Qualification Specification

NCFE CACHE Level 4 Diploma in Adult Care (England)

Contents

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units you will need to complete as part of the qualification. As well as the mandatory units, there is also a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

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.		

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 lightbulb in both the Unit Achievement Log and at the top of the units.

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

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. 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 or our disciplinary procedure. 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.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 4 Diploma in Adult Care (England)
Qualification number	601/5672/7
Aim	This qualification acts as a progression route from the NCFE CACHE Level 3 Diploma in Health and Social Care (England) qualification to the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (90 credits) qualification. It is aimed at learners aged 18+, and will support the development of staff in a number of job roles in the social care sector such as the following: • Community Care / Support Officer • Social Care Assessor • Care Assessment Officer • Social Services Officer • Social Care Assistant • Social Work Assistant • Brokerage Worker • Rehabilitation and Reablement Assistant • Independence Support Assistant • Reablement Support Workers / Officer • Telecare Assistant • Assistive Technology Co-ordinator / Officer. The qualification is also being incorporated into the 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 practice' D1. Confirm competence in an occupational role to the standards required

Guided learning hours	Min	479	Max	534

Credit value	70	**Minimum credit at / above Level**	55

Minimum age of learner	18 years

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 gain a minimum of 70 credits to achieve the Level 4 Diploma in Adult Care (England). 36 credits must be achieved from the Mandatory Group, a minimum of 6 credits from Optional Group A and a minimum of 28 credits from Optional Group B. At least 55 credits must be achieved at Level 4 or above.
Progression including Job Roles (where applicable)	Completion of this qualification could lead to progression to the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (90 credits) qualification. The qualification will also support the development of staff in a number of job roles, such as the following: - Community Care / Support Officer - Social Care Assessor - Care Assessment Officer - Social Services Officer - Social Care Assistant - Social Work Assistant - Brokerage Worker - Rehabilitation and Reablement Assistant - Independence Support Assistant - Reablement Support Workers / 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 a portfolio of evidence, practical demonstration or assignment, and coursework.
Additional assessment requirements	N/A
Grading system	The qualification is pass or refer. All the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The Diploma can usually be completed in 12 to 18 months.

Entry requirements / recommendations	Learners should be at least 18 years old. We do not set any other entry requirements but Centres may have their own guidelines.

Unit achievement log

NCFE CACHE Level 4 Diploma in Adult Care

Mandatory Units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
L/506/6053	SHC 41	Advanced communication skills	Knowledge / Skills	4	4	27	35	
J/506/7623	SHC 42	Personal development in health, social care or children's and young people's settings	Knowledge / Skills	4	4	26	41	
J/506/7119	SHC 43	Equality and diversity in health, social care or children's and young people's settings	Knowledge / Skills	4	3	21	47	
F/506/7622	SHC44	Understand safeguarding and protection in health and social care settings	Knowledge	3	2	18	51	
A/506/7120	SHC 45	Facilitate person centred assessment to support wellbeing of individuals	Knowledge / Skills	4	2	14	55	
F/506/7121	SHC 46	Facilitate support planning to promote positive outcomes for individuals and to support well being	Knowledge / Skills	4	2	14	59	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
K/602/6248	CPCCS 501	Understand personalisation in care and support services	Knowledge	5	4	33	65	
M/506/6353	HSC 047	Health and safety in health and social care settings	Knowledge / Skills	4	3	21	69	
A/506/7621	LM 401	Professional practice in health and social care for adults or children and young people	Knowledge / Skills	4	3	20	75	
A/504/2198	LM 502	Develop, maintain and use records and reports	Knowledge / Skills	4	3	23	79	
A/602/3189	M2c	Work in partnership in health and social care or children and young people's settings	Knowledge / Skills	4	4	26	83	
A/506/8736	P5.2	Safeguard children and young people who are present in the adult social care sector	Knowledge / Skills	4	2	14	87	

