

SPECIFICATION

IAO Level 4 Diploma in Adult Care (England)
Qualification number: 601/5624/7



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Qualifications Credit Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

- Active Leisure
- Business Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England) and the Welsh Government (in Wales).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN) 601/5624/7

Qualification review date 31st August 2017

Guided Learning Hours (GLH) 479 hours

Total Qualification Time (TQT) 550 hours

Qualification credit value 70 credits

Minimum credits at/above level 55 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

This qualification is designed to equip learners with the knowledge, understanding and skills required to work in a senior role with adults in health and social care settings. The qualification prepares learners to manage complex situations found in Adult Care, and to give advice and guidance to customers and service users of different care services, and is recognised by employers as conferring occupational competence at this level.

Entry guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work within the health and social care sector. It provides Learners with an opportunity to demonstrate their skills and knowledge in a range of senior roles across the sector.

Progression opportunities

Learners who achieve this qualification could progress into:

- IAO Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England)

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- 1 credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Skills for Care and Development RQF Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit'
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 **Occupationally competent:**
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:**
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:**
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.
- 4.4 **Qualified to make quality assurance decisions:**
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 **Expert witness:**
An expert witness must:
- have a working knowledge of the RQF units on which their expertise is based be occupationally competent in their area of expertise
 - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

Qualification structure

Learners must gain a minimum of 70 credits to achieve the IAO Level 4 Diploma in Adult Care (England).

36 credits must be achieved from the Mandatory Unit Group, 6 credits from Optional Group A and 28 credits from Optional Group B. At least 55 credits must be achieved at level 4 or above.

The total Guided Learning Hours (GLH) for this qualification is 479-534 hours.

The Total Qualification Time (TQT) is 55 hours.

Unit structures

Mandatory units are listed below. For detailed information on Optional units, please contact Innovate Awarding by telephone or email:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
L/506/6053	Advanced communication skills	4	4	27
J/506/7623	Personal development in health, social care or children's and young people's settings	4	4	26
J/506/7119	Equality and diversity in health, social care or children's and young people's settings	4	3	21
F/506/7622	Understand safeguarding and protection in health and social care settings	3	2	18
A/506/7120	Facilitate person centred assessment to support the wellbeing of individuals	4	2	14
F/506/7121	Facilitate support planning to promote positive outcomes for individuals and to support wellbeing	4	2	14
K/602/6248	Understand personalisation in care and support services	5	4	33
M/506/6353	Health and safety in health and social care settings	4	3	21
A/506/7621	Professional practice in health and social care for adults or children and young people	4	3	20
A/504/2198	Develop, maintain and use records and reports	4	3	23
A/602/3189	Work in partnership in health and social care or children and young people's settings	4	4	26
A/506/8736	Safeguard children and young people who are present in the adult social care sector	4	2	14

OPTIONAL UNITS (Group A)

Unit ref	Unit title	Level	Credit value	GLH
Y/506/7089	Understand the process and experience of dementia	3	3	22
K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	15
L/506/7090	Understand the role of communication and interactions with individuals who have dementia	3	3	26
D/503/1839	Diabetes Awareness	3	6	46
Y/601/8579	Understand theories of relationships and social networks	4	3	29
D/504/2243	Understand the factors affecting older people	3	2	17
R/506/6054	Understand Parkinson's for health and social care staff	3	2	14
M/506/6367	Understand public funding of individual care needs in Adult Social Care	4	4	29
J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25
T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28
M/601/7048	Principles of self-directed support	3	3	26
D/602/3170	Understand how to manage a team	4	3	20
H/602/3185	Understanding professional supervision practice	4	3	22
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50
L/504/8409	Awareness of the Mental Capacity Act 2005	3	3	28
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28
J/503/7165	Understand Stroke Care Management	3	4	36
M/601/3467	Understand Sensory Loss	3	3	21

OPTIONAL UNITS (Group B)

