information about own role and responsibilities.		
	5.2 Contact housing and accommodation staff over a prolonged period of time.		
	5.3 Show how continued contact is appropriate to ensure individual needs are being met.		
6. Be able to contribute to the review of housing and accommodation services for individuals.	6.1 Work with the individual and others to: • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	6.2 Consult with others about any problems and proposed solutions.		
	6.3 Record and report on the review in line with agreed ways of working.		

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: AN 60
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0349
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.
Unit guidance	**Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places. **Individual** refers to someone requiring care or support; it

	will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Preferences** may be based on: • beliefs • values • culture.

AN 67: Support the spiritual well-being of individuals

Unit reference	K/615/7275	**Unit level**	3
Credit value	3	**GL**	26
Unit aim	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual well-being of individuals.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the importance of spiritual well-being for individuals.	1.1 Outline different ways in which **spiritual well-being** can be defined.		
	1.2 Define the difference between spirituality and religion.		
	1.3 Describe different aspects of spiritual well-being.		
	1.4 Explain how spiritual well-being is an individual experience.		
	1.5 Explain how spiritual well-being defines an individual's identity.		
	1.6 Outline the links between spirituality, faith and religion.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	1.7 Explain how an **individual**'s current exploration of spiritual well-being may be affected by their previous experience of spirituality, faith or religion.		
2. Be able to identify the spiritual needs of an individual and others.	2.1 Support the individual and **others** to identify their spiritual needs and how and by whom these can be addressed.		
	2.2 Identify how an individual's emphasis on spiritual well-being may vary at different stages of their life experience.		
	2.3 Take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan.		
3. Understand the impact of values and beliefs on own and an individual's spiritual well-being.	3.1 Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual well-being.		
	3.2 Identify how the values and beliefs of others may impact on the individual.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.		
4. Be able to support individuals' spiritual well-being.	4.1 Access resources and information to support the individual's spiritual well-being.		
	4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual well-being.		
	4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being.		
	4.4 Support the individual to participate in their chosen activities to support their spiritual well-being.		
	4.5 Access any additional expertise required to meet the individual's spiritual needs.		
	4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.		

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: AN 67
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles. Learning outcomes 2 and 4 must be assessed in a real work environment.
Unit guidance	**Spiritual well-being** can be defined as: • something everyone can experience • helps to find meaning and purpose in the things individuals value • can bring hope and healing in times of suffering and loss • encourages individuals to seek the best relationship with themselves, others and what lies beyond. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

AN 89: Support carers to meet the care needs of individuals

Unit reference	H/615/7307	**Unit level**	3
Credit value	4	**GL**	30
Unit aim	This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community.	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community.		
2. Understand why individuals require support.	2.1 Identify disorders that impact on **individual**s.		
	2.2 Describe the effects disorders may have on individuals' lifestyles.		
	2.3 Explain how increased dependence affects individuals, carers and the provision of services.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
3. Understand how to ensure individuals receive the support they need from carers.	3.1 Explain reasons for linking support with need.		
	3.2 Explain the importance of establishing partnerships with carers.		
	3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions.		
	3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals.		
	3.5 Describe the demands placed on a carer.		
	3.6 Describe potential tensions between the demands placed on a carer and other commitments.		
	3.7 Identify signs which indicate issues with service delivery.		
4. Be able to support carers to meet the care needs of individuals.	4.1 Inform the carer of the individual's needs and care plan.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.2 Agree the type of support needed by the carer for them to meet the individual's care needs.		
	4.3 Arrange for the provision of resources necessary for the carer to support the individual.		
	4.4 Provide the carer with information on how to contact the care team.		
	4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team.		
	4.6 Update records related to service delivery agreements in line with local policy and protocol.		

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: AN 89
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	GEN20
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles. Learning outcome 4 must be assessed in a real work environment.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Specialisms Units