Optional Units Group A - Context / Specialist Knowledge

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
	Y/506/7089	DEM 301R	Understand the process and experience of dementia	Knowledge	3	3	22	
	K/601/9199	DEM 305	Understand the administration of medication to individuals with dementia using a person centred approach	Knowledge	3	2	15	
	L/506/7090	DEM 308R	Understand the role of communication and interactions with individuals who have dementia	Knowledge	3	3	26	
	D/503/1839	DB 01	Diabetes awareness	Knowledge	3	6	46	
	Y/601/8579	HSC 3021	Understand theories of relationships and social networks	Knowledge	4	3	29	
	D/504/2243	HSC 3072	Understand the factors affecting older people	Knowledge	3	2	17	
	R/506/6054	HSC 3075	Understanding Parkinson's for health and social care staff	Knowledge	3	2	14	
	M/506/6367	HSC 4001	Understanding public funding of individual care needs in Adult Social Care	Knowledge	4	4	29	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
J/601/6293	LD 305	Understand positive risk taking for individuals with disabilities	Knowledge	3	3	25	
T/601/5317	LD 310	Understand how to support individuals with autistic spectrum conditions	Knowledge	3	3	28	
M/601/7048	LD 314K	Principles of self-directed support	Knowledge	3	3	26	
D/602/3170	LM1a	Understand how to manage a team	Knowledge	4	3	20	
H/602/3185	LM2a	Understanding professional supervision practice	Knowledge	4	3	22	
F/504/2218	LM 507	Understand professional management and leadership in health and social care or children and young people's settings	Knowledge	5	6	50	
L/504/8409	MCA 01	Awareness of the Mental Capacity Act	Knowledge	3	3	28	
Y/601/6167	PD OP 3.3	Understand the impact of acquired brain injury on individuals	Knowledge	3	3	28	
J/503/7165	SCM 301	Understand stroke care management	Knowledge	3	4	36	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
M/601/3467	SS MU 3.1	Understand sensory loss	Knowledge	3	3	21	

Optional Units Group B - Optional Competence Units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
R/502/3298	ADV 308	Providing independent advocacy to adults	Skills	4	5	35	
J/602/3499	CCLD OP 5.25	Undertake a research project within services for health and social care or children and young people	Knowledge / Skills	5	10	80	
A/602/6237	CPCCS 523	Share knowledge and good practice	Skills	5	3	20	
M/503/8133	EOL 304	Support the spiritual wellbeing of individuals	Knowledge / Skills	3	3	26	
L/601/8028	HSC 3003	Provide support to maintain and develop skills for everyday life	Knowledge / Skills	3	4	28	
M/601/9494	HSC 3007	Support the development of community partnerships	Knowledge / Skills	4	5	33	
F/601/7927	HSC 3013	Support individuals to access and use services and facilities	Knowledge / Skills	3	4	25	
H/601/7905	HSC 3024	Support individuals to access and manage direct payments	Knowledge / Skills	4	6	40	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
K/601/7906	HSC 3027	Support individuals to access housing and accommodation services	Knowledge / Skills	3	4	24	
A/601/9174	HSC 3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	Knowledge / Skills	4	5	35	
F/601/9029	HSC 3057	Work with families, carers and individuals during times of crisis	Knowledge / Skills	4	5	35	
T/601/9738	HSC 3065	Implement the positive behavioural support model	Knowledge / Skills	4	8	61	
T/504/2216	HSC 3070	Assess the needs of carers and families	Knowledge / Skills	3	4	28	
T/506/6368	HSC 4002	Provide information, advice and guidance	Knowledge / Skills	4	4	26	
T/506/6354	HSC 4003	Develop and implement reablement plans	Knowledge / Skills	4	4	30	
J/506/6052	HSC 4004	Mentoring in social care	Knowledge / Skills	4	2	15	
H/506/8164	HSC 4005	Installation, maintenance and removal of assistive technology in social care	Knowledge / Skills	3	2	15	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
L/506/8160	HSC 4006	Assessment, implementation and review of assistive technology in social care	Knowledge / Skills	4	4	27	
D/506/8163	HSC 4007	Promote rights and values in assistive technology in social care	Knowledge / Skills	3	2	17	
R/506/8161	HSC 4008	Promote assistive technology in social care	Knowledge / Skills	4	4	29	
R/504/2207	IC 301	Supporting infection prevention and control in social care	Knowledge / Skills	3	2	18	
M/504/2196	LD 315	Support individuals with autistic spectrum conditions	Knowledge / Skills	3	4	33	
J/601/5645	LD 509	Promote access to healthcare for individuals with learning disabilities	Knowledge / Skills	5	6	44	
A/601/5318	LD 510	Promote good practice in the support of individuals with autistic spectrum conditions	Knowledge / Skills	5	7	53	
A/504/2217	LM 504	Lead practice in assessing and planning for the needs of families and carers	Skills	5	3	22	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
J/504/2219	LM 508	Appraise staff performance	Knowledge / Skills	5	5	32	
R/504/2224	LM 509	Support people who are providing homes for individuals	Skills	4	6	40	
Y/602/2339	O20c	Facilitate the development of effective group practice in health and social care or children and young people's settings	Knowledge / Skills	5	6	42	
R/506/7091	O40R	Facilitate change in health and social care or children and young people's settings	Skills	5	5	33	
D/506/7093	O42R	Manage finance within own area of responsibility in health and social care or children and young people's settings	Knowledge / Skills	4	4	31	
H/506/7094	O43R	Manage quality in health and social care or children and young people's settings	Knowledge / Skills	5	5	36	
M/601/5249	SS 5.2	Promote awareness of sensory loss	Knowledge / Skills	5	3	19	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
H/601/5250	SS 5.3	Support the use of assistive technology	Knowledge / Skills	5	4	31	
M/601/5252	SS 5.5	Support individuals with sensory loss with communication	Knowledge / Skills	5	5	37	
T/601/5253	SS 5.6	Support individuals with multiple conditions and/or disabilities	Knowledge / Skills	5	5	34	
J/601/3541	SS OP 3.4	Support individuals in the use of assistive technology	Knowledge / Skills	4	4	32	
H/601/3546	SS OP 3.7	Support individuals to access education, training or employment	Knowledge / Skills	4	4	31	