Unit ref	Unit title	Level	Credit value	GLH
R/502/3298	Providing Independent Advocacy to Adults	4	5	35
J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80
A/602/6237	Share knowledge and good practice	5	3	20
M/503/8133	Support the spiritual wellbeing of individuals	3	3	26
L/601/8028	Provide support to maintain and develop skills for everyday life	3	4	28
M/601/9494	Support the development of community partnerships	4	5	33
F/601/7927	Support individuals to access and use services and facilities	3	4	25
H/601/7905	Support individuals to access and manage direct payments	4	6	40
K/601/7906	Support individuals to access housing and accommodation services	3	4	24
A/601/9174	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	35
F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35
T/601/9738	Implement the positive behavioural support model	4	8	61
T/504/2216	Assess the needs of carers and families	3	4	28
T/506/6368	Provide information, advice and guidance	4	4	26
T/506/6354	Develop and implement reablement plans	4	4	30
J/506/6052	Mentoring in social care	4	2	15
H/506/8164	Installation, maintenance and removal of assistive technology in social care	3	2	15
L/506/8160	Assessment, implementation and review of assistive technology in social care	4	4	27
D/506/8163	Promote rights and values in assistive technology in social care	3	2	17
R/506/8161	Promote assistive technology in social care	4	4	29
R/504/2207	Supporting infection prevention and control in social care	3	2	18
M/504/2196	Support individuals with autistic spectrum conditions	3	4	33
J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53



A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22
J/504/2219	Appraise staff performance	5	5	32
R/504/2224	Support people who are providing homes to individuals	4	6	40
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42
R/506/7091	Facilitate change in health and social care or children and young people's settings	5	5	33
D/506/7093	Manage finance within own area of responsibility in health and social care or children and young people's settings	4	4	31
H/506/7094	Manage quality in health and social care or children and young people's setting	5	5	36
M/601/5249	Promote awareness of sensory loss	5	3	19
H/601/5250	Support the use of assistive technology	5	4	31
M/601/5252	Support individuals with sensory loss with communication	5	5	37
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34
J/601/3541	Support individuals in the use of assistive technology	4	4	32
H/601/3546	Support individuals to access education, training or employment	4	4	31

Title:	L/506/6053 Advanced communication skills
Level:	4
Credit Value:	4
GLH:	27
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand communication needs and factors affecting them	<p>1.1 Analyse different models of communication:</p> <ul style="list-style-type: none"> • Transactional analysis • Lasswell's <p>1.2 Analyse why individuals communicate</p> <p>1.3 Analyse how models of communication can meet the individual's personal needs, wishes and preferences.</p> <p>1.4 Explain how barriers to communication may be overcome:</p> <ul style="list-style-type: none"> • physical • social • environment • emotional <p>1.5 Analyse the effects on an individual of ineffective communication</p>
2. Understand how to support the use of assistive technology to enhance communication	<p>2.1 Discuss the role of assistive technology in supporting individuals to communicate</p> <p>2.2 Describe types of support that an individual may need in order to use assistive technology</p> <p>2.3 Describe the specialist services relating to assistive technology</p> <p>2.4 Explain how to ensure that communication equipment is:</p> <ul style="list-style-type: none"> • fit for purpose • correctly set up and working • able to be used by the individual
3. Be able to interact with individuals	<p>3.1 Work in partnership with the individual and others to identify their preferred methods of communication</p> <p>3.2 Use agreed methods of communication to interact with the individual</p>

	<p>3.3 Interact with an individual using:</p> <ul style="list-style-type: none"> • active listening • reflective listening <p>3.4 Monitor the individual's responses during and after the interaction to check the effectiveness of communication</p>
4. Be able to convey information to individuals and others	<p>4.1 Use formats that enable an individual and others to understand the information conveyed</p> <p>4.2 Assess an individual's understanding of information conveyed</p>
5. Understand the importance of confidentiality in interactions with individuals	<p>5.1 Analyse legal and ethical tensions between maintaining confidentiality and sharing information</p> <p>5.2 Analyse the implications of assistive technology for maintaining confidentiality for the individual</p>