HSC S 32: Specialist areas of care

Unit reference	J/616/6324	**Unit level**	4
Credit value	5	**GL**	40
Unit aim	Building on the mandatory content, this unit will develop the learner's knowledge, understanding and skills in relation to leading practice within own specialist area of care. Throughout the unit, the learner must apply each learning outcome and related assessment criteria to the specialist area of care within own service. The learner will consider the impact of a condition on the holistic needs and well-being of individuals within own service (e.g. dementia, physical disability, sensory loss, acquired brain injury, learning disability, autistic spectrum, substance misuse, profound and complex needs, multiple conditions, mental health, terminal illness). The learner will then explore the impact of the condition for the holistic care needs of individuals. In order to do this, the learner will be able combine more than one specialist area of care. For example, the learner may wish to focus their practice on supporting individuals with dementia, but also have the opportunity to show competence in end of life care; or the learner may wish to focus their practice on supporting individuals with a learning disability, but also show competence in positive behaviour support. The learner will then review current research, policy and guidance relating to own specialist area of care and reflect on how this informs their practice. This will require the learner to explore services and referral processes within own specialist area of care and will consider how to represent the rights and interests of individuals. Understanding and skills in relation to leading outcomes-based, person-centred practice must be evidenced to include reflecting, evaluating, reviewing and developing practice. Finally, the learner will be able to further develop their knowledge and skills within related specialist areas of care through contributing to a plan to improve outcomes-based person-centre practice within own specialist area of care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the impact of a **condition** on the **well-being** of **individual**s within own service.	1.1. Describe the causes, types, signs and symptoms of a condition that requires specialist care within own service.		
	1.2. Describe treatment options for a condition that requires specialist care within own service.		
	1.3. Describe the impact of a condition on the holistic needs and well-being of individuals within own service.		
2. Understand the impact of a condition within own specialist area of practice on the care of individuals.	2.1. Explain the impact of a condition on the care of individuals.		
	2.2. Discuss **related specialist areas of care practice** to meet the holistic needs of individuals.		
3. Understand how current research, policy and guidance informs practice in own specialist area of care.	3.1. Summarise current research, policy and guidance in relation to own specialist area of care.		
	3.2. Explain how current research, policy and guidance informs evidence-based practice in own specialist area of care.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
4. Understand how to access services in order to meet the needs of individuals in own service.	4.1. Describe a range of services to support individuals within own specialist area of care.		
	4.2. Explain the **referral processes** used to access a range of specialist services.		
5. Be able to contribute to the implementation of processes in relation to **support planning** within own specialist area of care.	5.1. Co-ordinate the support-planning process within own specialist area of care.		
	5.2. Manage risk in relation to the support-planning process within own specialist area of care.		
	5.3. Evaluate and review the support-planning process within own specialist area of care.		
	5.4. Develop and implement a plan to improve the support-planning process within own specialist area of care.		
6. Be able to support professional development of **others** in relation to own specialist area of care practice.	6.1. Promote the development of an effective learning culture.		
	6.2. Work with others to identify development needs.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	6.3. Support others to meet identified development needs through: • induction • supervision • reflective practice • personal development plans • learning and development opportunities • mentoring.		
7. Be able to implement a plan to improve outcomes-based person-centred practice within own specialist area of care.	7.1. Work with others to review outcomes-based **person-centred practice** within own specialist area of care.		
	7.2. Contribute to a plan to improve outcomes-based person-centred practice within own specialist area of care.		
	7.3. Implement a plan to improve outcomes-based person-centred practice within own specialist area of care.		

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: HSC S 32
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCB2
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 5, 6 and 7 must be assessed in a real work environment.
Unit guidance	**Conditions** may include: dementia, physical disability, sensory loss, acquired brain injury, learning disability, autistic spectrum, substance misuse, profound and complex needs, multiple conditions/disabilities, mental health, terminal illness, diabetes, stroke, Parkinson's disease. **Well-being** may include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

	Related specialist areas of care practice may include, dementia and end-of-life care, learning disability and positive behaviour support. **Referral processes** may include: • eligibility criteria • procedures for making, receiving and processing referrals • agreement and consent of individual • sharing information. **Support planning**: may be known by other names, e.g. support plan, care plan, individual plan. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Person-centred practice –** an approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service.

HSC S 33: Undertake research in adult care

Unit reference	L/616/6325	**Unit level**	4
Credit value	8	**GL**	55
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to undertake research in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1 Understand research approaches and methodologies.	1.1 Summarise research **approaches and methodologies**.		
	1.2 Describe **key stages** in a research project.		
	1.3 Describe **tools** used to analyse data.		
2 Be able to plan a research project in relation to own area of adult care practice.	2.1 Agree a research topic.		
	2.2 Identify aims of research project.		
	2.3 Develop a research question.		
	2.4 Devise a research proposal.		
	2.5 Produce a rationale for chosen research methodology.		
	2.6 Explain reasons for considering ethical issues when designing and carrying out research.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.7 Consider ethical implications that apply to the area of the research project.		
	2.8 Review literature relevant to the research project.		
3 Be able to conduct a research project within own area of adult care practice.	3.1 Conduct the research using identified research methods.		
	3.2 Record and collate data.		
4 Be able to analyse research findings.	4.1 Analyse data from own research.		
	4.2 Draw conclusions on the analysis of data.		
	4.3 Discuss ways the research process could be improved.		
	4.4 Make recommendations for own area of adult care practice.		