Section 3: Units

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NCFE).
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. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	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	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* 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 on them can be found.

Explanation of terms used at Level 3 (not all verbs are used in this qualification)

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

Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
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 judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

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 candidate 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.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
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.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Explanation of terms used at Level 5 (not all verbs are used in this qualification)

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, e.g. adhere to a strict code of practice.
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).
Apply (standards)	Explain how existing knowledge, practices, standards etc. can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way showing depth and understanding.
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.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; Judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.

Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the 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 when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.

Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers.

SHC 41: Advanced communication skills

Unit reference	L/506/6053	**Unit level**	4
Credit value	4	**GLH**	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
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand communication needs and factors affecting them.	1.1. Analyse different models of communication: • Transactional Analysis • Lasswell's.		
	1.2. Analyse why **individuals** communicate.		
	1.3. Analyse how models of communication can meet the individual's personal needs, wishes and preferences.		

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. Explain how barriers to communication may be overcome: • physical • social • environment • emotional.		
	1.5. Analyse the effects on an individual of ineffective communication.		
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.		

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. Use agreed methods of communication to interact with the individual.		
	3.3. Interact with an individual using: • active listening • reflective listening.		
	3.4. Monitor the individual's responses during and after the interaction to check the effectiveness of communication.		
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: SHC 41
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 occupational standards	SCDHSC 369, SCDHSC 371, SCDHSC 41
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the 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 • light board display systems • eye tracker systems • speech generation devices • communication apps. **Others** may include: • carers • families • friends • care and support workers. **Formats** may include: • verbal • written • web based • using specific aids • braille • large print.

SHC 42: Personal development in health, social care or children's and young people's settings

Unit reference	J/506/7623	**Unit level**	4
Credit value	4	**GLH**	26
Unit aim	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.		

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
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
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.		

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. 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: • learning needs • professional interests • development opportunities.		
	5.3. Work with others to agree own personal development 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. 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: SHC 42
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 occupational standards	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 accordance with Skills for Care and Development Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**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. **Others** may include: - service users - the individual - carers - advocates - supervisor, line manager or employer - other professionals. **Data** may include: - supervision - feedback from internal and external sources - appraisal - regulatory feedback.

	Information may include:
	- journals - Internet/websites - publications - legislation - professional bodies. **Evidence based practice** may include: - formal and informal research - good practice.

SHC 43: Equality and diversity in health, social care or children's and young people's settings

Unit reference	J/506/7119	**Unit level**	4
Credit value	3	**GLH**	21
Unit aim	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.		

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
Learning outcome 4 must be assessed in a real work environment.			
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: • equality • diversity • inclusion.		
	1.4. Analyse how barriers to equality impact on **individuals**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	4.3. Challenge discrimination to promote change.		

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. 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.		

Learner declaration of authenticity: SHC 43
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
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 occupational standards	Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. Learning outcome 4 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Legislation** may include: - Equality Act - Mental Capacity Act - Human Rights Act. **Individuals** are adults, young people or children who use services.

SHC 44: Understand safeguarding and protection in health and social care settings

Unit reference	F/506/7622	**Unit level**	3
Credit value	2	**GLH**	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 within own UK home Nation.		
	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.		

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 respond to suspected or alleged abuse.	2.1. Describe signs and symptoms associated with the following types of abuse: • physical abuse • sexual abuse • emotional / psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others • discriminatory 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.		
	2.4. Explain 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.		

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 support **others** in safeguarding.	4.1. Explain how to support others to raise concerns.		
	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: SHC 44
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 accordance with Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • the individual • families and carers • advocates • supervisor, line manager or employer • other professionals.

SHC 45: Facilitate person centred assessment to support the well-being of individuals

Unit reference	A/506/7120	**Unit level**	4
Credit value	2	**GLH**	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 wellbeing 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
Learning outcomes 2 and 3must be assessed in a real work environment.			
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 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 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: • social • emotional • cultural • spiritual • intellectual • economic.		