Additional information about this unit

An **individual** is someone who requires care or support

Assistive technology refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as:

- Hearing aids
- Eye tracker systems
- Communication apps
- Light board display systems
- Speech generation devices

Others may include:

- Carers
- Friends
- Families
- Care and support workers

Formats may include:

- Verbal
- Web based
- Braille
- Written
- Using specific aids
- Large print

Unit aim (s)	This unit enables the learner to develop advanced communication skills whilst working with individuals and others.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 3, 4 must be assessed in a real work environment.</p>
Details of the relationship of the unit and relevant national occupational standards	SCDHSC 369 SCDHSC 371, SCDHSC 41

Title:	J/506/7623 Personal development in health, social care or children's and young people's settings
Level:	4
Credit value:	4
GLH:	26
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what is required for competence 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
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
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
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: <ul style="list-style-type: none"> • learning needs • professional interests • development opportunities 5.3 Work with others to agree own personal development plan

<p>6 Be able to use evidence based practice</p>	<p>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</p>
<p>Additional information about this unit</p> <p>Standards may include:</p> <ul style="list-style-type: none"> • Codes of practice • Minimum standards • Regulations • National Occupational Standards <p>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.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Service users • Carers • Supervisor, Line Manager or Employer • The individual • Advocates • Other Professionals <p>Data may include:</p> <ul style="list-style-type: none"> • Supervision • Appraisal • Feedback from internal and external sources • Regulatory feedback <p>Information may include:</p> <ul style="list-style-type: none"> • Journals • Publications • Professional bodies • Internet / websites • Legislation <p>Evidence based practice may include:</p> <ul style="list-style-type: none"> • Formal and informal research • Good practice 	
<p>Unit aim (s)</p>	<p>This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development, reflective practice and evidence based research.</p>

<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with the SfC&D assessment principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>Performance criteria and core values throughout HSC NOS</p> <p>SCD HSC 0043 – Take responsibility for the continuing professional development of yourself and others</p>

Title:	J/506/7119 Equality and diversity in health, social care or children's and young people's settings
Level:	4
Credit value:	3
GLH:	21
Learning outcomes The learner will:	Assessment criteria The learner will:
1. Understand equality and diversity	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: <ul style="list-style-type: none"> • equality • diversity • 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 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 and diversity	3.1 Explain how to challenge discrimination to promote change 3.2 Explain how to support others to promote equality and diversity 3.3 Evaluate current systems and processes to identify improvements which support equality and diversity
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

	<p>4.3 Challenge discrimination to promote change</p> <p>4.4 Access resources to support equality and diversity practice</p> <p>4.5 Disseminate information to others relating to equality and diversity</p> <p>4.6 Reflect on own practice in relation to equality and diversity</p>
<p>Additional information about this unit</p> <p>Legislation may include:</p> <ul style="list-style-type: none"> • Equality Act • Human Rights Act • Mental Capacity Act <p>Individuals are adults, young people or children who use services</p>	
Unit aim (s)	<p>This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality and diversity and how to promote inclusion in the work setting.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with the SfCD Assessment Principles</p> <p>Learning outcome 4 must be assessed in a real work environment.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS</p>

Title:	F/506/7622 Understand safeguarding and protection in health and social care settings
Level:	3
Credit value:	2
GLH:	18
Learning outcomes The learner will:	Assessment criteria The learner will:
1. Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect	<p>1.1 Explain the current legislative framework that underpins safeguarding of vulnerable adults within own UK home Nation.</p> <p>1.2 Explain how current national guidelines and local policies and procedures for safeguarding affect your day to day work</p> <p>1.3 Explain own responsibilities relating to the current legislative framework with regard to safeguarding</p>
2. Understand how to respond to suspected or alleged abuse	<p>2.1 Describe signs and symptoms associated with the following types of abuse:</p> <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional / psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others • discriminatory abuse <p>2.2 Explain actions to take if there are suspicions that an individual is being abused</p> <p>2.3 Explain actions to take if an individual alleges that they are being abused</p> <p>2.4 Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed</p>
3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults	<p>3.1 Explain agreed protocols for working in partnership with other organisations</p> <p>3.2 Explain own role in partnership working</p>