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: HSC S 33
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	**Approaches and methodologies** may include: • exploratory • descriptive • analytical • predictive • qualitative • quantitative. **Key stages** may include: • propose a topic • devise a research question/hypothesis • literature review • select appropriate methodology • carry out research and data collection • data analysis • report results, discussion and conclusion • make recommendations. **Tools** may include: • statistics • tables, graphs, charts, maps, lists • trend calculations • summaries • validity, reliability, variables and parameters.

Leadership Units

HSC L 1: Promote innovation and change in adult care

Unit reference	R/616/6326	**Unit level**	4
Credit value	3	**GL**	25
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote innovation and change in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the culture of an organisation.	1.1 Explain how the purpose, vision and values define an organisation.		
	1.2 Explain the term 'organisational culture'.		
	1.3 Explain how **factors** influence the culture of an organisation.		
	1.4 Describe strategies to promote a positive culture within an organisation.		
	1.5 Describe the impact of the culture of an organisation on service provision.		
	1.6 Evaluate the practitioner's role in promoting a positive culture within an organisation.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand theories of change management.	2.1 Describe drivers for innovation and change within an organisation.		
	2.2 Summarise **theories and models** of change management.		
	2.3 Explain how **change management tools and techniques** are used to support innovation and change.		
3. Be able to support innovation and change.	3.1 Communicate the vision, values, and objectives associated with innovation and change to **individual**s and **others**.		
	3.2 Act as a positive role model in relation to innovation and change.		
	3.3 Apply positive strategies to overcome resistance to change.		
	3.4 Represent the organisation within the wider community.		
	3.5 Review progress towards achievement of the vision, values and objectives.		
	3.6 Record and report concerns and comments.		

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: HSC L 1
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcome 3 must be assessed in a real work environment.
Unit guidance	**Factors** may include: • internal factors, e.g.: - governance - leadership and management styles - staff engagement and morale - organisational values - innovation and change - resistance to change - organisational strategy and direction. • external factors, e.g.: - policy drivers - external partnerships and collaboration - external drivers for change - wider perceptions of the adult social care workforce - common values and standards - media representations of adult social care provision. **Theories and models** may include: • transactional leadership (McGregor 1960s, Maslow 1934) • Lewin Model of Change (1940s) • Leadership Continuum (Tannenbaum and Schmidt, 1958) • Transformational Leadership (Bass and Bass, 2008).

	Change management tools and techniques may include: • understanding, planning, implementing and communicating change • leadership and management styles • proactive • quality cycle • change management diagnostic tool • establish links between outcomes, causes and effects • review and prioritise. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC L 2: Manage induction in adult care

Unit reference	A/616/6398	**Unit level**	4
Credit value	3	**GL**	25
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage induction in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand induction in adult care services.	1.1 Summarise legislation, regulation, codes of practice and policy drivers in relation to induction processes.		
	1.2 Describe the purpose of induction for: • practitioners • **individual**s • organisations.		
	1.3 Describe resources and methods to support the induction process.		
2. Be able to develop an induction programme.	2.1 Explain factors to consider when developing an induction programme.		
	2.2 Work with **others** to create an induction programme.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
3. Be able to support the implementation of induction processes in own setting.	3.1 Manage the induction process for practitioners.		
	3.2 Support others involved in the induction of practitioners.		
	3.3 Provide **feedback** to practitioners on achievement of induction requirements.		
	3.4 Support practitioners to reflect on their learning and achievement of induction requirements.		
	3.5 Support practitioners to create a personal development plan following the induction period.		
4. Be able to evaluate the induction process in own setting.	4.1 Evaluate and review the induction process.		
	4.2 Work with others to identify improvements within the induction process.		
	4.3 Work with others to implement improvements to the induction process.		

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: HSC L 2
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCA3 Actively engage in the safe selection and recruitment of workers and their retention in care services.
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Feedback** may include feedback from self and others.