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. 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: SHC 45
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 accordance with Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**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 • learning disability specific • specialist tools for moving and handling, continence, occupation and activities. An **individual** is someone requiring care or support. **Others** may include: • carers • families • friends • care and support workers.

SHC 46: Facilitate support planning to promote positive outcomes for individuals and to support well being

Unit reference	F/506/7121	**Unit level**	4
Credit value	2	**GLH**	14
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
Learning outcomes 2, 4 and 5 must be assessed in a real work environment.			
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 make choices over decisions to meet their identified needs, preferences and wishes.		

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. 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.		
	2.5. Work in partnership with an 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 technology solutions can be supportive to an individual and others.		
	3.2. Analyse **assistive living technology** for an individual in terms of: • benefits • risks • 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: • time • people • budget • 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 • assessed risks.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Record review process 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: SHC 46
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 occupational standards	SCDHSC 369, SCDHSC 371, SCDHSC 41
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. Learning outcomes 2, 4 and 5 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	An **individual** is someone who requires care or support. **Others** may include: • carers • families • friends • care and support workers. **Assistive Living Technology** may include: Electronic: • sensor mats or pads • pendants / telecare • echo box / reminding tool • key pad 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.

CPCCS 501: Understand personalisation in care and support services

Unit reference	K/602/6248	**Unit level**	5
Credit value	4	**GLH**	33

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 underpins 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Identify legislative and policy drivers for personalised services.		
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 **individuals** 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.		

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. Analyse what responsibilities are held for the delivery and quality of self-directed support by: • direct payments recipients • commissioners • social workers / care managers.		
4. Know 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.		
5. Know 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: CPCCS 501	
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 occupational standards	CPC 405, CPC 406, CPC 407, CPC 418 HSC 45, HSC 411
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	An **individual** is someone who requires care or support.

HSC 047: Health and safety in health and social care settings

Unit reference	M/506/6353	Unit level	4
Credit value	3	GLH	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
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
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.		

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. 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: • 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 health and social 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 • the organization.		
	4.4. Work with others to manage risks.		
	4.5. Evaluate own practice in leading a balanced approach to risk management.		

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 support others to work safely in relation to health and safety.	5.1. Support others to work safely.		

Learner declaration of authenticity: HSC 047
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
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 occupational standards	Content recurs throughout HSC NOS knowledge requirements.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**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 - health care procedures - food handling and preparation.

LM 401: Professional practice in health and social care for adults or children and young people

Unit reference	A/506/7621	**Unit level**	4
Credit value	3	**GLH**	20

Unit aim   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.

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
Learning outcome 4 must be assessed in a real work environment.			
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: • safeguarding of individuals • supporting 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 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.		

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: LM 401
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 accordance with Skills for Care and Development Assessment Principles. Learning outcome 4 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Theories** may include**:** • human development and growth • identity and self esteem • ageing • loss and change • psychological and sociological perspectives of social issues • discrimination. **Values** may include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership.

LM 502: Develop, maintain and use records and reports

Unit reference	A/504/2198	**Unit level**	4
Credit value	3	**GLH**	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
Learning outcomes 2 and 3 must be assessed in a real work environment.			
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.		

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. 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.		

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. 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: LM 502
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 occupational standards	SCDHSC 0041 – 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 accordance with Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Agreed ways of working** – policies and procedures where they exist. An **individual** is someone requiring care or support. **Others** may include: • team members and colleagues • other professionals.

M2c: Work in partnership in health and social care or children and young people's settings

Unit reference	A/602/3189	**Unit level**	4
Credit value	4	**GLH**	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
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
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** • **others.**		
	1.3. Analyse how partnership working delivers better outcomes.		
	1.4. Explain how to overcome barriers 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. 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.		

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 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.		
	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: M2c
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 occupational standards	LMCS B1, HSC 41, CCLD 405, 406
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.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Other professionals** may include: • workers from other agencies or organisations • advocates • independent visitors. **Others** may include: • individuals • children and young people • families • carers • friends of the individual • advocates.

P5.2: Safeguard children and young people who are present in the adult social care sector

Unit reference	A/506/8736	**Unit level**	4
Credit value	2	**GLH**	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
Learning outcome 2 must be assessed in a real work environment.			
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 about safeguarding children and young people.	2.1. Access information, advice and support to inform knowledge and practice about safeguarding children and young people.		

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. Provide information to others on: • **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.		

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: P5.2
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 occupational standards	SCDHSC0034, SCDHSC0044, SCDLMCB1
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**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.

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 these qualifications. 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 Customer 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
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (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

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the "Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance".*

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles / NCFE CACHE Assessment Strategy

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

Section 5: Documents

Useful documents

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

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

Publication history

This is the first publication of this document.

A comprehensive CACHE Support Materials Publication History, including details of changes made to all of our support materials since 2010, is available on cachezone.