4. Understand how to support others in safeguarding	<p>4.1 Explain how to support others to raise concerns</p> <p>4.2 Explain how to support others during the safeguarding process</p>
<p>Additional information about this unit</p> <p>Others may include:</p> <ul style="list-style-type: none"> • The individual • Advocates • Other professionals • Families and Carers • Supervisor, Line Manager or Employer 	
Unit aims (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the SfCD Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/506/7120 Facilitate person centred assessment to support the wellbeing of individuals
Level:	4
Credit value:	2
GLH:	14
Learning outcomes	Assessment criteria
The learner will:	The learner will:
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
2. Be able to work in partnership with an individual and others to facilitate person centred assessment	2.1 Agree with an individual and others the purpose of the assessment 2.2 Agree with an individual and others the intended outcomes of the assessment 2.3 Agree with an individual and others how the assessment should be carried out and who else should be involved 2.4 Ensure that an individual is supported to carry out self-assessment process
3. Be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing	3.1 Analyse the interrelationship between factors that support an individual's wellbeing 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 wellbeing: <ul style="list-style-type: none"> • social • emotional • cultural • spiritual • intellectual • economic

	3.4 Record the assessment in an agreed format according to organisational policies and procedures
<p>Additional information about this unit</p> <p>Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention</p> <p>Assessment tools may include:</p> <ul style="list-style-type: none"> • FACE • Learning Disability specific • Mental health • Specialist tools for moving and handling, continence, occupation and activities <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Carers • Friends • Families • Care and support workers 	
Unit aims (s)	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the assessment processes to support the wellbeing of individuals. This unit covers a range of the key areas of practice that support the implementation of personalisation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment</p>
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/506/7121 Facilitate support planning to promote positive outcomes for individuals and to support well being
Level:	4
Credit value:	2
GLH:	14
Learning outcomes The learner will:	Assessment criteria The learner will:
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 on support planning processes 1.4 Explain how outcome based practice can impact on an individual's life
2. Be able to develop a support plan to meet the identified needs of an individual	2.1 Support an individual to have choice over decisions to meet their identified needs, preferences and wishes 2.2 Assist an individual to make informed choices about their support plan 2.3 Evaluate risks associated with a support plan 2.4 Assist an individual to understand the risks associated with the choices they make in their support plan <ul style="list-style-type: none"> • Work in partnership with an individual and others to identify options, resources and preferences in relation to an assessment • 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 technology solutions can be supportive to an individual and others 3.2 Analyse assistive living technology for an individual in terms of: <ul style="list-style-type: none"> • benefits • risks • challenges

<p>4. Be able to facilitate the implementation of support plans in partnership with the individual and others</p>	<p>4.1 Agree how a support plan will be carried out with an individual and others</p> <p>4.2 Agree the roles and responsibilities of those involved to implement the support plan</p> <p>4.3 Ensure implementation of a support plan</p>
<p>5. Be able to facilitate a person centred review of support plans in partnership with the individual and others</p>	<p>3.1 Agree the monitoring process for a support plan:</p> <ul style="list-style-type: none"> • time • people • budget • compliance with regulators' standards <p>3.2 Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working</p> <p>3.3 Review a support plan to include:</p> <ul style="list-style-type: none"> • feedback from an individual and others • assessed risks <p>3.4 Record review process and outcomes according to organisational systems and procedures to support information sharing</p>

Additional information

An **individual** is someone who requires care or support

Others may include:

- | | |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Carers • Friends | <ul style="list-style-type: none"> • Families • Care and support workers |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|

Assistive Living Technology may include electronic:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Sensor mats or pads • Echo box / reminding tool • Keys with lights | <ul style="list-style-type: none"> • Pendants / telecare • Key pad entries • Apps for budgeting / direction finding / instructions |
| <ul style="list-style-type: none"> • Talking books • Kettle tippers • Special cutlery / utensils • Sticks to pull socks up | <ul style="list-style-type: none"> • Jar openers • Key safe box |

Unit purpose and aims	This unit enables the learner to develop advanced communication skills whilst working with individuals and others.
Assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 4 and 5 must be assessed in a real work environment.</p>
Details of the relationship of the unit and relevant national occupational standards	SCDHSC 369 SCDHSC 371, SCDHSC 41

Title:	K/602/6248 Understand personalisation in care and support services
Level:	5
Credit value:	4
GLH:	33
Learning outcomes The learner will:	Assessment criteria The learner will:
1. Understand the meaning of personalisation in social care and support services	<p>1.1 Compare the 'professional gift', 'empowerment' and 'rights' models of service provision</p> <p>1.2 Define the terms:</p> <ul style="list-style-type: none"> • personalised service • self-commissioned service • self-directed support • micro-employer <p>1.3 Analyse the features of personalisation within social care and support services</p> <p>1.4 Explain why the concept of 'outcomes' is central to personalisation</p> <p>1.5 Identify legislative and policy drivers for personalised services</p>
2. Understand the systems and processes that support personalisation	<p>2.1 Describe the impact that personalisation has on the commissioning, funding and delivery of services</p> <p>2.2 Compare the roles of direct payments and individual budgets in supporting personalisation</p> <p>2.3 Explain the role of brokerage in commissioning and delivering personalised services</p> <p>2.4 Describe types of support that individuals or their families might need in order to access personalised services</p>

3. Understand where responsibilities lie within self-directed support	<p>3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support</p> <p>3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by:</p> <ul style="list-style-type: none"> • direct payments recipients • commissioners • social workers/care managers
4. Know how to promote personalisation	<p>4.1 Analyse the attitudes, approaches and skills needed in own role to implement personalisation</p> <p>4.2 Evaluate the impact of personalisation on own role</p> <p>4.3 Propose ways to enhance own contribution to promoting personalisation</p>
5. Know how to develop systems and structures for personalisation	<p>5.1 Evaluate how far systems and structures in own organisation have adapted to personalisation</p> <p>5.2 Describe ways to improve systems and structures to enhance personalisation</p>
<p>Additional information about this unit</p> <p>An individual is someone who requires care or support</p>	
Unit aim (s)	<p>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 underpins the personalisation agenda for care and support services.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>CPC 405, CPC 406, CPC 407, CPC 418 HSC 45, HSC 411</p>



Title:	M/506/6353 Health and safety in health and social care settings
Level:	4
Credit value:	3
GLH:	21
Learning outcomes The learner will:	Assessment criteria The learner will:
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: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting 1.4 Explain tasks that should not be carried out in own work setting without specialist training
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: <ul style="list-style-type: none"> • 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

<p>3. Be able to work safely in health and social care settings</p>	<p>3.1 Apply current legislation relating to Health and Safety in own work setting</p> <p>3.2 Comply with current guidelines for:</p> <ul style="list-style-type: none"> • 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 <p>3.3 Complete health and safety records according to legal and work setting requirements</p>
<p>4. Be able to manage risk</p>	<p>4.1 Contribute to development of policies, procedures and practices which identify, assess and manage risk</p> <p>4.2 Work with others to assess potential risks</p> <p>4.3 Assess how risk taking impacts on:</p> <ul style="list-style-type: none"> • individuals • the organisation <p>4.4 Work with others to manage risks</p> <p>4.5 Evaluate own practice in leading a balanced approach to risk management</p>
<p>5. Be able to support others to work safely in relation to health and safety</p>	<p>5.1 Support others to work safely</p>
<p>Additional information about this unit</p> <p>Work setting may include one specific location or a range of locations, depending on the context of a particular work role</p> <p>Policies and procedures may include other agreed ways of working as well as formal policies and procedures</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Team members • Those who use or commission their own health or social care services • Other colleagues • Families, carers and advocates <p>Tasks for which special training is required may include:</p> <ul style="list-style-type: none"> • Use of equipment • Medication • Food Handling and preparation • First aid • Health care procedures 	