HSC L 3: Lead learning and development in adult care

Unit reference	F/616/6399	**Unit level**	4
Credit value	4	**GL**	26
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills to lead learning and development in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the importance of learning and development for safe and effective practice.	1.1 Summarise regulation, policies, and codes of practice in relation to professional development.		
	1.2 Explain the **role** of learning and development.		
	1.3 Explain **sources of support** for learning and development.		
2. Understand principles of learning and development in adult care.	2.1 Explain **approaches** to adult learning.		
	2.2 Explain **models** of reflective practice.		
3. Be able to plan for learning and development.	3.1 Contribute to the design of professional development strategies, policies and procedures.		
	3.2 Conduct a training needs analysis.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.3 Work with **others** to create a learning and development plan to include: • statutory training • mandatory training • identified workforce development needs.		
	3.4 Contribute to the selection and contracting of learning and development support.		
4. Be able to implement learning and development plans.	4.1 Facilitate learning and development opportunities.		
	4.2 Support others to engage in learning and development activities.		
	4.3 Maintain records in relation to learning and development.		
5. Be able to evaluate learning and development plans.	5.1 Contribute to the quality assurance of learning and development.		
	5.2 Review the outcomes of learning and development.		
	5.3 Make recommendations for improvements to learning and development.		

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: HSC L 3
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC 0043
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Unit guidance	**Role** may include**:** • increased job satisfaction • improved staff retention • development of high expectation and improvement • culture development • improved practice • stress management • preparing for changing conditions, risk or support needs • career and succession planning • performance management • achieving positive outcomes • maintenance and update of skills. **Sources of support** may include: • formal professional development • informal professional development • feedback from others • appraisal and supervision

	• mentoring and coaching • sharing of best practice • peer-to-peer learning. **Approaches** may include: • learning styles • four approaches to learning • motivation to learn • learning empowerment • learning curves and plateaux • experiential learning • situated learning • cognitive dissonance. **Models** may include: • Honey and Mumford (1986) • Schon (1983) • Kolb (1984) • Gibbs (1988). **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC L 4: Mentoring in adult care

Unit reference	K/616/6400	**Unit level**	4
Credit value	4	**GL**	30
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required for mentoring in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand own role and responsibilities in relation to mentoring in social care.	1.1 Compare **models** of mentoring.		
	1.2 Explain the role of a mentor.		
	1.3 Explain skills and qualities required for a mentoring role.		
	1.4 Analyse how own values, beliefs and attitudes can impact on the mentoring role.		
	1.5 Explain the importance of establishing, in a mentoring relationship: • ground rules for engagement • boundaries • responsibilities and autonomy of mentee.		
	1.6 Explain the importance of working to ethical and professional standards.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	1.7 Explain when and how to access support in relation to mentoring.		
2. Understand mentoring in adult care.	2.1 Explain legal and organisational requirements in relation to: • data protection • confidentiality • privacy • safeguarding and disclosure.		
	2.2 Explain benefits of mentoring to the organisation.		
	2.3 Analyse impacts of mentoring on the learning and development of the mentee.		
3. Understand techniques for establishing a mentoring relationship.	3.1 Compare **techniques** for mentoring.		
	3.2 Explain the role of confidentiality in maintaining mentoring relationships.		
4. Be able to agree goals and outcomes in partnership with the mentee.	4.1 Establish a mentoring agreement to include: • ground rules for engagement • boundaries • responsibilities and autonomy of mentee.		
	4.2 Agree goals and outcomes with a mentee.		
	4.3 Agree processes for recording interactions and progress.		
5. Be able to mentor in adult care.	5.1 Plan activities for mentoring based on development goals and outcomes.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	5.2 Maintain a working relationship with the mentee.		
	5.3 Use communication techniques that develop the mentoring relationship.		
	5.4 Provide constructive feedback to the mentee.		
6. Be able to review the progress and achievements of a mentee in partnership with them.	6.1 Review progress with the mentee by encouraging them to clarify their own goals and facilitate achievement.		
	6.2 Review **strategies** for motivating mentees.		
	6.3 Agree ongoing mentoring support following review.		
7. Be able to support continuous improvement.	7.1 Reflect on own practice in relation to mentoring to identify areas for development.		
	7.2 Evaluate the impact of mentoring on service provision.		

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: HSC L 4
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.
Unit guidance	**Models** may include: • apprentice model • competency model • reflective model. **Techniques** may include: • establish rapport • identify points of connection • clear, open discussion • sharing assumptions, needs, expectations • discussion regarding previous mentoring relationships • active listening • reflecting • summarising • communication via a range of methods. **Strategies may include:** • immediate feedback • use of praise • regular reporting • conducive environment • use of learning models such as**:** - andragogical principles - advance organiser - learning orientation model.

HSC L 5: Partnership working in adult social care

Unit reference	M/616/6401	**Unit level**	4
Credit value	4	**GL**	30
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required for partnership working in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand partnership working.	1.1 Explain **functions** of partnership working in adult care.		
	1.2 Explain **principles** of partnership working.		
	1.3 Analyse how partnership working contributes to positive outcomes for **individual**s.		
	1.4 Discuss the value of co-production and the contribution and expertise of individuals, carers and families.		
	1.5 Explain how partnership working contributes to continuous improvement for service provision.		
2. Understand legislation, policy and procedure in relation to partnership working.	2.1 Summarise the legislative, policy and procedural requirements in relation to partnership working.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.2 Explain how information is shared within confidentiality agreements.		
3. Understand **barriers** to partnership working.	3.1 Analyse barriers to partnership working.		
	3.2 Explain strategies to prevent or resolve conflict.		
4. Be able to develop and maintain effective working partnerships.	4.1 Contribute to the development of procedures and systems for partnership working.		
	4.2 Identify opportunities for partnership working.		
	4.3 Develop productive working relationships with individuals and **others**.		
	4.4 Establish shared objectives, values and outcomes.		
	4.5 Agree how roles, responsibilities and expertise will be shared within the partnership.		
	4.6 Promote effective communication within the partnership.		
	4.7 Facilitate inclusive and collaborative decision making processes.		
	4.8 Maintain records and share information within confidentiality agreements.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
5. Be able to monitor and evaluate own contribution to partnership working.	5.1 Review progress and achievements against agreed objectives and outcomes.		
	5.2 Evaluate the effectiveness of working in partnership.		
	5.3 Reflect on own contribution to the partnership.		
6. Be able to evaluate the impact of partnership working.	6.1 Evaluate the impact of partnership working on: • person-centred practice • positive outcomes for individuals • service provision.		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.
Unit guidance	**Functions** may include: • safeguarding • planning care and support • transition between services • behaviour support • entry into employment and/or education • reablement • activity co-ordination • service planning and improvement • co-production • personalisation • advocacy. **Principles** may include: • person-centred approaches • benefits of sharing resources and expertise • avoiding duplication and fragmentation of care and support

	• the importance of shared values and objectives • teamwork and group dynamics • the importance of listening to and respecting other opinions • confidentiality agreements and protocols • equal commitment. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Barriers** may include: • lack of clarity of shared objectives • lack of clarity of roles and responsibilities • financial barriers • values, culture and conditions between different organisations • different priorities and timescales. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC L 6: Manage personal and professional behaviour in adult care

Unit reference	T/616/6402	**Unit level**	4
Credit value	3	**GL**	20
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage personal and professional behaviour in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the values, principles and standards in relation to **personal and professional behaviour** in adult care.	1.1. Summarise the **statutory frameworks, standards and codes of practice** in relation to personal and professional behaviour in adult care.		
	1.2. Explain how personal and professional behaviour contribute to: • duty of care • duty of candour • accountability.		
	1.3. Discuss how the practitioner's **values,** belief systems and experience impact their personal and professional behaviour.		
	1.4. Discuss the contribution of personal and professional behaviour to: • self-awareness • management of self • continuing professional development (CPD) • acting with integrity.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Understand the impacts of personal and professional behaviour.	2.1. Analyse how personal and professional behaviour impacts: • **individuals** • **others** • organisation • community.		
	2.2. Explain how tensions between professional behaviour and personal behaviour can be managed.		
3. Be able to evaluate own personal and professional behaviour.	3.1. Reflect on own personal and professional behaviour in relation to: • developing self-awareness • managing self • continuing professional development (CPD) • acting with integrity.		
	3.2. Evaluate areas of personal and professional behaviour for development.		
4. Be able to support others to reflect on their own personal and professional behaviour.	4.1. Analyse factors which impact on work performance of: • self • others.		
	4.2. Explain the importance of role modelling personal and professional behaviour.		
	4.3. Champion a culture of reflection, learning and development.		
	4.4. Support others to reflect on their personal and professional behaviour.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.5. Explain how to manage unprofessional behaviour of others.		