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	Content recurs throughout HSC NOS knowledge requirements

Title:	A/506/7621 Professional practice in health and social care for adults or children and young people
Level:	4
Credit Value:	3
GLH:	20
Learning outcomes The learner will:	Assessment criteria The learner will:
1. Understand theories, values , principles and statutory frameworks that underpin practice within health and social 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' 2.2 Analyse how duty of care contributes to: <ul style="list-style-type: none"> • safeguarding of individuals • supporting individuals' rights and choices
3. Understand how to address conflicts 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

Additional information about this unit	
<p>Theories may include:</p> <ul style="list-style-type: none"> • Human development and growth • Aging • Psychological and sociological perspectives of social issues • Identity and self esteem • Loss and change • Discrimination <p>Values may include:</p> <ul style="list-style-type: none"> • Individuality • Choice • Independence • Respect • Rights • Privacy • Dignity • Partnership 	
Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The purpose of this unit is for workers to analyse the professional practice in these settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/504/2198 Develop, maintain and use records and reports
Level:	4
Credit Value:	3
GLH:	23
Learning outcomes The learner will:	Assessment criteria The learner will:
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 individuals 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 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 Demonstrate the use of 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

Additional information about this unit	
Agreed ways of working – policies and procedures where they exist	
An individual is someone requiring care or support	
Others may include:	
<ul style="list-style-type: none"> • Team members and colleagues • Other professionals 	
Unit aim (s)	The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	SCDHSC 0041 – Maintain effective communication systems and practice SCDHSC 0434 – Lead practice for managing disseminating records and reports

Title:	A/602/3189 Work in partnership in health and social care or children and young people's settings
Level:	4
Credit Value:	4
GLH:	26
Learning outcomes The learner will:	Assessment criteria The learner will:
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with: <ul style="list-style-type: none"> • colleagues • other professionals • 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 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

<p>4. Be able to work in partnership with others</p>	<p>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 4.5 Deal constructively with any conflict that may arise with others</p>
<p>Additional information about this unit</p> <p>Other professionals may include:</p> <ul style="list-style-type: none"> • Workers from other agencies or organisations • Independent visitors • Advocates <p>Others may include:</p> <ul style="list-style-type: none"> • Individuals • Families • Friends of the individual • Children and young people • Carers • Advocates 	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>LMCS B1, HSC 41, CCLD 405, 406</p>

Title:	A/506/8736 Safeguard children and young people who are present in the adult social care sector
Level:	4
Credit Value:	2
GLH:	14
Learning outcomes The learner will:	Assessment criteria The learner will:
1. Understand the responsibility to safeguard children and young people who are present in an adult social care work setting	1.1 Explain own responsibility to safeguard children and young people who are present in an adult social care work setting 1.2 Explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting
2. Be able to develop the understanding of others of 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: <ul style="list-style-type: none"> • indicators of harm, abuse or neglect • actions that need to be taken where there are safeguarding concerns
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
Additional information about this unit	
Indicators may include the signs, symptoms and behaviours associated with harm, abuse or neglect	
Safeguarding concerns will include: <ul style="list-style-type: none"> • Those identified by self • Those identified by others • Those that are immediate or ongoing concerns 	

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	SCDHSC0034, SCDHSC0044, SCDLMCB1