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: HSC L 6
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit guidance	**Personal and professional behaviour** refers to all aspects of the conduct of adult care practitioners. **Statutory frameworks, standards and codes of practice** may include: • Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 • The fundamental standards (Care Quality Commission) • Leadership Qualities Framework • Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England • codes of conduct for specific, related professions such as Nursing and Midwifery Council • codes of practice for specific aspects of adult social care, such as Mental Capacity Act 2005. **Values** may include: • core values in adult social care • organisational values • personal values • professional values • openness and transparency • integrity. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC L 8: Lead practice to promote quality assurance in adult care

Unit reference	A/616/6403	**Unit level**	4
Credit value	4	**GL**	36
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead practice in promoting quality assurance in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand the regulatory framework in adult care.	1.1 Explain how the regulatory framework informs quality standards in adult care.		
	1.2 Describe quality standards used to endorse adult care providers.		
	1.3 Explain how **quality standards and initiatives** are used to improve outcomes for: • **individual**s • workforce • organisation • stakeholders.		
2. Understand factors that impact the quality of service provision.	2.1 Analyse factors that impact the quality of service provision.		
3. Understand approaches to quality management in adult care.	3.1 Describe the role of governance in managing quality.		
	3.2 Explain the importance of continuous service improvement.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.3 Explain the role of evidence-based practice in developing quality standards.		
	3.4 Explain the cycle of quality assurance.		
	3.5 Describe performance indicators used in adult care.		
	3.6 Explain how benchmarking measures quality.		
	3.7 .Describe internal and **external audit processes** within adult care.		
4. Be able to contribute to setting quality standards for service provision.	4.1 Work with **others** to: • agree quality standards for the service • develop policies and procedures for the implementation of quality standards.		
	4.2 Identify performance indicators to measure progress towards the achievement of quality standards.		
	4.3 Communicate the agreed quality standards to: • the organisation • external agencies.		
5. Be able to lead practice to promote quality standards.	5.1 Work with others to review progress towards achievement of quality standards.		
	5.2 Make and agree recommendations to improve quality.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	5.3 Work with others to develop and implement a service improvement action plan.		

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: HSC L 8
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
Unit guidance	**Quality standards and initiatives** may include: • Care Quality Commission key lines of enquiry and fundamental standards • National Institute for Care and Health Excellence (NICE) • Healthwatch • National Service Frameworks (NSF) • Skills for Care common core principles • dementia strategy • Dignity in Care • adult autism strategy • Investors in People • various quality charter marks and accolades. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **External audit processes** includes: • Care Quality Commission's inspection framework. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care service • families, carers and advocates.

HSC L 10: Contribute to recruitment and selection in adult care

Unit reference	F/616/6404	**Unit level**	4
Credit value	3	**GL**	25
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to recruitment and selection in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** **e.g.** page number & method	**Assessor judgement achieved** Initial and date
1. Understand legislation, regulation and organisation requirements for recruitment and selection.	1.1 Summarise current legislation, regulation and organisational requirements for recruitment and selection.		
	1.2 Describe the impact of **drivers** within adult care on recruitment and selection.		
2. Understand the recruitment and selection processes.	2.1 Describe **stages** of recruitment and selection.		
3. Be able to contribute to the recruitment and selection process in own setting.	3.1 Involve **individual**s in the recruitment process.		
	3.2 Use agreed methods to assess candidates.		
	3.3 Use agreed criteria to select candidates.		
	3.4 Communicate the outcome of the recruitment and selection process.		
4. Be able to evaluate the recruitment and selection processes in own setting.	4.1 Contribute to the evaluation and review of recruitment and selection processes.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** **e.g.** page number & method	**Assessor judgement achieved** Initial and date
	4.2 Recommend improvements to processes and practice in relation to recruitment and selection.		

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: HSC L 10
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCA3 Actively engage in the safe selection and recruitment of workers and their retention in care services
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit guidance	**Drivers** may include: • values-based • systems management - quality and safety • capacity planning • integrated working • service redesign and new ways of working • initiatives for recruitment and best practice • personalisation • changing demographics • safeguarding adults reviews. **Stages** may include: • needs evaluation • job description and person specification • advertising methodology • alignment of selection and interview activity against set specifications • unbiased application and selection processes • interview techniques and selection tests • selection and notification processes • involvement of individuals in the recruitment and selection process • role of human resources. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

HSC L 11: Manage resources in adult care

Unit reference	J/616/6405	**Unit level**	4
Credit value	3	**GL**	20
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage resources in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand resource management in adult care.	1.1 Describe legislative and regulatory requirements in relation to managing: • financial resources • human resources • physical resources.		
	1.2 Explain the importance of sustainability in relation to resource management.		
	1.3 Analyse **factors** which impact planning and prioritising resources.		
	1.4 Describe methods used to forecast resource requirements.		
	1.5 Describe how resources are commissioned or procured.		
	1.6 Explain the **relationship** between operational planning and resource management.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
2. Be able to contribute to planning and securing resources.	2.1 Explain own accountability and responsibilities for: • identifying resources • securing resources.		
	2.2 Consult with **others** to identify planned activities and resource needs.		
	2.3 Submit a business case to procure required resources.		
	2.4 Review and agree required resources with others.		
3. Be able to monitor and review the quality and use of resources in own area of responsibility.	3.1 Explain own accountability and responsibilities for: • maintaining resources • reviewing resources.		
	3.2 Monitor the quality of resources against required specifications.		
	3.3 Analyse the effectiveness and efficiency of resource use.		
	3.4 Make recommendations to improve the effectiveness and efficiency of resource use.		

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: HSC L 11
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDLMCE5
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit guidance	**Factors** may include: • cost-effectiveness and value for money • organisational priorities • quality of product • environmental considerations • business growth • legislative requirements • reducing waste • duplication and fragmentation • evidence-based practice • safe and effective care • developments in technology and advances in practice and work patterns. **Relationship** may include: • transformation of services and change • quality of service • value for money • customer satisfaction • financial governance. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC L 12: Service improvement and development in adult care

Unit reference	L/616/6406	**Unit level**	4
Credit value	3	**GL**	25
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills for service improvement and development in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand drivers for service improvement and development.	1.1 Analyse **factors** which impact service planning and development.		
	1.2 Describe how to source information to inform service improvement and development.		
	1.3 Analyse **barriers** to service improvement and development.		
2. Understand systems and processes for improving and developing services.	2.1 Explain **systems and processes** in relation to business planning.		
	2.2 Describe the **knowledge, skills and attributes** necessary to lead service improvement and development.		
	2.3 Explain strategies to communicate the implementation of improvements and developments.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.4 Explain how to promote a positive culture which embraces improvements and developments within the service.		
3. Be able to plan and implement improvement and development of the service.	3.1 Assess an aspect of the service for improvement and development.		
	3.2 Identify changes required using evidence-based sources.		
	3.3 Work with **others** to produce a service improvement and development plan.		
	3.4 Work with others to agree timelines, resources and progress measures.		
	3.5 Communicate roles and responsibilities to those involved.		
	3.6 Work with others to implement the service improvement and development plan.		
4. Be able to review and evaluate service improvement and development.	4.1 Review progress towards agreed outcomes.		
	4.2 Reflect on feedback in relation to the implementation of the service improvement and development plan.		
	4.3 Evaluate implementation of the service improvements and developments.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	4.4 Make recommendations for continued and future service improvements and developments.		

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: HSC L 12
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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit guidance	**Factors** may include: • policy drivers • regulation and compliance • changes in legislation • value-based • growth • market conditions and trends • evidence-based practice and practice guidelines • competitor and stakeholder analysis • sustainability • workforce development • governance • setting vision and direction • innovation • business strategy, objectives, targets and performance indicators • technology • serious review findings • co-production • funding.

	Barriers may include: • organisational culture • resistance to change • resource issues • conflict. **Systems and processes** may include: • market conditions and trends • competitor and stakeholder analysis • governance • setting vision and direction • plan, implement, monitor, feedback, evaluation and review • business strategy and objectives, targets and performance indicators • compliance • inspections and audits • sustainability • resource. **Knowledge, skills and attributes** may include: • understanding of organisational culture • organisational values, vision and aspirations • open and transparent communication • ability to communicate ideas effectively • innovation • motivational theory • whole systems thinking • change management • leadership styles • sources of information, advice and support • initiative • negotiation • problem solving. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

HSC L 13: Professional supervision in adult care

Unit reference	R/616/6407	**Unit level**	4
Credit value	3	**GL**	22
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required for professional supervision in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** **e.g.** page number & method	**Assessor judgement achieved** Initial and date
1. Understand professional supervision in adult care.	1.1 Describe principles, scope and purpose of professional supervision.		
	1.2 Summarise the requirements of legislation, codes of practice and agreed ways of working in relation to professional supervision.		
	1.3 Summarise models of professional supervision.		
2. Understand the role of professional supervision in performance management.	2.1 Explain the performance management cycle.		
	2.2 Explain how professional supervision informs performance management.		
3. Understand conflict management in relation to professional supervision.	3.1 Explain how conflict: • may arise within professional supervision • can be managed within professional supervision.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** **e.g.** page number & method	**Assessor judgement achieved** Initial and date
4. Be able to provide professional supervision.	4.1 Agree boundaries and expectations in relation to supervision.		
	4.2 Agree performance goals and objectives in line with organisational vision and strategy.		
	4.3 Use information from different sources to measure supervisee's performance.		
	4.4 Support the supervisee to reflect on practice.		
	4.5 Provide constructive feedback to improve performance.		
	4.6 Support the supervisee to identify own development needs.		
	4.7 Review and revise the supervisee's performance goals and objectives.		
	4.8 Record outcomes of supervision.		
	4.9 Evaluate own performance in relation to supervision.		

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: HSC L 13
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	LMCS A1, B1, HSC 41, 43, 45
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcome 4 must be assessed in a real work environment.

HSC L 15: Lead an effective team in adult care

Unit reference	Y/616/6408	**Unit level**	4
Credit value	3	**GL**	20
Unit aim	The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead an effective team in adult care.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Understand different styles of leadership and management.	1.1 Summarise models of leadership.		
	1.2 Compare different styles of leadership and management.		
	1.3 Describe why leadership and management styles may need to be adapted in response to different situations.		
2. Understand the attributes of effective team performance.	2.1 Explain attributes of effective team performance.		
3. Understand how to support team development.	3.1 Explain stages of team development.		
	3.2 Explain the impact of group norms on team development.		
	3.3 Explain how to develop and establish trust and accountability within a team.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	3.4 Describe strategies to overcome barriers to effective team development.		
	3.5 Outline positive conflict management techniques.		
4. Understand how to support positive value-based culture within a team.	4.1 Explain strategies to support a positive value-based culture in the team.		
5. Be able to lead an effective team.	5.1 Promote an open, honest and autonomous culture.		
	5.2 Agree and communicate team goals and objectives in line with organisational vision and strategy.		
	5.3 Facilitate team engagement in decision making.		
	5.4 Role model effective team working.		
	5.5 Support team members to carry out their roles, responsibilities and objectives.		
	5.6 Encourage the sharing of best practice, skills and knowledge between team members.		
6. Be able to evaluate team performance.	6.1 Reflect on own leadership and management style.		
	6.2 Review team performance in relation to meeting team goals and objectives.		
	6.3 Agree and implement an action plan to develop and improve team performance.		

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: HSC L 15
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.

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	LMCS A1, B1 CCLD 413, 425
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 5 and 6 must be assessed in a real work environment.

Apprenticeship mapping

DAC4A COMMUNICATION UNIT DAC4A1 Lead communication in adult care settings UNIT DAC4A2 Develop, maintain and use records and reports	
Apprenticeship Standard	Knowledge: Communication Skills: Communication

DAC4B PERSONAL DEVELOPMENT UNIT DAC4B1 Personal development in adult care settings	
Apprenticeship Standard	Knowledge: Professional development Skills: Professional development

DAC4C VALUES AND BEHAVIOURS UNIT DAC4C1 Lead inclusive practice in adult care settings	
Apprenticeship Standard	Knowledge: Dignity and human rights Skills: Dignity and human rights

DAC4D HEALTH AND WELLBEING UNIT DAC4D1 Lead health and safety in adult care settings UNIT DAC4D2 Facilitate person-centred assessment to support well being UNIT DAC4D3 Facilitate support planning to ensure positive outcomes for individuals and to support well-being	
Apprenticeship Standard	Knowledge: Health and well being Skills: Health and well-being

DAC4E RESPONSIBILITIES UNIT DAC4E1 Professional practice in adult care settings UNIT DAC4E2 Working in partnership with others UNIT DAC4E3 Understand personalisation in care and support services	
Apprenticeship Standard	Knowledge: Tasks and responsibilities Health and well-being Skills: Tasks and responsibilities Health and well-being

Section 4: Assessment and quality assurance information

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.

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 • 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 • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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

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

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

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

NCFE assessment strategy

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

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

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

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

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

Sector body assessment strategies and principles

Some units and qualifications must be assessed in line with a sector body's assessment strategy or principles.

This qualification has been developed to meet Skills for Care's (SfC) qualification criteria and must be assessed in line with the Skills for Care and Development assessment principles and Skills for Health assessment principles.

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

Skills for Care: www.skillsforcare.org.uk
Skills for Health: www.skillsforhealth.org.uk

Staffing requirements

Centres delivering any of our qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

Mandatory documents

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

- Skills for Health Assessment Principles
- Skills for Care and Development Assessment Principles.

Support materials

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

- Learner's Evidence Tracking Log (LETL)
- learning resources
- Qualification Factsheet

Resources

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

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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